I. LOCATOR INFORMATION

Course Number and Name: SOCI 372 D1 Online: Sociology of Education

Semester: Spring 2014

Course Location and Meeting Time: Online Semester Starts: January 11-May 9, 2014

Instructor: Dr. Jilly M. Ngwainmbi

Office Location: TS 204 B

Office Telephone: 672-1004

E-mail: jngwainmbi@uncfsu.edu

Office Hours: The primary means of instruction and communication for this course will be email, “Announcements”, “Discussion Board”, and “Virtual Classroom" on Blackboard.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION

SOCI 372 D1 Online: Sociology of Education

SOCI 372: Sociology of Education examines education as a social institution, the school as a social system, the teacher as an agent of social change, and social programs are complements of programs in education, with emphasis on current social trends, special problems in teaching
today, social factors that influence learning, and the role of education in the status attainment process.

The main focus of this course is on the interrelations among social stratification, community power structure, school personnel, and the school. In this course the classroom is analyzed as a social system. The course also examines the emergence and the nature of student culture. The course underscores the role of the American educational system as an arena for social class reproduction. Different theoretical approaches to the American public school system are also discussed.

Prerequisite: SOCI 210

III. DISABLED STUDENT SERVICE

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK


V. STUDENT LEARNING OUTCOMES

A) Course Objectives:

The primary objectives of the course are to:

1. Expose students to different theoretical approaches to the American public school system;

2. Provide students with a better understanding of the functions of the public school system Sociology;

3. Expose students to the class reproduction mechanism, gender and racial inequalities embedded in the American education system;

4. Help students understand the origin and nature of student culture and its implications for student behavior and educational success;

5. Establish the link between theoretical approaches and the educational policy process.
B) Behavioral Outcomes

Upon completion of this course, students should be able to:

1. Analyze different aspects of American public school system from each of the sociological theoretical perspectives;

2. Write scholarly sociological papers;

3. Understand basic methods of sociological investigation and analysis;

4. Understand the basic social processes of public education policy;

5. Identify the role of American education system in racial gender, and class inequalities in the American society.

C) GENERAL LEARNING GOALS OF THE COURSE

The primary goal of the course is to help students understand the sociological theoretical approaches to American public school system. This is intended to provide students with analytical skills useful in analyzing and understanding different aspects of American public education system.

A second goal is to expose students to the relationship between the American education system and gender, racial, and class inequalities which exist in the American society today.

A final goal is to expose students to various methods of sociological investigation and the craft of scholarly paper writing in sociology.

D) SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

E) NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Social Studies Standards</th>
<th>NCATE Standard(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social studies teachers have a broad knowledge of content.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Discussion Board and Virtual</td>
</tr>
</tbody>
</table>
2. Social studies teachers know the content appropriate to their teaching specialty.

| Content Knowledge | Exams; Quizzes; Journal Article Analysis; Virtual Classroom and Discussion Board presentations. |

3. Social studies teachers connect social studies with the broad curriculum.

| Content Knowledge | Exams; Quizzes; Journal Article Analysis; Virtual Classroom and Discussion Board presentations. |

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**F) NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)**

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>National Council for the Social Studies Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 <strong>Culture and Cultural Diversity.</strong></td>
<td>Exams; Quizzes; discussions; Virtual Classroom and Discussion Board presentations.</td>
</tr>
<tr>
<td>1.5 <strong>Individuals, Groups, and Social Institutions.</strong></td>
<td>Exams; Quizzes; Journal article analysis; Reflective assignment; Virtual Classroom and Discussion Board presentations.</td>
</tr>
<tr>
<td>1.9 <strong>Global Connections.</strong></td>
<td>Exams; Quizzes; Virtual Classroom and Discussion Board presentations.</td>
</tr>
</tbody>
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**G) NCDPI CORE STANDARDS**

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.
H) NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Diversity Standards</th>
<th>Assessment(s)</th>
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<tr>
<td>1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</td>
<td>Exams; Quizzes; Journal article analysis; Reflective assignment; Case studies; Virtual Classroom and Discussion Board presentations.</td>
</tr>
</tbody>
</table>

I) TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

<table>
<thead>
<tr>
<th>NCDPI Technology Standards</th>
<th>Technological Applications Used in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers demonstrate a sound understanding of technology operations and concepts.</td>
<td>Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom and Discussion Board presentations.</td>
</tr>
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</table>
J) DISPOSITIONS

