

COURSE SYLLABUS

Education 240: Social Issues in Education

Faculty of Education
Simon Fraser University
Spring 1975

Instructor: Mike Manley-Casimir
Room 216, Building 2
Education Complex
Phone: 291-4387

94 Denman Court
Coquitlam, B.C.
525-3121

Lectures: Monday and Wednesday
January 6-April 4

11:30-12:30 a.m.
AQ 9001

OBJECTIVE

The objective of this course is to provide students with an understanding of the role and functions of the school as a social institution and of the issues that impinge on (and often swirl turbulently about) the school.

PLANNED OUTCOMES

More specifically, the course is designed to yield the following learning outcomes:

| Outcomes | Primary Instructional Modes |
|--|--|
| i mastery of a basic core of knowledge about the realities of schools as social institutions -- their nature, organization, and functions. | Four required texts. |
| ii general understanding of the range and complexity of issues impinging on the school. | Lectures, Films, Guests and Tutorials. Independent Reading |
| iii detailed knowledge of a selected issue gained from an in-depth analysis. | Term Paper. Independent Reading |
| iv ability to marshall relevant knowledge in response to final exam questions. | Final Exam. Independent Reading |

REQUIRED TEXTS

Philip A. Cusick, Inside High School (New York: Holt, Rinehart and Winston, 1973). Paperback.

A. Richard King, The School at Mopass (New York: Holt, Rinehart and Winston, 1967). Paperback.

Seymour, Sarason, The Problem of Change and the Culture of the School (New York: Allyn, 1971) Paperback.

Philip W. Jackson, Life in Classrooms (New York: Holt, Rinehart and Winston, 1968).

William Strunk and E.B. White, The Elements of Style (New York: MacMillan, 1972). Paperback.

The first four texts will provide students with a common core of knowledge and common frames of reference. All students are expected to become thoroughly familiar with each of these basic references. The fifth book -- The Elements of Style -- is specifically included for those students who wish to improve their writing style. It is not a "required" text in the same sense as the others -- it is required only for those who need it. Still, it is a gem of a book -- well worth reading, if not owning.

PLAN OF TOPICS

I THE SCHOOL AND SOCIETY: ROLE AND FUNCTIONS

- a) Goals and Purposes.
- b) Socialization, Stratification and Mobility.
- c) Conflicts in Public Expectations

II THE SCHOOL AS A SOCIAL INSTITUTION

- a) Formal Organization.
- b) The Role of the Principal.
- c) The Role of the Teacher.
- d) The Role of the Student.
- e) The Hidden Curriculum.
- f) Student Alienation.

III ISSUE: THE STRUGGLE FOR CONTROL

- a) Conflicting Claims for Control.

III ISSUE: THE STRUGGLE FOR CONTROL (cont'd)

- b) Central vs. Local Control.
- c) Community - School Councils.
- d) Decentralization of Curriculum in B.C.

IV ISSUE: RIGHTS IN SCHOOL

- a) Nature of Rights -- Community and Societal Interests.
- b) Parent's Rights.
- c) Teacher's Rights.
- d) Student's Rights.

V ISSUE: EQUALITY OF EDUCATIONAL OPPORTUNITY

- a) Conceptual Dimensions.
- b) The American Experience.
- c) The Canadian Scene.
- d) Research Issues.
- e) Policy Issues.

VI ISSUE: CULTURAL PLURALISM

- a) Melting Pot, Mosaic or Mixing Bowl?
- b) Issues in Native Education.
- c) Cultural Shifts -- Changing Values and Life-Styles.

VII ISSUE: ACCOUNTABILITY

- a) Concept of Accountability.
- b) Assessment Programs.
- c) PAB, PPBS, PPBS.
- d) Performance Contracting.
- e) Barriers to Accountability.

VIII ISSUE: SEX-ROLE STEREO-TYPING

- a) Sexual Stereo-Typing.
- b) Sexual Discrimination.
- c) Curriculum Materials and Other Media.

