Higher Education in a Democratic Society
COURSE SYLLABUS-SPRING 2019
EDLD 6306.001
3 Credit Hours
Saturdays, 10:00pm-12:30pm, 202 Bay Hall

<table>
<thead>
<tr>
<th>Instructor Name: Rosa M. Banda, Ph.D.</th>
<th>Email address: <a href="mailto:rosie.banda@tamucc.edu">rosie.banda@tamucc.edu</a></th>
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</thead>
<tbody>
<tr>
<td>Phone Number:</td>
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<tr>
<td>361-825-3284</td>
<td>6300 Ocean Drive</td>
</tr>
<tr>
<td></td>
<td>Faculty Center, Room 211</td>
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<tr>
<td>Office Hours:</td>
<td>By appointment</td>
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<tr>
<td>Tuesdays 10:00-1:00pm;</td>
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<td>By appointment</td>
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Course/Learning Goal: This course will examine historical and contemporary issues in American society in the context of higher education. Students will study in detail how two and four year colleges and universities respond to societal issues. The course will also examine the ways in which institutions of higher education are influenced by social issues and how they in turn influence society. Moreover, this course will challenge students to problematize, deconstruct, synthesize, and analyze the democratic principles that undergird higher education as well as examine the public good of higher education.

Rationale: In July 1776 America declared its independence. Yet, colleges and universities were a vital part of the landscape much earlier. Before the nation’s independence 140 years earlier, the first college was established—Harvard in 1636. Although history provides different views of the founding of settlements—from 1559 in present day Florida by the Spaniards to Jamestown by the English in 1607 to Plymouth by the Pilgrims in 1620—colleges and universities grew as an integral part of the nation’s progress. Early in the democratic development of the colonies and later in the United States, society relied on colleges and universities in several areas: education in the professions, arts, and sciences; establishment of public and private enterprises (e.g., the Dartmouth College case argued by Daniel Webster before the US Supreme Court); development in agricultural and mechanical sciences; and responses to national and world events (e.g., WWI & II; launching of Sputnik; Dixon v. Alabama, 294 F. 2d 150 [5th Cir. 1961]; & the 2007 shootings at Virginia Tech). Colleges and universities are as much a part of the fabric of the United States as baseball, hot dogs, and apple pie, if we can rely on that proverbial phrase as an American icon. The importance of the course is borrowed from our text by Cohen and Kisker (2010): “The American people deserve no less [of the strengths of higher education] from institutions that are a part of the fabric of their society and the manifestations of the nation’s self” (p. 575). This course examines the role higher education plays in the weaving of that fabric as well as problematize and
deconstruct the democratic principles that historically framed higher education as a means to understand the premise of higher education for the public good.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. CPED Principles:

**Principle 1:** Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

**Principle 2:** Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

**Principle 4:** Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

**Principle 6:** Emphasizes the generation, transformation, and use of professional knowledge and practice.

VI. Course Objectives/Learning Objectives

1. Summarize key literature relating to societal issues as they impact the development of higher education in a democracy.
2. Develop perspectives of how society impacts higher education and vice versa.
3. Defend informed views of higher education as an integral part of the fabric of the nation.
4. Problematize and deconstruct Dewey’s principles of a democratic education system from both historical and current contexts.
5. Examine, analyze, and synthesize democratic engagement as it relates to civic responsibility at multiple intersections of society.

VI. Course Topics

1. Establishing the Collegiate Form in the Colonies: 1636-1789
2. The Diffusion of Small Colleges in the Emergent Nation: 1790-1869
3. University Transformation as the Nation Industrializes: 1870-1944
7. Dewey’s Democratic Principles on Education
8. Democratic Engagement
9. Civic Professionalism
10. Putting Students at the Center of Civic Engagement
12. Sustained City-Campus Engagement: Developing an Epistemology for Our Time
Text/Resources:


Course Format

Given the broad scope of topics to be covered, this seminar course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current events via case studies that will be provided by both the students and professor.