Directions: Check all that apply. Dispositions will be addresses through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Professional Responsibility</th>
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<tbody>
<tr>
<td>X Appreciates and engages in self-reflection</td>
<td>Dresses appropriately for the setting</td>
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<tr>
<td>X Shows a commitment to ongoing learning</td>
<td>X Is punctual</td>
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<tr>
<td>X Desires to learn and apply new technologies</td>
<td>X Attends class regularly and participates in class</td>
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<tr>
<td>X Is receptive to new ideas and feedback</td>
<td>X Completes assignments and tasks in a timely manner</td>
</tr>
<tr>
<td>X Writes and speaks clearly and effectively</td>
<td>X Willing to go beyond required assignments</td>
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<tr>
<td>Uses culturally sensitive language when communicating with families</td>
<td>Shows imitative and motivation</td>
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</tbody>
</table>

| Professional Dispositions and Qualities |
|-------------------------|-------------------------|
| Professional Integrity | Professional |
| X Believe all children can learn | X Displays high and ethical professional standards |
| X Understands the culture of students and their families | X Is honest and dependable |
| X Values and respects diversity and individual differences | X Is courteous and respectful |
| X Demonstrates flexibility and adaptability | X Has a positive professional attitude |
| Treats all students fairly and equitably | X Accepts and uses constructive criticism |
| X Is sensitive to the feelings of others | X Maintains emotional control and appropriate behavior |
| X Interacts appropriately and positively with others | |

VI. COURSE ARRANGEMENTS

Lectures, small group discussions, and student reports will be used as teaching techniques.
Lectures for the course will focus on major theorists, their theoretical formulations, and the key social issues or problems they intended to address.

Student group discussions and reports will focus on the application of a sociological theory or sociological perspective to a social problem or issue similar to that which the original theory or perspective was intended to address.

A) COURSE REQUIREMENTS

Minimal requirements for this course are as follows:

-- Regular attendance, determined by recording your regular and timely responses to Discussion Board assignments

--Informed participation in assigned and group activities in Discussion Board

--Satisfactory and timely completion of writing assignments

--Satisfactory performance on all examinations

B) CLASS POLICIES

1) Attendance policy for this course will be based on student participation in “Discussion Board” exercises and projects. Students are strongly encouraged to participate regularly in all “Discussion Board” exercises, assignments, discussions and projects.

2) In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading, writing.

3) There will be four tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced through E-mail and “Announcements” on Blackboard. No make-up tests or examinations will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor before the regular test or examination date.

4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires. If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get a zero for that particular test or examination.

5) NO student shall attempt to print any test or examination. Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this
fair warning and attempts printing any test or examination, the penalty is a zero for that particular test or examination.

C) Teaching Strategies:

The teaching strategies used in this course will include a combination of lecture, use of “Discussion Board” for specified exercises and assignments and the use of “Virtual Classroom” for lectures. Audio and Visual materials will be used as needed, based on accessibility to students.

VII. COURSE EVALUATION AND GRADING POLICY AND SCALE

Grading Scale

A......................................................................................................................92 - 100
B......................................................................................................................83 - 91
C......................................................................................................................73 - 82
D......................................................................................................................64 - 72
F..................................................................................................................LESS THAN 63.
I..................................................................................................................Incomplete

Grades for the course will be based on the following:

Tests...............................................................................................................50% of the final grade
Mid-term Examinations..............................................................................25% of the final grade
Final Examination....................................................................................25% of the final grade
Total............................................................................................................100%

FORMULA FOR COMPUTING FINAL GRADE

The following formula will be used to compute the final grade for this class:
(Extra Credit + Test#1 + Test#2 + Test#3 + Test#4 + Test#5 divided by 2), which account for 50% of final grade + Mid-term, which accounts 25% of final grade + Final Exam, which accounts for 25% of final grade, Total=100% or more depending on whether student earned points for extra credit.

