

Chaminade University-Honolulu  
 EDUC 790-90-3 “Issues of Peace, Justice, and Educational Reform”  
 Summer 2013

<b>INSTRUCTOR:</b>	Amanda N. Aldridge, M Ed.
<b>OFFICE HOURS:</b>	Online- By Appointment <a href="mailto:aaldrige.chaminade@gmail.com">aaldrige.chaminade@gmail.com</a> Please do NOT use the email system in eCollege, but email me directly at this gmail address. I will always attempt to respond to your email within 24 hours.
<b>TEXTS:</b>	Darling-Hammond, L. (2010). <i>The flat world and education: How America’s commitment to equity will determine our future</i> . New York: Teacher’s College Press.  Kessler, R. (2000). <i>The soul of education: Helping students find connection, compassion, and character at school</i> . Alexandria, VA: ASCD.  Palmer, P. (2007). <i>The courage to teach: Exploring the inner landscape of a teacher’s life</i> . (10 <sup>th</sup> Anniversary Edition) San Francisco: Jossey-Bass, Inc.
<b>eCOLLEGE:</b>	Go to: <a href="http://chaminade.ecollege.com">http://chaminade.ecollege.com</a>  If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at <a href="mailto:jnakason@chaminade.edu">jnakason@chaminade.edu</a>  For technical questions, contact the Chaminade eCollege helpdesk at: <a href="mailto:helpdesk@chaminade.ecollege.com">helpdesk@chaminade.ecollege.com</a> or call toll free at (866) 647-0654 This is a 24/7 helpdesk.
<b>LIVETEXT:</b>	Submission of Signature Assignment and other assignments as identified by instructor require a LiveText account. Login to LiveText at <a href="http://www.livetext.com">www.livetext.com</a> For technical assistance with LiveText, contact <a href="mailto:support@livetext.com">support@livetext.com</a> Expect a response within 24 hours.
<b>CATALOG DESCRIPTION</b>	This course explores influences on educational change at the classroom, school, community, state and national levels. Focus is on critical examination of peace and justice theories, principles, and research as related to educational reform.
<b>MAJOR COURSE TOPICS</b>	It is important for educators to explore and to understand the paradigm shifts occurring today that are redefining teaching and learning for the 21 <sup>st</sup> century. The paradigm shifts in question refer to transformative change rather than simply reforming existing societal and educational structures. The underlying assumption is that long-term transformation toward a more just and compassionate society is accomplished through cultural change, and institutionalized in social, political and educational structures.  The exploration of educational structures is intended to identify and to address issues of structural violence in society, in general, and in schools in particular. This exploration leads naturally to the discovery of educational strategies that embody the ideals of a just society. Therefore, pertaining to schools, this course will focus on analyzing issues of peace, social justice and educational transformation. In particular, the content of the course will focus on the meaning of social justice, the teacher as an instrument of justice, the development of creating classrooms and schools into caring communities, the spirituality of the educator, and the current state of educational reform in our country.
<b>MED PROGRAM OUTCOMES</b>	The M.Ed./MAT program prepares graduate candidates who are able to apply practice, theory, leadership, scholarship and communication. Therefore, the successful candidate:

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	<ol style="list-style-type: none"> <li>1. <b>(PRACTICE) demonstrates on-going commitment to the progress and well being of the learner, to the school and professional community, and to his/her own professional and intellectual development;</b></li> <li>2. <b>(THEORY) differentiates between and critique major theories currently driving the field as important empirical, historical, philosophical and conceptual studies;</b></li> <li>3. <b>(LEADERSHIP) applies reform-based practice characterized by caring, mutual respect for diverse populations, collaboration and actively involving students in experiences that allow the construction of meaning and promotion of self-responsibility for learning;</b></li> <li>4. <b>(SCHOLARSHIP) demonstrates the ability to critique and analyze academic literature and research methodology; and</b></li> <li>5. <b>(COMMUNICATION) composes academic prose for a variety of audiences including peers, professors, and the larger professional community.</b></li> </ol>	
<b>STUDENT LEARNING OUTCOMES</b>	<b>Outcomes</b>	<b>How will outcome be achieved?          (e.g., Assignments, reading, lecture, fieldwork, etc.)</b>
	Students will demonstrate how to solve complex problems and make decisions using principles of scientific inquiry.	Reflection paper, research paper, and project assignments.
	Students will demonstrate application, analysis, and evaluation of the core concepts and emphasis area as outlined in student learning outcomes and signature assignments.	Project assignments, multi-media.
	Students will create a research paper grounded in principles of analysis, critical thinking and self- reflection.	Research paper, project assignment
<b>UNIVERSITY POLICIES</b>	<p><b>Attendance:</b>          Students are expected to attend regularly all courses for which they are registered. <b>Attendance in online weeks means logging in and responding as directed by the specified deadline, at least twice a week.</b> Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments, if approved by the instructor. Notification may be done by sending an email to the instructor. It is the instructor’s prerogative to modify deadlines of course requirements accordingly in such cases. A medical excuse is required for consideration of such requests. Any student who stops attending a course without officially withdrawing may receive a failing grade.</p> <p><b>Writing Standards:</b>          All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:</p> <ol style="list-style-type: none"> <li>1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. Proper use of APA formatting and citation is</li> </ol>	