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are seven different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Class Participation</td>
<td>15</td>
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<tr>
<td>2. Weekly Discussion Posts (14@20pts)</td>
<td>280</td>
</tr>
<tr>
<td>3. Personal Reflection</td>
<td>30</td>
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<tr>
<td>4. Team Led Activity</td>
<td>60</td>
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<tr>
<td>5. Literature Circle Portfolio</td>
<td>100</td>
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<tr>
<td>6. Positionality Paper</td>
<td>160</td>
</tr>
<tr>
<td>7. Adobe Spark Presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total** 675

NOTE: You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Any assignment submitted after 24 hours from the initial due date will result in your complete forfeit of all points for that respective assignment. Extenuating circumstances will be evaluated on an individual basis.
GRADES

Final grades will be assigned as follows:

For a grade of:

“A”  At least 608 total points
“B”  An accumulated point total between 540 and 607
“C”  An accumulated point total between 473 and 539
“D”  An accumulated point total between 405 and 472
“F”  Any point total 404 and below

COURSE ASSIGNMENTS/REQUIREMENTS

1. CLASS PARTICIPATION  15 points

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

Points will be awarded for participation in class discussion as follows:

- Unusually good contributions: 09-10 points
- Good contributions: 07-08 points
- Minimal, but acceptable contributions: 05-06 points
- Essentially no contribution: 00-04 points

In arriving at this total, points will be awarded in several class discussions as follows:

- Obviously well-prepared, significant contributions: 09-10 points
- Well prepared, good contributions: 07-08 points
- Some preparation, minimal contribution: 05-06 points
- Simply there, little or no contribution, no participation: 00-04 points

Your point total is determined by averaging ratings of your contributions over several class sessions.

NOTE: Participation includes class attendance. You automatically forfeit class participation points when you are absent from class.

Note About Electronic Devices: Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the COMPLETE forfeit of class participation points.

2. WEEKLY DISCUSSION POSTS  280 points

This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings each Wednesday by 6:00pm AND respond to a classmate’s response by 6:00pm on Thursday, two days prior to class via the Discussion Forum tab on Blackboard. Discussion posts should be a minimal of 300 words for each response (both initial response to instructor question AND response to classmate). Failure to post before the assigned deadlines result in the automatic forfeit of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your
comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may **not** use direct quotes from the course readings. Your weekly response to a colleague’s post must not serve as a mere affirmation for what was shared. Rather, I encourage you to make additional connections, deconstruct, and problematize assertions made. Weekly discussion posts are set to begin January 25th. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix B) for further details regarding this course activity. *Weekly discussion posts for the semester are worth (20pts @14) 280 points.*

3. **PERSONAL REFLECTION**

An integral component of the transmission of new knowledge is the need to critically reflect on the course content via your experiences. More specifically, this paper will require you to reflect on your notions and perceptions of democracy in education. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1). Definition of democracy; 2). Characteristics of democracy that are evident in higher education; 3). Examples of personal experience where democracy was not reflected in higher education; 4). Identify and offer a rationale for a minimal of three areas of improvement for how institutions of higher education can be more democratic today. **NOTE:** This assignment does **NOT** require references as this paper should be a reflection of your thoughts on the aforementioned queries.

Paper must be 3-4 double-spaced pages in length, succinctly written, contain no more than a total of two grammatical errors, and follow APA standards (specifically, the cover sheet). You must electronically submit your reflection on BlackBoard via the *Week 2 Content Folder* prior to the official start of class on the designated due date. **NO EXCEPTIONS.** Papers emailed after the start of class time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix C) for further details regarding this course activity. *Personal reflection is worth 30 points.*

4. **TEAM LED ACTIVITY/ENGAGEMENT/DISCUSSION**

This course component requires you to create an activity to engage your colleagues in a class discussion that promotes critical thinking pertinent to the respective week’s course material. In this component, you will individually lead and actively engage your colleagues in a complex and critical discussion in regards to a specific concept of your choosing. **TO BE CLEAR,** this is **NOT** a PowerPoint presentation that regurgitates information but rather an **ACTUAL** activity that sets the ground for a thorough and critical discussion among colleagues. In fact, there should be NO PowerPoint utilized in any way, shape, or form. The activity must comprise 60 minutes of class time for the randomly assigned week. **NOTE:** You are responsible for appropriately timing the activity and proactively considering how you will facilitate the discussion via the activity. **NOTE:** You must email me (rosie.banda@tamucc.edu) a word document the Wednesday prior to your presentation by NOON with the following information:

Name:
Date of Activity:
Assigned Chapters for the Week:
Democratic Principle to be Explored in Activity:
Rationale for Why You Chose to Explore This Principle:
Brief Explanation of Proposed Activity:
Attachments: (Include web links, case study, or ancillary material needed to implement activity)

Failure to email me the above information in a timely manner will result in your automatic forfeit of all points for this course component. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix D) for further details regarding this course activity. Be creative and think outside of the box. I look forward to thorough and critical dialogue this semester. Student led activity/engagement/discussion is worth 60 points.

4. LITERATURE CIRCLE PORTFOLIO 100 points

You will each be responsible for creating a literature circle portfolio for Dewey’s (2007) Democracy and Education book. Components of the portfolio must be succinctly written according to APA standards and contain no more than a total of three grammatical errors. Portfolio must include a cover page and table of contents. You must electronically submit your reflection on BlackBoard via the Week 9 Content Folder prior to the official start of class on the designated due date. NO EXCEPTIONS. Portfolios emailed after the official start of class time will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity.

Note: Peer reviewed article will be attached as a separate attachment in your electronic submission.

You must address the following components:

Democratic Principles: Analyze and synthesize FOUR democratic principles, according to Dewey, to be inclusive of both historical and current contexts. This component requires you to connect a historical understanding evidenced in the course text (Cohen & Kisker, 2010) as well a current example that is relative. In other words, each principle you choose should be problematized, deconstructed, analyzed, and synthesized with explicit connections to historical and current events. This component should read as a concise, critical, coherent and succinctly written brief that includes in-text citations and references, according to APA guidelines. This component must be approximately four single-spaced pages.

Activity/Engagement/Discussion: Create an activity to engage your colleagues in a class discussion that promotes critical thinking pertinent to the book and previous course-related material. Articulate an activity that will account for approximately 60 minutes of class time. Activity must, in other words, engage colleagues in a critical dialogue that ties in book and course material to a specific democratic principle of your choosing. This component must be one single-spaced page and contain a minimal of 500 words.

Relevant Peer Reviewed Article: Find, read, and analyze a relevant peer reviewed article that either supports or refutes a particular democratic principle presented in the respective book. You MUST include a full copy of the article with the portfolio. The article must have been published within the last six years (2009). For this component, you must complete the Required Reading Card Template (See Appendix F) in relation to the article and be prepared to critically discuss the article with your colleagues in class.
**Book Critique:** This component requires you to offer a critical and insightful book critique. This critique should transcend a surface level discussion and rather offer a critical reflection about the underlying perspectives presented in the book. Analyze and critique the relevant perspective(s) that not only highlights the noteworthy message(s) but also offers an alternative perspective(s) that were excluded. *This component must be approximately two single-spaced pages.*

**Personal Observations:** You must address the following two questions: 1). Did the book support or refute your personal observations and perspectives on higher education as it relates to democratic principles—if so, how? 2). Choose, deconstruct, and problematize one of Dewey’s democratic principles with evidence from a professional capacity. Offer a synthesis of what you find problematic about the democratic principle you chose. *Note: Your responses are purely based on your perspective whereby citations are unnecessary. Each question necessitates an approximate half page single-spaced response. Literature Circle Portfolio is worth 100 points.*

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5. **TEAM POSITIONALITY PAPER**

This course component will require your team to choose one aspect of the public good, according to Saltmarsh and Hartley (2011). More specifically, you must problematize, deconstruct, analyze, and synthesize either a **specific** current public policy, cross-sector issue, institutional governance and leadership, or individual leadership as it pertains to the premise of the public good. The objective of this component is to utilize peer-reviewed journal articles as evidence to both support and refute the premise of the public good as it relates to your topic (e.g., faculty diversity, leadership of university presidents, race-based admission policies, etc). You must include a historical connection to your chosen topic and illustrate the evolution of this topic as American higher education has evolved. Additionally, you must undergird the premise of your topic to a minimal of TWO of the democratic principles as discussed by Dewey. Your paper **MUST** address the following components:

**Introduction:** This component should offer a succinct and explicit articulation of the topic you chose to explore. In other words, this component should frame the paper for what is to come.

**Historical Connection:** Offer a historical synthesis of the topic you chose to explore, particularly as it relates to the history of the American higher education system. Referencing the Cohen and Kisker (2010) text would be particularly useful.

**Current Context:** Offer a synthesis of the current social context in which you are exploring the topic of your choice. In other words, why is this topic of interest or concern to you? What are the current issues that amplify the need to examine it within the lens of the public good?

**Democratic Principles:** You must identify a minimal of TWO democratic principles, according to Dewey, to **BOTH** support and refute the topic of your choice. Use evidence from current events as well as peer reviewed articles to illustrate both positions.

**Commit to a Position:** Choose a position that supports (with research) the maintenance of the public good aspect of your chosen topic. Offer a synthesis as to why this topic, along with the democratic principles remain vital and necessary for the public good. The key here, in other words, is to offer an insightful synthesis as evidence of your higher order thinking skills.
Recommendations: In this component, you should offer three practical recommendations to your identified constituents of what can be done to preserve the public good of your topic. You must be explicit about the rationale for each recommendation offered.

Again, please note that this paper must be purely embedded in research via course textbooks, outside peer-reviewed resources (minimal of 20) as well as non-academic sources to introduce the problem at hand (e.g., *Chronicle of Higher Education*). Note: You may NOT use direct quotations in this paper. Paper must be 25 double-spaced pages (inclusive of cover sheet and reference page) and strictly adhere to APA standards with no more than three grammatical errors and free of APA errors. Please see the tentative calendar (Appendix A) and evaluation form (Appendix G) for further details regarding this course activity. You must electronically submit your reflection on BlackBoard via the *Week 15 Content Folder prior* to the official start of class on the designated due date. Failure to do so will result in an automatic 10% penalty. Please bring a hard copy to class as well. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. NO EXCEPTIONS. Positionality paper is worth 150 points.

6. **ADOBE SPARK PRESENTATION**  
30 points

The culminating project in this course will require your team to create and present an Adobe Spark that details a high level synthesis of your positionality paper. Be creative in how the information is presented but know that the PowerPoint should be succinctly written, aesthetically pleasing, free of grammatical and APA errors. You must include an opportunity to actively engage audience members. Presentations must include a references slide. You must not use more than a total of SEVEN slides (inclusive of cover slide and reference slide). Note: **If your presentation has more than seven slides you automatically forfeit your entire points for this course component.** You must electronically submit your reflection on BlackBoard via the *Week 15 Content Folder prior* to the official start of class on the designated due date. You will each have 15 minutes to present. See the tentative calendar (Appendix A) and the evaluation form (Appendix H) for further details regarding this course activity. *PowerPoint presentation is worth 30 points.*

**OTHER**

**Academic Integrity Policy**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.
Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5th is the last day to drop a class with an automatic grade of “W” this term.

Office of Disability Services

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University’s educational programs. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

Diversity Statement

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

End of Semester Negotiations

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations about your grades. As such, there is no extra credit offered under any circumstance. Your grade in the course is a direct reflection of your engagement in your own learning process throughout the entire semester.
Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Mental Wellness

Without a doubt, the life of a graduate student is often filled with much strife when it comes to achieving balance with the multifaceted aspects of our respective lives. At times, one might feel overwhelmed, anxious, isolated, and/or lost. The aforementioned are common but please let me stress the importance of self-care for our respective mental wellness. There are many services on campus that can aid with such feelings, and I have an open door policy as well if there are any issues you wish to discuss so that I can advise you to seek appropriate help on campus. At the end of the day, the most important aspect of graduate school life is to proactively practice self-care as preservation for our respective mental wellness.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**APPENDIX A**

**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Introduction and Course Overview/Expectations</td>
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</tbody>
</table>
| Jan. 26   | Cohen & Kisker-Chapters 1 & 2  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, January 23]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, January 24]  
[DUE: Personal Reflection Paper by 10:00 am] |
| Feb. 02   | Cohen & Kisker-Chapters 3 & 4  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, January 30]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, January 31] |
| Feb. 09   | Cohen & Kisker-Chapters 5 & 6  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, February 6]  
[DUE (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, February 7] |
| Feb. 16   | Dewey-Chapters 1,2,3,4,5  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, February 13]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, February 14]  
[DUE: Team Led Activity] |
| Feb. 23   | Dewey-Chapters 6,7,8,9,10  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, February 20]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, February 21]  
[DUE: Team Led Activity] |
| Mar. 02   | Dewey-Chapters 11,12,13,14,15  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, February 27]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, February 28]  
[DUE: Team Led Activity] |
| Mar. 09   | Dewey-Chapters 16,17,18,19,20  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, March 6]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, March 7]  
[DUE: Team Led Activity] |
| Mar. 16   | **SPRING BREAK** |
| Mar. 23   | Dewey-Chapters 21,22, 23, 24, 25, 26  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, March 20]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, March 21]  
[DUE: Literature Circle Portfolio by 10:00am]  
[DUE: Team Led Activity] |
Mar. 30  Saltmarsh & Hartley-Chapters 1,2,3  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, March 27]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, March 28]  

