



TED UNIVERSITY
FACULTY OF EDUCATION
EDU 201-SCHOOL, FAMILIES AND SOCIETY
2016 Fall Syllabus

Course Number:	EDU 201-Section 1
Course Title:	School, Families and Society
Number of Credit Hours:	(1-2-0) 2, ECTS 4
Required or Elective:	Required
Term:	Fall 2016
Meeting Day and Time:	Monday: 14:00-15:00, Thursday: 11:00-13:00
Location:	Class G-10, G Block, First Floor
Course web site:	Moodle
<u>Professor/Instructor</u>	

Assist. Prof. Dr. Adile Gülşah Saranlı

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1. COURSE CATALOG DESCRIPTION

Interactions of school, family, society and culture. Social and family structures in Turkey. Family and public education programs, models, and projects. Family and community involvement in education. Effective communication skills.

2. EXTENDED COURSE DESCRIPTION

The family and the community as significant educative influences. How the structures of homes, schools, and communities affect children's learning. Turkish family patterns and how they impact their involvement in education. Establishing collaborations with diverse families and communities. After-school care programs for preschool-aged children. The responsibilities of parents and teachers in terms of home life, school life, and community life. Developing partnerships with schools and communities. Review of successful model programs.

3. COURSE LEARNING OUTCOMES

Upon successful completion of this course, a student will be able to

1. Identify and evaluate their assumptions, attitudes and beliefs about learning, teaching and schooling.
2. Develop their understanding of social structures in general, and analyze the influence of social class on education in particular.
3. Compare and contrast different family patterns in Turkey and analyze how each pattern influences children's education.
4. Distinguish different ways homes, schools, and communities interact with each other to influence the school experience of children.
5. Examine model school and home/community partnership models and appraise their pros and cons.
6. Design a school-community partnership project.

4. REQUIRED READING

Scully, P.A., Barbour, C.H. & Roberts-King, H. (2015). Families, schools, and communities: Building partnerships for educating children. New Jersey, NJ: Merrill.

5. TEACHING METHODS and LEARNING ACTIVITIES

Telling/Explaining, Discussion/Debate, Questioning, Reading, Guest Speakers, Scaffolding/Coaching, Demonstrating, Inquiry, Collaborative Learning, Case Study/ Scenario Analysis, Oral Presentation, Concept Mapping, Brainstorming, Web Searching

6. ASSESMENT METHODS

Test / Exam, Written Project, Presentation (Oral / Poster), Class Participation, Reflection Paper

7. COURSE ASSIGNMENTS, EXPECTATIONS AND GRADING PROCEDURES

Grading Structure		%
1	Reflection papers and participation of Moodle Discussions	20
2	Interview paper	20
3	National or International Educational Report Analyses	20
4	Oral Presentation & Moodle Discussion	20
5	Final	20
	TOTAL	100

ASSIGNMENTS

Your grades are going to be based on mainly reflection papers, interview paper, educational report analyses as well as oral presentation, Moodle discussion participation and Final exam as outlined above. Your semester long performance is essential for being successful in the course. Therefore, please take into account of all grading elements to achieve high grades. All assignments are required to be prepared with Microsoft Word Processor. **Assignments are subject to be submitted through Moodle as well as printed copies at the due date.**

a) Reflection Papers and Participation of Moodle Discussions (20%)

Two reflection papers will be expected throughout the semester for this course. You are first requested to prepare reading reflection (**RR**) of the specified reading assignments. Also there will be at least one guest speaker visit to our class and give information about the importance of the parent-school-society participation. You will write the second reflection (**GSR-Guest Speaker Reflection**) about your experience including these guest speaker visits. **You are expected to attend the Moodle discussions and submit your first (Reading Reflection) and second (Guest Speaker Reflection) reflections through the Moodle system as well.**

b) Interview paper (20%)

One of the areas we examine in this course is the school as a workplace **from teacher, family and society perspectives**. For this paper you will do a life/career history interview with a K-12 teacher or administrator (we will develop interview protocols as a class) and then write an analysis of that person's experiences using appropriate materials from the course. Within 2-3 weeks period, where we have an observation break, also shadow that person for a day or two to gain additional insight into his or her work life, the institutional context within which he/she works and his or her way of connecting with families and the society. You were expected to frame your interview paper around the course reading theme and discussions. **The interview will be 6-8 pages and should be submitted through the Moodle system and printed as well.**

c) National or International Educational Report Analyses (20%)

As a group of 3 (maximum 4) you are going to examine a report published by GO or NGOs to tease out silent dimensions schooling in relation to family and society. You may also choose one of the suggested book below as an alternative. Your group report should target the unique areas and/or implications in relation to appropriate materials from the course. More details about possible report/recourses and analyses framework will be discussed during the class. **The Report Analyses Paper will be 8-10 pages and should be submitted through the Moodle system and printed as well.**

d) Oral Presentation (10%) and Moodle Discussion (10%)

After you submit The **National or International Educational Report Analyses Paper**, you will present your findings through class discussions (Group of 3-4 students and maximum 20

minutes). Further, your report is also **going to be uploaded to Moodle system to be discussed**. You were expected **to pose discussion questions into Moodle Course module** about aligning with your report. It is **for all students to read and reflect on others' Report Analyses Papers**. Your grade is consisted of **oral presentation** and **your active engagement in Moodle discussions**.

e) Final Exam (20%)

One in-class exam will be given in class in response to questions that come directly from class experiences and readings at the end of the semester. Final exam will likely to include multiple choice, short answer, matching, and essay questions.