Note: All tests count and are factored into the Final Grade. All tests are graded out of 20 points.
For example, 1) to compute your grade on tests with 40 questions, simply divide your score on the test by 2 - > If you scored 40 out 40, then it becomes 40/2 = 20 points; and 2) to compute your grade on tests with 100 questions, simply divide your score on the test by 5 - > If you scored 100 out of 100, then it becomes 100/5 = 20 points. The Mid-term Exam and the Final exam are graded out of out of 25 points. For example, 1) to compute your grade on the Mid-term exam or Final exam with 50 questions, simply divide your score on the exam by 2 - > If you scored 50 out 50, then it becomes 50/2 = 25 points; and 2) to compute your grade on the Mid-term exam or Final exam with 100 questions, simply divide your score on the Mid-term exam or Final exam by 4 - > If you scored 100 out of 100, then it becomes 100/4 = 25 points.
VIII. SELECTED REFERENCES


**Selected Readings From Major Sociological Journals**

- American Journal of Sociology
- American Sociological Review
- Annual Review of Sociology
- Journal of Crime and Delinquency
- Journal of Marriage and Family
- Social Forces
- Social Problems
- Sociological Inquiry
- Sociological Quarterly
- The American Sociologist

**IX. COURSE OUTLINE AND ASSIGNMENT SCHEDULE**
This calendar is subject to change or adjustment as needed throughout the semester.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READING</th>
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<tbody>
<tr>
<td>1</td>
<td>Course orientation</td>
<td>Sociology of Education: A Unique Perspective on Schools</td>
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<td>The Field of Sociology of Education 2</td>
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<td>What Sociologists Study 3</td>
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<td>Why Study Sociology of Education? 3</td>
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<td>Kinds of Questions Asked by Sociologists of Education 5</td>
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<td>Theoretical Approaches and the Development of Sociology of Education 6</td>
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<td>Functionalist Theory 7</td>
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<td>Conflict Theory 10</td>
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<td>Interaction and Interpretive Theories 13</td>
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<td>Recent Theories in the Sociology of Education 14</td>
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<td>American Sociology of Education 16</td>
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<td>The Open Systems Approach 16</td>
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<td>Research Methods in Sociology of Education 21</td>
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<td>2</td>
<td>Conflicting Functions and Processes in Education: What Makes the System Work</td>
<td>Chapter/TOPI I</td>
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<td>Conflicting Functions of Education 27</td>
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<td>The Importance of Processes in Educational Systems 29</td>
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<td>The Function of Socialization: What We Learn and How We Learn It 29</td>
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<td>The Early Childhood Education Controversy 30</td>
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<td>Role of the Media and Commercials in Socialization 32</td>
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<td>The Function of Cultural Transmission and Process of Passing On Culture 36</td>
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<td>Some Factors Affecting Learning 37</td>
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<td>How to Pass On Culture 38</td>
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<td>What Culture to Pass On 39</td>
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<td>The Function of Social Control and Personal Development 47</td>
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<td>Violence and Discipline in Schools 48</td>
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</tbody>
</table>

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The Sorting Process 51
The Testing Game 52
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The Function of Change and Innovation:
The Process of Looking to the Future 55

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3  Education and the Process of Stratification  Chapter/TOPIC III

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4  Race, Class, and Gender: Attempts to Achieve Equality of Educational Opportunity  Chapter/TOPIC IV

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What Really Happens in School?
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The Value Climate 228
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Test #4

9 The Educational System and the Environment:
A Symbiotic Relationship
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The Political and Legal Institution 261
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10 The System of Higher Education
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11 Educational Systems Around the World: A Comparative View Cross-Cultural Educational Studies

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Global Institutional Interdependence 339
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13 Educational Movements and Reform Chapter/TOPIC XIII

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14 Change and Planning in Educational Systems Chapter/TOPIC XIV

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Conflict Approach to Change 406
Open Systems Approach to Change 406

Review for Final Examination

Review for Final Examination

FINAL EXAMINATION.
I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.

1) What do you consider to be the main weaknesses of the course up to this point?

2) What do you consider to be the main strengths of the course up to this point?

3) What do you dislike most about the course up to this point?

4) What do you like most about the course up to this point?

5) What can the instructor do differently to help you learn more during the next half of the Semester?

6) The study guides for each chapter, test and exams are:
Clear. Yes _____ No____. If no, explain.

Helpful. Yes _____ No____. If no, explain.

7) Circle the means of communication that is most helpful to you and explain why.

E-mail  Telephone  Discussion Board

Explain why:

8) The time allowed for each test or exam is enough   Yes_____ No____ If no, explain

9) General Comments: