INSTRUCTOR INFORMATION
Instructor:  Dr. Christine Finnan
Contact: Phone: 843-953-4826  Cell: 843-906-4708  Email: finnanc@cofc.edu
Office Hours: Tuesdays 11:00 AM – 1:00 PM and Thursdays 3:00 – 4:30 PM and by appointment. Office: 86 Wentworth #311

COURSE DESCRIPTION
This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Candidates examine their own practice as well as policies and procedures through the lens of advocacy.

COURSE TEXTS AND MATERIALS


Additional readings available on OAKS

COURSE OBJECTIVES
1. Determine what advocacy is
2. Examine how language shapes how we perceive and advocate for issues
3. Use various advocacy tools
4. Analyze contextual factors that surround advocacy issues
5. Identify the characteristics of effective advocates
6. Commit to a plan to advocate for an issue in your classroom, school, district, or community
7. Write an effective literature review OR research proposal

COURSE OUTCOMES
All teacher education programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. Understand and value the learner; 2. Know what and how to teach and assess and how to create an environment in which learning occurs, and 3. Understand themselves as professionals. These three elements of teacher competency are at the heart of the EHHP conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the teacher education programs provides opportunities for you to develop and extend your knowledge, skills and dispositions needed to become an effective teacher.
ETC 1-Outcomes related to understanding and valuing the learner: The course will examine current issues, policies and practices within and outside of school that influence student learning. The ultimate goal is to help you advocate for children by gaining a better understanding of how policies impact them and how their schools and communities influence the context in which policies and practices are implemented.

ETC 2-Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs: The course will provide a better understanding of the connection between policy and classroom practice. We will examine how policies created at the district, state and national levels impact classroom practice as well as how teachers’ decisions in the classroom influence how policies are implemented. Specific attention will be paid to policies related to curriculum, assessment and school climate. The ultimate goal is to help you advocate for meaningful and appropriate curriculum, instruction and assessment by understanding current policies and how teachers can influence policy development and shape implementation.

ETC 3-Outcomes related to understanding self as a professional: The course will focus on the current emphasis on teacher quality in state, national and international policy. These policies include those affecting teacher training, certification, retention, and evaluation. We will also examine efforts by teachers and teacher unions to advocate for the profession. You will be better prepared to advocate for the teaching profession by understanding the influences on current policies and the research used to support and challenge current policies.

COURSE REQUIREMENTS

Demonstration of SOE Dispositions and how students express them in this course:

- Belief that all students can learn (attitudes expressed about students and learning)
- Value and respect for individual differences (participation in class discussions)
- Value of positive human interactions (participation in class discussions)
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; completion of reading assignments; quality of course projects)
- Dedication to inquiry, reflection, and self-assessment (quality of course assignments; active participation in class discussions; support and encouragement of diverse ideas)
- Value of collaborative and cooperative work (participation in class activities)
- Sensitivity toward community and cultural contexts (insights expressed in class discussions and reflected in course assignments)
- Engagement in responsible and ethical practice (performance on course assignments and contribution to class activities)
- Development of professional mastery over time (performance over time on all assignments)

Students are responsible for:

- Completing all assigned readings and projects on time. Late assignments are accepted only at the instructor’s discretion. Points will be subtracted from late assignments.
- Attending to all course content (lecture, text, outside reading, handouts, research)
- Retrieving all missed assignments/notes from someone in class, not the instructor
- Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.
- Attending regularly and on time and actively participating in class (YOU CAN MISS NO MORE THAN TWO CLASS SESSIONS)
- Assuring that all work is their own and that sources are properly cited and credited (see http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml for examples of acceptable and unacceptable use of sources.)
DESCRIPTION OF COURSE ASSIGNMENTS

Students are expected to complete all assignments to receive a passing grade in this course. More complete descriptions of course assignments will be provided in class.

1. **Literature Review OR Capstone Proposal.** Students who have not completed MTLA 602 will complete a thorough literature review of a topic they want to advocate for or against. Students who completed a literature review in MTLA 602 will develop a research proposal that will guide their capstone research.
   
   **Points:** 150 points
   
   **Length:** 8-15 pages

2. **Editorial or blog post.** We will be reading editorials and blog posts written by journalists, academics, and educators. You will write an editorial or blog post on an issue you feel passionate about based on the subject you are investigating for your literature review or proposal.
   
   **Points:** 50 points
   
   **Length:** Between 700 and 1,000 words

3. **Advocate/Activist profile.** Advocacy is a human activity that requires certain skills, attitudes, knowledge, and dispositions. This assignment can be completed in one of two ways. One option is to identify someone who is nationally or internationally known as an advocate or activist and write a profile of the person highlighting the skills, attitudes, knowledge, and dispositions that aided or hindered the person’s advocacy. The second option is to identify a local advocate and interview the person and others who have been affected by his or her advocacy to determine the skills, attitudes, knowledge, and dispositions that aided or hindered this person’s advocacy.
   
   **Points:** 100
   
   **Length:** 5-7 pages double-spaced

4. **Discussion board participation.** You are expected to participate in at least 10 discussions on the OAKS discussion board. Questions will be posted to stimulate discussion of readings and/or relevant current events. Your posts should be thoughtful, reflect the readings and previous posts, and move the discussion forward. Each week’s post should be at least 200 words.
   