IX ISSUE: COMPULSORY EDUCATION

- a) Historical Origins.
- b) Radical Critiques.
- c) A Free Market in Education?

X ISSUE: ALTERNATIVES

- a) Free Schools.
- b) Open Education.
- c) Walkabout: Recent Developments.
- d) Cross Age Tutoring.
- e) Alternative Schools in B.C.

COURSE CALENDAR

| | | | | |
|--------|-------------|--|---------|--------------------------|
| Jan. 6 | First Class | Course Orientation and Expectations | Lecture | |
| 8 | Topic I | School: Role and Function | Lecture | |
| 13 | Topic VIII | Sex Role Sterotyping and Discrimination | Guest | Ms. Linda Shuto |
| 15 | Topic II | School as Organization: Roles | Lecture | |
| 20 | | The High School | Film | <u>High School</u> |
| 22 | | Hidden Curriculum | Lecture | |
| 27 | | Student Alienation | Film | <u>No Reason to Stay</u> |
| 29 | Topic III | Issue: Control of Schooling | Lecture | |
| Feb. 3 | | A Principal's View | Guest | Mr. N. Toews |
| 5 | Topic IV | Issue: Rights in School | Lecture | |
| 10 | | New Approach to School Governance | Lecture | |
| 12 | Topic V | Issue: Equality of Educational Opportunity | Lecture | |
| 17 | | "" continued "" | Lecture | |
| 19 | Topic VI | Issue: Schools and Cultural Pluralism | Lecture | |
| 24 | | Issues in Native Education | Guest | Dr. J. Wyatt |
| 26 | | Cultural Shifts | Film | <u>Jones Farm</u> |

COURSE CALENDAR (cont'd)

| | | | | |
|----------------------------------|------------|--|---------|---------------------------------|
| Mar. 3 | Topic I | Conflicting Public Expectations | Debate | Dr. E. Crose Dr. N. Dawinsky |
| | | **TERM PAPERS DUE THIS WEEK** | | |
| Weds 5 | Topic VII | Issue: Accountability | Lecture | |
| 10 | Topic IX | Issue: Compulsory Education | Lecture | |
| 12 | | Compulsion: A Valid State Interest? | Guest | Dr. D. Erickson |
| 17 | Topic X | Issue: Radical Debate and Alternatives | Lecture | |
| 19 | | The Walkabout: Recent Developments | Guest | Dr. M. Gibbons |
| 24 | | Cross Age Tutoring | Guest | Dr. A. Elliott |
| 26 | | UNASSIGNED | | |
| 31 | No class | Easter Monday: Library Open | | |
| April 2 | Last class | Recapitulation and Course Summary | | |
| April 17-19 E X A M S..... | | | | |

EXPECTATIONS

1. Independent Reading and Tutorial Participation:

The course combines lectures with tutorials and independent reading. Each student is expected to attend lectures and tutorials on a regular basis and to accept a major responsibility for reading around the topics of lectures and tutorials. All students are expected to participate actively in tutorials.

2. Term Paper -- Guidelines and Criteria:

- a) Each student is expected to write a term paper of between 10-12 double-spaced 8 x 11 typed pages either on one of the topics discussed in the course or on a topic of your own choice. In either case, your proposed paper must be approved by your tutorial leader.
- b) Your paper should be handed in during the week of March 3 to your tutorial leader. It can be handed in earlier but not later.
- c) Your paper should be based on your reading of at least two books and five articles. (The latter may be from journals or collections of readings).
- d) Your paper should:
 - i) Start by posing one central question which you plan to answer. Subsidiary questions may also be posed and answered.
 - ii) Identify the main elements of the question.
 - iii) Discuss these elements systematically in terms of the relevant literature. This discussion should:
 - relate the main points of each source to each other,
 - identify the major areas of agreement and disagreement.
 - identify suggestions made to resolve disagreements.
 - indicate where you stand on the issue and the action you would advocate for resolving the issue.
- e) You may fulfill the requirement in (iii) above:

EITHER - by writing the more usual essay type paper in which you integrate the sources in your argument.

OR - by writing an individual analysis of each literature source you consider relevant and then preparing a conclusion (3-5 pages) to deal with the items in (iii).

f) Your term paper will be evaluated according to these criteria:

- i) Evidence of careful selection and use of relevant literature.
- ii) Evidence of careful consideration of issues and alternatives.
- iii) Evidence that the paper answers the question(s) posed at the outset.
- iv) Clear exposition, correct grammar, punctuation and spelling (correct in the sense of current usage).

3. Final Exam:

- a) Each student is expected to write the final exam (1½-2 hours).
- b) Topics for the exams will be distributed ahead of time.
- c) Students are expected to answer questions on topics other than the topic of their term paper.

EVALUATION

Individual evaluation will be based on performance of these three expectations in the following proportion:

- | | |
|--|-----|
| 1. Independent Reading and Tutorial Participation: | 30% |
| 2. Term Paper: | 40% |
| 3. Final Exam: | 30% |

Spring, 1975

SIMON FRASER UNIVERSITY

MEMORANDUM

To: ✓ Sheila O'Connell, Director
 Undergraduate Programs
 Subject: Educ. 240 Social Issues in Education
Course Evaluation

From: Mike Manley-Casimir
 Date: 9th April 1975

Here are the results of the course evaluation provided by 112 of the 212 students in Education 240 (53%). The results are generally very favourable but the following factors need to be borne in mind when interpreting these data:

- i) The instrument is imperfect. Gordon Eastwood, Stan Shapson and I plan to revise and refine it in the near future. Still it provides some useful information.
- ii) I asked students to complete the course evaluation instrument on the last day of classes. This has the following implications:
 - a) Not all students in the class completed the questionnaire, so those that did may not be representative--hence the results may be biased.
 - b) Students had written and in most cases had had their term papers returned; they also had received the take-home final exam but had not completed the exam--hence their assessment of grading standards and exam questions may not be as valid as they might otherwise be.

c: Ian Allen, Chairman of the Tenure Committee
 Dan Birch, Dean

MMC:rb

FACULTY OF EDUCATION

LOWER LEVEL COURSE EVALUATION

Please answer this questionnaire as honestly and thoughtfully as possible. Your answers will help to evaluate the course and to make revisions in it where appropriate.

I N S T R U C T I O N S

1. Use an HB pencil when filling out the answer sheet.
2. For each question choose only one alternative. The computer can cope with only one answer.
3. Please note that a separate sheet is provided for additional written comments. Do not write on the answer sheet
4. If you think the question is irrelevant, please leave out.

CLASSIFICATION DATA

- | | |
|---|--|
| 1. Is this course within your major or intended major discipline? | 2. Age. |
| 71% a) Yes. | 32% a) 19 or below. |
| 28% b) No. | 28% b) 20 or 21. |
| | 26% c) 22 to 25. |
| | 11% d) 26 or 30. |
| | 4% e) 31 or over. |
| 3. Indicate accumulated credit hours to date. | 4. Indicate grade point average last semester. |
| 29% a) 0 to 29. | 14% a) 3.50 to 4.00. |
| 17% b) 30 to 44. | 50% b) 2.75 to 3.49. |
| 33% c) 45 to 59. | 27% c) 2.00 to 2.47. |
| 11% d) 60 to 74. | 4% d) Or below, 0. to 1.99. |
| 11% e) 75 or more. | 5% e) First semester. |
| 5. Have you attended college/university continuously since leaving high school? | 6. Have you taken or are you currently taking other education courses: |
| 40% a) Yes. | 30% a) Yes, in this semester. |
| 1% b) No, spent some time as a classroom teacher. | 38% b) Yes, in previous semester(s) at S.F.U. |
| 7% c) No, spent some time as an aide or volunteer in education. | 2% c) Yes, but not at S.F.U. |
| 48% d) Other. | 30% d) No. |

N.B. 112 of the 212 students enrolled in Education 240 completed the evaluation instrument. This is a response rate of 53%. All the responses are expressed in percentages using 112 as the base.

