



COURSE OUTLINE : SOC S 101

D Credit – Degree Applicable

COURSE ID 004176

Cyclical Review: November 2017

Revision: September 2021

COURSE DISCIPLINE : SOC S
COURSE NUMBER : 101
COURSE TITLE (FULL) : Urban Education In America
COURSE TITLE (SHORT) : Urban Education In America
ACADEMIC SENATE DISCIPLINE: Social Science

CATALOG DESCRIPTION

SOC S 101 is designed to provide students with a fundamental understanding of the American system of education, especially in urban multi-cultural schools. It deals with the psychology, sociology, politics and philosophy of urban education. The course covers current conditions of American schools and selected challenges of California's diverse urban schools. The focus is on the issues facing teachers and students working in diverse, multiracial, multi-ethnic urban settings and on the efforts being made to respond to the needs of teachers and students.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes
13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes



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14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 explain the philosophy of American education;
- 2 identify unique issues with American education inside the urban environment;
- 3 reflect on how race, gender and class influence outcomes in the classroom;
- 4 assess political, economic and social theories and trends as they relate to urban education.

STUDENT LEARNING OUTCOMES

- 1 demonstrate familiarity with the philosophy of American education, especially as it relates to the urban environment;
- 2 evaluate the impact of demographic, political, economic and cultural importance in the study and understanding of education in the urban environment;
- 3 explain the impact that privilege, race, gender and class has within the urban education system.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	American Education <ul style="list-style-type: none"> • Philosophy: the role of education and schooling in a democratic, multi-cultural society • Roles of the federal, state, and local government in public education and the impact of major legislation (including issues related to testing, standards, teacher certification, and funding for special needs) 	6	0	6



2	Education in California <ul style="list-style-type: none"> • Demographics of student populations • Development of public school system and its relationship with the local community • Relationship between the needs of urban schools and the process of funding and staffing 	6	0	6
3	Education in Urban Schools <ul style="list-style-type: none"> • Socioeconomic and ethnic diversity • Linguistic challenges • Challenges of mainstreaming • Role of parents and family • Relationship between schools and communities 	12	0	12
4	Equity in Education <ul style="list-style-type: none"> • Racial, social class, and gender inequality • Affirmative action and diversity • Challenges of stereotypes • Role model availability • At-risk students 	12	0	12
5	Theories of Teaching and Learning <ul style="list-style-type: none"> • Culturally responsive instructional interventions • Key instructional strategies and interventions for multi-racial and multi-cultural student populations 	6	0	6
6	Public Policy and Education in California’s Urban Settings <ul style="list-style-type: none"> • Accountability • Funding public schools • Challenges of testing 	8	0	8
7	Ethics of the Teaching Profession <ul style="list-style-type: none"> • Legal implications • Working conditions in urban settings: implications of poverty, diversity and culture 	4	0	4
				54

OUT OF CLASS ASSIGNMENTS

- 1 read, analyze, and critically respond in writing to primary sources from the 20th and 21st century;
- 2 service learning through GCC's Community Involvement Center;
- 3 conduct out of class both as individual or as group projects (e.g., locate and analyze primary source documents and secondary source documents for essays);



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- 4 write a four-page essay using primary and secondary sources to prove an argument (e.g., analyze the experience of children in inner-city schools; examine a specific reform or activist and identify its successes and weaknesses);
- 5 small group work that enables students to cooperatively engage the course materials in creative ways (e.g., building blogs, final group, in-class presentations).

METHODS OF EVALUATION

- 1 class participation;
- 2 three to five one-hour in-class midterm examinations;
- 3 written assignment(s);
- 4 final examination;
- 5 individual of group projects.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Reign of Error: The Hoax of Privatization	Required	Vintage	1	Print	Diane Ravitch	978-0345806352	2014
The Urban School System of the Future: Applying the Principles and Lessons of Chartering	Required	Roman & Littlefield Education	1	Print	Andy Smarick	978-1607094777	2012
50 Myths and Lies That Threaten America's Public Schools	Required	Teacher's College Press	1	Print	David C. Berliner	978-0807755242	2014