

# CLEMSON<sup>®</sup>

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## College of EDUCATION

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EDEL 4060: 001: Social Justice and 21<sup>st</sup> Century Learners

T/TH 8:00- 9:15 am

3 Credit Hours

Spring 2024

**Instructor:** Jennifer C. Partridge

**Office location:** 407-B Old Main (Tillman Hall)

**Cell Phone:** 706-831-2193

**Email:** partri6@clemson.edu

**Student hours:** Before/after class or email for appointment.

Do not hesitate to ask for time with me. I am available as needed.



### College of Education Mission

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

The College of Education is dedicated to enhancing the education and development of all students, particularly those in underserved communities. We not only shape the lives of individuals; we also help transform families and communities. We see a significant role for our college in the economic

development of our state and nation, and we embrace Clemson's land-grant mission to better the lives of South Carolina's citizens.

### College of Education Commitment to Diversity

The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully

constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities. <http://www.clemson.edu/education/about/diversity-plan/index.html> [Links to an external site.](#)

### Course Description

This course uses a social justice framework to identify cases of inequity in classrooms and extend a critical eye towards the institutions and societal structures that perpetuate them. Students consider ways to become agents of change by working to remove obstacles to equity.

### Course Prerequisites

Admission to the professional level. Coreq: EDEL 4670 and EDLT 4620 and EDLT 4630

### Course Goals and Objectives

As a result of this course, teachers being prepared for 2nd through 6th grade classrooms in the Literacy Language and Culture concentration will:

1. Know and be able to discuss relevant theoretical frameworks for social justice education.
2. Know and be able to discuss relevant pedagogical frameworks for social justice education.
3. Analyze texts, articles, and case studies with a critical lens towards institutional, social, or personal oppression, injustice, and inequity.
4. Demonstrate an ability to understand, reflect, and respond to journal articles and case studies of social inequity in classrooms.
5. Develop an ability to actively listen to responses, synthesize across responses, and check the validity of responses.
6. Demonstrate an ability to develop plans for creating just and equitable classroom contexts and practices that meet the needs of all learners.
7. Articulate a well-reasoned plan for creating just and equitable classrooms.

## Technology Competencies

Students are expected to regularly use their Clemson email to correspond with the professor, have Internet access to visit recommended websites, and use electronic media to obtain assignments or supplemental materials and use multimodal applications to create presentations. Canvas will be used to store class materials and resources for this course and to submit assignments.

## Instructional Strategies

Students will work in small groups to discuss particular classroom cases, evaluate and synthesize across cases, and to check the validity of their syntheses. Assignments are designed to provide opportunities to observe, reflect upon, critique, practice, share, and plan for the professional skills and dispositions required to effectively teach in today's complex and diverse classrooms with an eye to promoting social justice through education.

This instructor wishes to encourage a mastery goal orientation in our classroom; that is, willingness to work toward mastery of a concept, style of writing, or performance is an important professional disposition. Therefore, if the points you earn on an assignment, when divided by the total possible points for that assignment, is less than 80%, you may use our feedback to redo and resubmit the assignment. You can earn up to half of the points back on the re-graded assignment. Any work that you wish to have re-graded must be submitted within one week of receiving our feedback/grade via EMAIL.

## Required Textbook and Readings

Gorski, P.C. & Pothini, S.G. (2018). *Case Studies on Diversity and Social Justice Education: Second Edition*. Routledge.

Book Club options will be presented in the first class. Students will be expected to purchase a copy of their book selection.

Online resources and articles will be available in Canvas.

## Attendance and Class Participation Policy

**Notification of Absence:** [The Notification of Absence](#) form in Canvas allows students to quickly notify instructors of an absence from class and provides for the following categories: court attendance, death of family member, illness (or COVID-19 related isolation), illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class, and students are encouraged to discuss the absence with their instructors.

Clemson University undergraduate student attendance policies are available in the [undergraduate catalog](#).

### Class Participation

Attendance and active participation are required to successfully complete this course. If you cannot attend, please email me prior to class AND fill out a notification of absence form through the University. Please come to class prepared to discuss assigned readings and to explore how you might respond to social inequities in the classroom. Pre-service teachers are expected to demonstrate professional dispositions and communications in the classroom and in the field. When someone is speaking in the classroom, put all devices away, turn to look at the speaker and show respect by listening to what they have to say. Be polite and considerate.

### Elementary Education Attendance policy

Attendance is a professional obligation; regular and prompt attendance is expected of all students.

**Tardiness or early exits will be recorded: three such records will equal one absence; any tardy or early exit over absence limit may affect your final grade. A tardy or early exit equivalent to or greater than  $\frac{1}{2}$  of the class time is considered an absence. It is your responsibility to check with the instructor on the same day you are late to class in order to change an absence record to a tardy.**

You are required to contact the professor via email prior to an absence. It is your responsibility to email any assignments that are due by that day as well as to make up any missed work. Submit all missed assignments within 1 week following the absence, unless longer extension is negotiated with instructor. **Excused medical absences should occur through the Notification of Absence tool.**

Extreme emergencies will be handled in a manner consistent with the “Unanticipated Absences” section of the Undergraduate Announcements.

**Only two (2) unexcused absences will be permitted. Each additional unexcused absence will result in a letter grade reduction of final grade in the course. A student with six or more absences will receive a grade of F.**

### Class Wait Policy

Students at Clemson are expected to wait 15 minutes if an instructor is late.