SECTION A: THE COURSE AS A WHOLE

7. What was your principal reason for taking this course?
- 38% a) Required.
 - 35% b) One of a group which must be chosen.
 - 27% c) Purely optional.
 - d) Easy credit.
 - e) Fitted my schedule.
8. The most enjoyable part of the course was:
- 39% a) Lectures.
 - 43% b) Tutorials.
 - 8% c) Assignments.
 - 3% d) Labs and field work.
 - 7% e) Personal consultation with instructor.
9. The overall organization of the course was:
- 46% a) Very well planned.
 - 38% b) Well planned.
 - 15% c) About right.
 - 1% d) Somewhat disorganized.
 - e) Far too disorganized.
10. The course was:
- 5% a) Challenging.
 - 74% b) Stimulating.
 - 17% c) Average.
 - 4% d) Uninteresting.
 - e) Boring.
11. What would you tell another student if he asked whether or not he should take this course?
- 13% a) Don't miss it.
 - 67% b) It's a good course.
 - 16% c) It's adequate.
 - 4% d) Take it only if you have to.
 - e) Avoid it.
12. Criteria for grading this course were:
- 93% a) Fair and clearly stated.
 - 6% b) Unfair and clearly stated.
 - 1% c) Not stated.
13. The standards used in grading this course were:
- 2% a) Very lenient.
 - 11% b) Somewhat lenient.
 - 74% c) About right.
 - 10% d) Somewhat strict.
 - 4% e) Very strict.

SECTION B: READINGS AND WRITTEN WORK

14. The reading assignments were:
- 25% a) Relevant and stimulating
 - 32% b) Relevant.
 - 34% c) Adequate.
 - 5% d) Irrelevant.
 - 3% e) Irrelevant and dull.
15. On the whole, the text(s) were:
- 3% a) Essential.
 - 31% b) Useful.
 - 34% c) Adequate.
 - 20% d) Marginal.
 - 13% e) Not useful at all.

SECTION B: READINGS AND WRITTEN WORK

17. How much time spent each week reading for the course?

- 31% a) 0 to 1 hour.
- 49% b) 2 to 3 hours.
- 18% c) 4 or 5 hours.
- 1% d) 6 or 7 hours.
- 2% e) More than 7 hours.

19. How much freedom of choice in written assignments?

- a) Far too little.
- 5% b) Somewhat too little.
- 92% c) About right.
- 3% d) Somewhat too much.
- e) Far too much.

18. The amount of time spent on written work was:

- a) Far too little.
- 5% b) Somewhat too little.
- 88% c) About right.
- 5% d) Somewhat too much.
- 3% e) Far too much.

20. Comments on your written work were:

- 31% a) Very constructive.
- 54% b) Somewhat constructive.
- 3% c) Never constructive.
- 4% d) Destructive.
- 9% e) No comments at all.

SECTION C: EXAMINATIONS

21. The exam questions were oriented toward:

- 14% a) Lecture material.
- 82% b) Lectures and reading.
- 4% c) Reading.

22. How about the clearness of exam questions?

- 5% a) Vague and ambiguous.
- 31% b) Moderately clear.
- 39% c) Usually quite clear.
- 26% d) Very clear.

23. How did exam questions test your overall comprehension of the course?

- 2% a) Not at all.
- 6% b) Very inadequately.
- 20% c) Somewhat inadequately.
- 71% d) Adequately.

SECTION D: LECTURES

24. How well was the instructor prepared for his lectures?

- 84% a) Always well prepared.
- 14% b) Usually well prepared.
- 1% c) Inadequately prepared at times.
- 1% d) Frequently inadequately prepared.
- e) Never prepared.

25. The lecturer's speaking ability is:

- 58% a) Very good.
- 31% b) Good.
- 8% c) Adequate.
- 2% d) Poor.
- 1% e) Very poor.