   **Points:** 10 points each post = 100 points
   
   **Length:** At least 200 words

5. **Final exam.** Presentation of plan for becoming an advocate in your classroom, school, district or community.
   
   **Points:** 50
   
   **Length:** Different presentation formats will be encouraged

6. **Class participation**

   Points are not specifically allocated to class participation, but active participation in class and online is expected. This includes:
   
   - Regular and timely attendance
   - Thorough preparation for each class (completing all readings and outside assignments on time)
   - Active participation in course discussions
   - Respectful and thoughtful classroom interactions (e.g., careful listening, constructive feedback on classmates’ ideas, willingness to listen to alternative viewpoints)

   I will use your classroom participation to make final grading determinations if you are not solidly within a grading band. If I find that people are not thoroughly reading class materials, I will make adjustments to the assignments and add quizzes or reading reflections.

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<thead>
<tr>
<th>Assignment</th>
<th>Due/Scheduled</th>
<th>Points</th>
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<tbody>
<tr>
<td>Literature review/Proposal</td>
<td>Multiple dates</td>
<td>150</td>
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</table>
Editorial or blog post 2/13 50
Advocate or activist profile 4/17 100
Discussion participation Weekly 100
Final exam 5/1 50
TOTAL 450

EVALUATION SCALE
A = 100 – 93  
B+ = 92-88  
B = 87-83  
C = 77-74  
C+ = 82-78  
F = 73 and below

SPECIAL CONSIDERATIONS/AGREEMENTS
I reserve the right to make changes to the syllabus. The only additional graded assignments will be quizzes or reading reflections if I determine that significant numbers of students are not completing the readings.

As a class we will develop an agreement about appropriate behavior of students and instructor. This agreement will be revisited throughout the semester.

POLICIES AND PROCEDURES

Attendance: Class attendance and punctuality are expected behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than four classes, the instructor should be informed of the reasons. A student may receive a “WA/F” for excessive absences, (i.e., more than 15% (5.25 hours/2 classes) of the scheduled classes).

Class Participation: Students are expected to read the texts and all assigned materials before class and be prepared to participate in class discussions. Assessment activities will require responses based on the readings, class discussions and personal experiences.

Due Dates: Due dates for course assignments and exams are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor should be informed of the reasons. Otherwise, all late course assignments will receive a 5-point deduction each day the assignment is late (up to 50% of assignment points).

Assignments: All assignments should be word-processed in 12-point type, double-spaced and completed in APA format unless otherwise specified.

ADA Accommodations: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation.
## CALENDAR (SUBJECT TO CHANGE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Focus</th>
<th>Reading¹</th>
<th>Assignments</th>
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<tr>
<td>Part One: What is Advocacy</td>
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<tr>
<td>One</td>
<td>1/9</td>
<td>Introduction to course: Leaders, advocates, activists</td>
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<tr>
<td>Two</td>
<td>1/16</td>
<td>Language and advocacy</td>
<td>Briscoe, Arriaza, &amp; Henze</td>
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<td></td>
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<td>(Lakoff (OAKS))</td>
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<td>Three</td>
<td>1/23</td>
<td>Knowing your issues</td>
<td>Whitaker – Chs. 1 &amp; 2 Swanson (OAKS)</td>
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<td>Four</td>
<td>1/30</td>
<td>Networking (_partnerships, communication)</td>
<td>Whitaker Chs. 3, 4 &amp; 5 Ravitch Ch. 10 (OAKS)</td>
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| Part Two: Advocacy Context and Focus | | | | |
| Six | 2/13 | Advocating for children in poverty | Carter & Welner – Chs. 3-5 | Editorial/blog post due |
| Seven | 2/20 | Advocating for all children | Carter & Weiner – Ch 11-12 Fuchs & Fuchs (OAKS) |  |
| Eight | 2/27 | Advocating for schools | Carter & Welner – Chs. 6, 7, & 9 Whitehurst et al. (OAKS) |  |
| Nine | 3/6  |  |  |  |
| Ten | 3/13 | Advocating for schools and the profession | Carter & Weiner Ch. 13 Heilig (OAKS) | Homework: Find pro-con opinion pieces on Common Core |
| Eleven | 3/20 | Advocating for equality – Curriculum, Common Core, non-academic learning | Carter & Welner – Ch. 8 & 10 Mathis (OAKS) |  |
| Twelve | 3/27 | Advocating appropriate solutions | Carter & Weiner – Chs. 14-16 |  |

| Part Three: Individuals as Advocates | | | | |
| Thirteen | 4/2 | Characteristics of individuals who are advocates | Glickman Obama (OAKS) |  |
| Fourteen | 4/10 | Leaders, advocates, and activists | Anderson (OAKS) | Presentations of advocate profile |
| Fifteen | 4/17 | Wrap up |  | Advocate profile due |
| Exam | 5/1 |  |  | Presentation of advocacy plan |

¹ You are expected to have readings completed prior to class on the date indicated. For example, have read *The Power of Talk* and the Lakoff reading before class on 1/16.