## Grading Policy

You will be able to follow your grades in CANVAS. Each assignment will have an assignment detail and scoring guide provided in CANVAS. Please refer to these to complete each assignment. Your final grade will be based on your earned points divided by a possible 255 points. The resulting percent reflects your final grade based on the following scale:

93-100% A

85-92% B

77-84% C

69-76% D

68% or less F

**Assignments** (Assignment details are in CANVAS)

Assignment	Points	Due
Class Participation	3 points x 28 = 84	Each in-class meeting
Response Journals	5 points x 10 = 50	11:59 pm Fridays each topic
Article Handout	20 points	11:59 pm Feb 23
Article Discussion Board	5 points	11:59 pm Feb 21 <sup>st</sup> - video 11:59pm Feb 23 <sup>rd</sup> - 3 comments
Book Club Presentation	30 points	11:59 pm April 8
Book Club Presentation Day	5 points	In class, April 9
Final kaleidoscope	20 points	
Class Plan	30 points	11:59 pm April 25
Final Response	10 points	11:59 pm April 30
Eval of Course	1 point	April 25
Total Possible Points = 255		

Your grade is determined by dividing your total points earned by 255

### Academic Integrity Policy

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

Please refer to the “Academic Integrity Policy”

<http://www.clemson.edu/academics/academic-integrity/index.html> Links to an external site.

### Accessibility Statement

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>. Links to an external site.

## Clemson University Title IX Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-Links to an external site. life/campus-services/access/title-ix/Links to an external site.> Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

## Emergency Guidelines from Clemson University Police Department

All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/Links to an external site.>

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.

To seek "Tornado Safer Places," get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

### Active Shooter

- Always call 911 as soon as you possibly can.

- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter-preparedness-video](https://www.dhs.gov/video/options-consideration-active-shooter-preparedness-video)Links to an external site..

The Course Outline follows below. Please refer to this outline to know what to prepare for each class and when assessments are due.

### Copyright

Original works of authorship including but not limited to books, novels, poetry, articles, works of art, photos, images, videos, movies, music, architectural designs etc. are protected under copyright law. When copyright protected materials or portions of such materials are made available to you by an instructor, they are intended to be used for educational purposes, they are intended for use only by students enrolled in a particular course and only for instructional activities associated with the course. They should not be retained in another medium or disseminated further for non-course related purposes unless you have permission to do so by the copyright owner.

### Online Conduct

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate



action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me with your concerns.

## Student Support Services

**Academic Success Center:** The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the Academic Success website <http://www.clemson.edu/asc/> for more information on their services and workshops.

**CAPS:** At [Counseling and Psychological Services \(CAPS\)](#), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out. CAPS is committed to educating students, as well as offering “outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.”

**Writing Center:** Clemson University’s Writing Center offers free one-on-one tutoring for all Clemson students. Visit the <https://clemson.mywconline.com> for more information about their services.

**Cooper Library:** Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit <https://libraries.clemson.edu/ask/> for more information or to get in touch with a librarian.

**Technical Support:** If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at [ITHELP@clemson.edu](mailto:ITHELP@clemson.edu) with a detailed description of your problem.

**Academic Advising:** <https://www.clemson.edu/academics/advising/index.html> is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

**Registrar:** The <https://www.clemson.edu/registrar/> provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

**Paw Pantry:** is an on-campus food pantry and resource center available to Clemson University students free of charge, no questions asked. Non-perishable foods, school supplies, hygienic supplies, and household items are available. Paw Pantry is currently located at Sistine Hall, room 233. The 2021-2022 hours of operation are: Sunday 6-8 PM,

Tuesdays 9-11 AM, Wednesdays 6-8 PM, and Fridays 1-3 PM. If interested in utilizing the pantry, donating, or volunteering please visit our website, email [pawpantry@clemson.edu](mailto:pawpantry@clemson.edu) or follow on Instagram @cupawpantry.

**Topical Course Outline**

Topical outline and assignments are subject to change.

**Spring 2024 Schedule**  
Social Justice Education

Week of	Topic	Read Before Class	Due
Jan 11	Intro to course A Lense for Social Justice Kaleidoscope Perspectives	Chapter 1 Chapter 2	Response Journal
Jan 16/18	Socioeconomic Status	Chapter 3	Response Journal
Jan 23/25	Religion	Chapter 4	Response Journal
Jan 30/Feb 1	Ethnicity and Culture	Chapter 5	Response Journal
Feb 6/8	Race	Chapter 6	Response Journal
Feb 13/15	Article Handout work		
Feb 20/22	Article Handout-group work	Article Movie Day Feb. 22	Feb 21, 11:59 pm Article Handout Discussion Board
Feb 27/29	Sex and Gender Expression	Chapter 7	Response Journal
March 5/7	Disability	Chapter 8	Response Journal
March 12/14	Sexual Orientation	Chapter 9	Response Journal
March 19/21	Spring Break		
March 26/28	Book Club Prep		
April 2/4	Book Club Prep/ Out of class work days		April 8, 11:59 pm Presentation Due
April 9/11	Book Club Presentation Day/ Language Diversity	Chapter 10	Response Journal (April 9 class worth extra points)
April 16/18	Immigration Status	Chapter 11	Response Journal
April 23/25	Developing the Class Plan Your Response Project		Class Plan due April 25, 11:59pm
April 30	Exam week- Your Response Project		Your Response due April 30, 11:59pm