26. The lecturer's ability to explain is:

- 45% a) Very good.
- 38% b) Good.
- 16% c) Adequate.
- d) Poor.
- 1% e) Very poor.

SECTION D: LECTURES

27. Was the lecturer successful in stimulating your interest in the course material?
- 30% a) Very successful.
51% b) Quite successful.
19% c) Not very successful.
1% d) Totally unsuccessful.
29. The lecturer is:
- 41% a) Generally available.
-- b) Generally available but unhelpful.
3% c) Generally unavailable but helpful.
-- d) Neither available nor helpful.
56% e) Don't know--never met the lecturer.
31. What percentage of the lectures did you attend?
- 1% a) 0 to 20.
-- b) 20 to 40.
-- c) 40 to 60.
12% d) 60 to 80.
88% e) 80 to 100.
28. The lecturer's choice and use of films was:
- 29% a) Very good.
57% b) Good.
14% c) Adequate.
-- d) Poor.
-- e) Very poor.
30. The lecturer:
- 66% a) Encourages and values thoughtful disagreement.
21% b) Accepts disagreement very well.
2% c) Tends to discourage disagreement.
4% d) Is intolerant of disagreement.
8% e) Was never tested.

SECTION E: TUTORIALS

32. How well was the tutor prepared for class meetings?
- 37% a) Always well prepared.
44% b) Usually well prepared.
12% c) Inadequately prepared at times.
3% d) Frequently inadequately prepared.
5% e) Never adequately prepared.
33. What was the tutor's attitude towards the subject of the course?
- 55% a) Enthusiastic.
34% b) Seemed interested.
9% c) Seemed somewhat bored at times.
2% d) Uninterested.
34. The tutor's ability to explain is:
- 29% a) Very good.
41% b) Good.
22% c) Adequate.
8% d) Poor.
1% e) Very poor.
35. Was the tutor successful in stimulating your interest in the course material?
- 31% a) Very successful.
49% b) Quite successful.
16% c) Not very successful.
5% d) Totally unsuccessful.

SECTION 3: TUTORIALS

36. The tutor:

- 64% a) Encourages and values thoughtful disagreement.
- 23% b) Accepts disagreement very well.
- 4% c) Tends to discourage disagreement.
- 2% d) Is intolerant of disagreement.
- 7% e) Don't know--was never tested.

38. The tutor is:

- 85% a) Generally available and helpful.
- 4% b) Generally available but unhelpful.
- 5% c) Generally unavailable but helpful.
- 1% d) Neither available nor helpful.
- 6% e) Don't know--never met the tutor.

40. What percentage of the tutorials did you attend?

- 3% a) 0-20.
- b) 20 to 40.
- 4% c) 40 to 60.
- 12% d) 60 to 80.
- 82% e) 80 to 100.

37. For what purposes were the tutorials primarily used?

- 16% a) To discuss lecture material.
- 4% b) To discuss material not related to the course.
- 77% c) To discuss material not covered by the lectures but related to the course.
- 1% d) To discuss required readings.
- 2% e) To present another lecture.

39. How would you rate your own contribution to the tutorial?

- 9% a) Excellent.
- 60% b) Good.
- 24% c) Average.
- 6% d) Marginal.

41. How valuable were tutorial presentations?

- 8% a) Of no value.
- 2% b) Of little value.
- 33% c) Adequate.
- 43% d) Valuable.
- 15% e) Very valuable.

