

SOC S101 : Urban Education In America

General Information

Author:	<ul style="list-style-type: none">Elizabeth KronbeckDulay, MichaelStonis, MichelleFishman, Robyn
Course Code (CB01) :	SOC S101
Course Title (CB02) :	Urban Education In America
Department:	SOC S
Proposal Start:	Spring 2025
TOP Code (CB03) :	(2201.00) Social Sciences, General
CIP Code:	(45.0101) Social Sciences, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000292411
Curriculum Committee Approval Date:	03/27/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	03/27/2024
Course Description and Course Note:	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.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Author:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Social Science
Alternate Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Approved	09/03/2019	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Approved	09/03/2019	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience
Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- 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.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.

- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Discussion

Methods of Instruction Lecture

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Presentations

Out of Class Assignments

- Read, analyze, and critically respond in writing to primary sources from the 20th and 21st century
- Service learning through GCC's Community Involvement Center
- Individual or group projects (e.g., locate and analyze primary source documents and secondary source documents for essays)
- Write a four-page essay using primary and secondary sources to prove an argument (e.g., analyze the experience of children in underfunded public schools)
- Examine a specific reform or activist and identify its successes and weaknesses)
- 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	Rationale
In-Class Activity (answering journal prompt, group activity)	Class participation
Exam/Quiz/Test	Three to five one-hour in-class midterm examinations
In-Class Writing Assignment	Written assignments (e.g., journal entry or article summary)
Exam/Quiz/Test	Final examination
Presentation (group or individual)	Individual or group projects

Textbook Rationale
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
Robert J. Marzano, et al.	Leading a High Reliability School (Use Data-Driven Instruction and Collaborative Teaching Strategies to Boost Academic Achievement)	Solution Tree	2018	978-1945349348
Glenn E. Singleton	Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools and Beyond	Corwin	2021	978-1071847121

Other Instructional Materials (i.e. OER, handouts)
No Value

Materials Fee
No value

Learning Outcomes and Objectives
Course Objectives
Explain the philosophy of American education.
Identify unique issues with American education inside the urban environment.
Reflection on how race, gender, and class influence outcomes in the classroom.
Assess political, economic, and social theories and trends as they relate to urban education.

SLOs

Demonstrate familiarity with the philosophy of American education, especially as it relates to the urban environment.

Expected Outcome Performance: 70.0

Explain the philosophy of American education, especially as it relates to the urban environment.

Expected Outcome Performance: 70.0

Analyze the impacts that privilege, race, gender, and class have within the urban education system.

Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

American Education (6 Hours)

- 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)

Education in California (6 hours)

- 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

Education in Urban Schools (12 hours)

- Socioeconomic and ethnic diversity
- Linguistic challenges
- Challenges of mainstreaming
- Role of parents and family
- Relationship between schools and communities

Equity in Education (12 hours)

- Racial, social class, and gender inequality
- Affirmative action and diversity
- Challenges of stereotypes
- Role model availability
- At-risk students

Theories of Teaching and Learning (6 hours)

- Culturally responsive instructional interventions
- Key instructional strategies and interventions for multi-racial and multi-cultural student populations

Public Policy and Education in California's Urban Settings (8 hours)

- Accountability
- Funding public schools
- Challenges of testing

Ethics of the Teaching Profession (4 hours)

- Legal implications
- Working conditions in urban settings: implications of poverty, diversity and culture

Total Hours: 54**Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value