8. ACADEMIC INTEGRITY

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the TED University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: **cheating, fabrication, plagiarism, and denying others access to information or material. Copying reports, home works or reading reflections of another student will be subject to disciplinary procedures.** See [TEDU Catalog for further clarification and information on grievance procedures](#).

9. COURSE POLICIES

a) Missed Work: If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

b) Late Assignment Submission Policy: Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. In all other cases, there will be a 10% point – reduction per day for late work, and work will not be accepted if it is one week late.

c) Assignment Rules: All assignments uploaded to the Moodle system also will be handed in to the instructor at the specified date of submission. All assignments handed in must be typed and prepared in APA style! Moodle submissions will also be accepted if you later submit your draft copy. **Use 12 point Times New Roman type, 1,5 line space your text, use standard**

margins, and insert page numbers on the bottom right hand corner of each page. All assignments must be submitted with a cover page which includes *Name of the University, Department Name, Name of the course with code, Instructors name and affiliation, name of the homework, your name, your id number and the date*. And, please use spell -check and proofread as points might be deducted for an excessive number of careless errors.

d) Plagiarism: Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

e) Cheating: You may neither receive help from nor give help to others during an in - class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

f) Class Readings: Please read the assigned readings prior to class so that you may participate fully in the discussion. All readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion.

Percentage	Grade	GPA (4.00)
90 – 100	A	4.0
85 – 89	BA	3.5
80 – 84	BB	3.0
75 – 79	CB	2.5
70 – 74	CC	2.0
60 – 69	DC	1.5
50 – 59	DD	1.0
0-49	F	0
Both Absent and Unsuccessful	FX	0

Tentative Schedule for the EDU 201 School, Families and Society-Section 1

DATE	TOPIC	ASSIGNMENT
Week 1 26 Sept.-2 Oct.	First Meeting, Course Description and Expectations	Syllabus and Moodle Revision
Week 2 3 Oct. - 9 Oct.	Home, School, and Community Influences on Children's Lives	Chapter 1 Readings
Week 3 10 Oct. - 16 Oct.	Historical and Philosophical Perspectives	Chapter 2 Readings
Week 4 17 Oct. - 23 Oct.	Understanding Roles and Experiences of Parents	Chapter 4 Readings
Week 5 24 Oct. - 30 Oct.	Protecting and Safeguarding Children	Chapter 7 Readings
Week 6 31 Oct. - 6 Nov.	Developing Interview Protocol During Class	Reading Ref. 1 DUE
Week 7 7 Nov.-13 Nov.	Developing Interview Protocol During Class	
Week 8 14 Nov.-20 Nov.	Field Study: Interview work (no class meeting)	Guest S. Ref. 2 DUE
Week 9 21 Nov.-27 Nov.	Field Study: Interview work (no class meeting)	
Week 10 28 Nov.-4 Decemb.	Field Study: Interview work (no class meeting)	
Week 11 5 Dec.-11 Dec.	Establishing and Maintaining Collaborative Relationships	Chapter 10 Readings Interview Paper DUE
Week 12 12 Dec.-18 Dec.	Building School Partnerships with Families and Community Groups	Chapter 11 Readings
Week 13 19 Dec.-25 Dec.	Educational Report Analysis Oral Presentations (Group of 3-4 students)	Educational Report A. Report and Oral Presentation DUE
Week 14 26 Dec.-1 Jan.	Educational Report Analysis Oral Presentations (Group of 3-4 students)	
	FINALS	

IMPORTANT NOTE: This schedule is tentative. Guest speaker schedules and lecture contents may change during the semester as a result of course progress or unexpected situations.

An Alternative/Suggested Readings for the Educational Report Assignment

- Brick, M. (2012). *Saving the school: The true story of a principal, a teacher, a coach, a bunch of kids and a year in the crosshairs of education reform*. New York: Penguin Press HC.
- Comer, J. (2009). *What I learned in school: Reflections on race, child development, and school reform*. Hoboken, NJ: Jossey-Bass.
- Darder, A. (1991). *Culture and power in the classroom: Foundations for the schooling of bicultural students*. New York: Bergin & Garvey.
- Davidson, C. (2011). *Now you see it: How the brain science of attention will transform the way we live, work, and learn*. New York: Viking Press.
- Davidson, C. and Goldberg, D. (2010). *The future of thinking: Learning institutions in a digital age*. Cambridge, MA: MIT Press. (This book is available in a free digital edition on the MIT Press website.)
- Eklund, N. (2008). *How was your day at school?: Improving dialogue about teacher job satisfaction*. Minneapolis, MN: Search Institute.
- Gallagher, C. (2007). *Reclaiming assessment: A better alternative to the accountability agenda*. Portsmouth, NH: Heinemann.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston, MA: Houghton Mifflin Co.
- Nathan, L. (2009). *The hardest questions aren't on the test: Lessons from an innovative urban school*. Boston, MA: Beacon.
- Nichols, S. & Berliner, D. (2007). *Collateral damage: How high-stakes testing corrupts America's schools*. Cambridge, MA: Harvard Education Press.
- Ravich, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.
- Rose, M. (2009). *Why school?: Reclaiming education for all of us*. New York: The New Press.
- Tough, P. (2008). *Whatever it takes: Geoffrey Canada's quest to change Harlem and America*. Boston, MA: Houghton Mifflin Co.