RESPONSES BY TUTORIAL LEADERS

SECTION E: TUTORIALS

| | Sandra Wilking | Cheryl Kerr | Jim Vizzard | Mike Manley-Casim |
|---|-------------------|----------------|----------------|----------------------|
| 32. How well was the tutor prepared for class meetings? | N=32 | N=38 | N=28 | N=13 |
| a) Always well prepared | 28% | 58% | 7% | 67% |
| b) Usually well prepared | 50% | 40% | 46% | 33% |
| c) Inadequately prepared at times | 16% | 3% | 25% | - |
| d) Frequently inadequately prepared | 3% | - | 7% | - |
| e) Never adequately prepared | 3% | - | 14% | - |
| 33. What was the tutor's attitude towards the subject of the course? | | | | |
| a) Enthusiastic | 59% | 74% | 25% | 58% |
| b) Seemed interested | 31% | 26% | 46% | 33% |
| c) Seemed somewhat bored at times | 6% | - | 25% | 8% |
| d) Uninterested | 3% | - | 4% | - |
| 34. The tutor's ability to explain is: | | | | |
| a) Very good | 25% | 37% | 11% | 58% |
| b) Good | 56% | 47% | 25% | 25% |
| c) Adequate | 16% | 13% | 36% | 17% |
| d) Poor | 3% | 3% | 25% | - |
| e) Very poor | - | - | 4% | - |
| 35. Was the tutor successful in stimulating your interest in the course material? | | | | |
| a) Very successful | 31% | 34% | 29% | 27% |
| b) Quite successful | 53% | 58% | 29% | 55% |
| c) Not very successful | 13% | 5% | 32% | 18% |
| d) Totally unsuccessful | 3% | 3% | 11% | - |
| 36. The tutor: | | | | |
| a) Encourages and values thoughtful disagreement | 81% | 55% | 41% | 100% |
| b) Accepts disagreement very well | 16% | 29% | 33% | - |
| c) Tends to discourage disagreement | - | 3% | 11% | - |
| d) Is intolerant of disagreement | 3% | 3% | - | - |
| e) Don't know--was never tested | - | 11% | 15% | - |
| 37. For what purposes were the tutorials primarily used? | | | | |
| a) To discuss lecture material | 3% | 34% | 11% | 8% |
| b) To discuss material not related to the course | 3% | - | 11% | - |
| c) To discuss material not covered by the lectures but related to the course | 87% | 66% | 79% | 85% |
| d) To discuss required readings | 3% | - | - | - |
| e) To present another lecture | 3% | - | - | 8% |

| | | | |
|----------------|-------------|-------------|---------------------|
| Sandra Wilking | Cheryl Kerr | Jim Vizzard | Mike Manley-Casimir |
|----------------|-------------|-------------|---------------------|

38. The tutor is:

| | | | | |
|--------------------------------------|------|-----|-----|------|
| a) Generally available and helpful | 100% | 87% | 54% | 100% |
| b) Generally available but unhelpful | - | 3% | 12% | - |
| c) Generally unavailable but helpful | - | 5% | 12% | - |
| d) Neither available nor helpful | - | - | 4% | - |
| e) Don't know--never met the tutor | - | 5% | 19% | - |

39. How would you rate your own contribution to the tutorial?

| | | | | |
|--------------|-----|-----|-----|-----|
| a) Excellent | 13% | - | 14% | 15% |
| b) Good | 53% | 74% | 46% | 69% |
| c) Average | 25% | 26% | 25% | 15% |
| d) Marginal | 9% | - | 11% | - |

40. What percentage of the tutorials did you attend?

| | | | | |
|--------------|-----|-----|-----|-----|
| a) 0-20 | 6% | - | 4% | - |
| b) 20 to 40 | - | - | - | 15% |
| c) 40 to 60 | - | 3% | 7% | - |
| d) 60 to 80 | 16% | 11% | 7% | - |
| e) 80 to 100 | 78% | 87% | 82% | 85% |

41. How valuable were tutorial presentations?

| | | | | |
|--------------------|-----|-----|-----|-----|
| a) Of no value | 7% | - | 31% | - |
| b) Of little value | 3% | - | - | 8% |
| c) Adequate | 38% | 33% | 25% | 23% |
| d) Valuable | 35% | 53% | 44% | 39% |
| e) Very valuable | 17% | 14% | - | 31% |

Sandra Wilking handled 4 tutorial sections.
 Cheryl Kerr handled 7 tutorial sections.
 Jim Vizzard handled 4 tutorial sections.
 Mike Manley Casimir handled 1 tutorial section.