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	<p>required. In addition, all work should be written in a scholarly manner.</p> <ol style="list-style-type: none"><li>2. Develop ideas, themes, and main points coherently and concisely.</li><li>3. Adopt modes and styles appropriate to their purpose and audience.</li><li>4. Be clear, complete, and effective.</li><li>5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.</li></ol> <p><b>Plagiarism</b> - “Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"><li>1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.</li><li>2. Paraphrasing the work of another without proper author acknowledgment.</li><li>3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.</li></ol> <p><i>Please also note that the work done for this class should NOT contain work done for any other course. Your work should be ORIGINAL.</i></p> <p><b>Incompletes:</b> Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond the control of the student. Incompletes are granted by the instructor only in severe cases that contain medical documentation, etc. <i>The decision to grant an incomplete is solely the instructor's.</i></p> <p>The incomplete contract must be signed by the student and instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days, if it is not; the incomplete will revert to the grade the student would have earned that is specified on the incomplete form.</p> <p><b>Freedom of Expression:</b> Students are free to express different views than those presented in this course but these diverse views must be grounded in research. Students are required to complete all assignments and study the materials presented in class whether or not there is agreement with the specific bodies of knowledge set forth in this course. Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p> <p><b>Other University Policies:</b> Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more</p>
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	detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.												
<b>ASSIGNMENTS</b>	<p>The assignments for this course will consist of reading, writing, responding and using critical thinking to address current school/classroom concerns that may appear to be unjust or are lacking in peace, decency and the support for the common good. The assignments for this course include the following:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Weekly Response to Discussion Questions (10 x 10 points each)</td> <td style="text-align: right;">100 points</td> </tr> <tr> <td>Weekly Response to Peers (10 @ 5 points each)</td> <td style="text-align: right;">50 points</td> </tr> <tr> <td>Weekly Journal Entries (10 x 10 points each)</td> <td style="text-align: right;">100 points</td> </tr> <tr> <td>Movie Analysis</td> <td style="text-align: right;">50 points</td> </tr> <tr> <td>Final Paper (Signature Assignment)</td> <td style="text-align: right;"><u>300 points</u></td> </tr> <tr> <td></td> <td style="text-align: right;">600 points</td> </tr> </table> <p>90%-100%    A        80-89%      B</p> <hr/> <p>Late work policy: For each day work is handed in late, the overall grade for that assignment will be deducted by 10%. For example, an assignment posted (or turned in late to eCollege or LiveText) 2 days past the deadline will only be eligible to receive an 80% or lower. No late work will be accepted later than 5 days from the due date.</p> <p>Because the discussion board is like our classroom, if you post late, no one will “hear” you. It’s like showing up for class after we’ve already been dismissed. Discussion postings and peer responses must be on time and postings completed after the week is through <b>will not</b> be accepted for credit.</p> <hr/> <p>An explanation for each of the assignments will be posted in the appropriate week on eCollege. While the syllabus is your guide, please check eCollege for any updates/changes to assignments.</p>	Weekly Response to Discussion Questions (10 x 10 points each)	100 points	Weekly Response to Peers (10 @ 5 points each)	50 points	Weekly Journal Entries (10 x 10 points each)	100 points	Movie Analysis	50 points	Final Paper (Signature Assignment)	<u>300 points</u>		600 points
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<b>SIGNATURE ASSIGNMENT</b>	<p>Each student will select a current topic in education that will demonstrate your knowledge, understanding and ability to use the information from this course for educational change toward peace and justice. Use the following procedures:</p> <ol style="list-style-type: none"> <li>1. The paper will be written in narrative form consisting of 7-10 pages.</li> <li>2. The Title and Reference pages are not included in the 7 pages.</li> <li>3. The following questions will be researched and answered. The questions, followed by your answers will be formatted within your paper.</li> </ol> <p>Use corresponding subheadings to keep it clear:</p> <ul style="list-style-type: none"> <li>• What is the change?</li> <li>• What are the causes of the needed change?</li> <li>• What processes would you need to make the change; and what personnel would be involved?</li> <li>• What benefits and outcomes will be made if the change is implemented?</li> </ul> <ol style="list-style-type: none"> <li>4. Use specific examples in the school or system (anonymously).</li> </ol>												

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	<p>5. Citations by experts (3 outside of our course textbooks) will be utilized in the paper to strengthen your important points, feelings and opinions. Therefore, feelings and opinions placed in the paper are based on facts.</p> <p>6. Use 2-3 citations from each of the course textbooks.</p> <p>7. The APA Manual will be used for this paper. Please remember to employ scholarly writing in this paper. This is not a reflection paper and so you should not use the first person singular or plural at any time in your writing.</p>
<b>Schedule of Assignments</b>	<i>Please note the reading and assignments for each week, per the schedule in eCollege. This will also be posted on eCollege under each Week. The reading is heavy, so please schedule your time accordingly!</i>