Apr. 06  Saltmarsh & Hartley-Chapters 4,5,6  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, April 3]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, April 4]  
*Last day to submit Positionality Paper for feedback due by NOON  

Apr. 13  Saltmarsh & Hartley -Chapters 7,8,9  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, April 10]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, April 11]  

Apr. 20  Saltmarsh & Hartley -Chapters 10,11  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, April 17]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, April 18]  

Apr. 27  Saltmarsh & Hartley -Chapters 12,13  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, April 24]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, April 25]  

May 4  Adobe Spark Presentations  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm on Wednesday, May 1]  
[DUE: (BlackBoard): Response to a Colleague’s Post by 6:00pm on Thursday, May 2]  
[DUE: Positionality Paper by 10:00am]  
[DUE: Adobe Spark Presentation by 10:00am]  

*Subject to change at instructor’s discretion  
NOTE: All assignments are electronically due on BlackBoard prior to the official start time of class on designated due date
# APPENDIX B
## WEEKLY DISCUSSION POSTS EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
EXCELLENT - SURPASSED EXPECTATIONS  
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT  
FAIR - MARGINALLY ACCEPTABLE  
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<td>WEEKLY POSTING</td>
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<tr>
<td>(20 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td><strong>RESPONSE #1 (To Instructor)</strong></td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS TO ANSWER QUERY POSED BY PROFESSOR?</td>
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<tr>
<td>2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?</td>
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<tr>
<td><strong>RESPONSE #2 (To Colleague)</strong></td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE’S RESPONSE?</td>
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<tr>
<td>2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?</td>
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</table>

**TOTAL POINTS/GRADE:** RESPONSE #1 ______ + RESPONSE #2 _______ = __________ TOTAL POINTS

**COMMENTS/SUGGESTIONS:**
# APPENDIX C
## PERSONAL REFLECTION EVALUATION FORM

### PRESENTER

**RATING DEFINITIONS**
- **EXCELLENT** - ONLY SLIGHT ROOM FOR IMPROVEMENT
- **GOOD** - OK, BUT SOME ROOM FOR IMPROVEMENT
- **FAIR** - MARGINALLY ACCEPTABLE
- **INADEQUATE** - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>PERSONAL REFLECTION (30 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 6.0 POINTS</th>
<th>GOOD 4.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE DEFINITION FOR DEMOCRACY?</td>
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<tr>
<td>2. PROVIDE CHARACTERISTICS OF DEMOCRACY EVIDENT IN HIGHER EDUCATION?</td>
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<tr>
<td>3. PROVIDE EXAMPLES OF PERSONAL EXPERIENCES WHERE DEMOCRACY WAS NOT REFLECTED IN HIGHER EDUCATION?</td>
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<tr>
<td>4. PROVIDE THREE AREAS FOR IMPROVEMENT IN DEMOCRACY ON UNIVERSITIES AND COLLEGES TODAY?</td>
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<tr>
<td>5. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN TWO GRAMMATICAL ERRORS?</td>
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</table>

**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX D
STUDENT LED ACTIVITY/ENGAGEMENT/DISCUSSION EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 7.0 POINTS</th>
<th>FAIR 5.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>STUDENT LED ACTIVITY/ENGAGEMENT (60 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>1. ACTIVITY EVIDENCE HIGHER ORDER THINKING SKILLS IN DESIGN?</td>
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<tr>
<td>2. ACTIVITY, ITS’ OBJECTIVE/LEARNING GOALS WERE CLEARLY EVIDENCED AND ARTICULATED?</td>
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<tr>
<td>3. ACTIVITY ACTIVELY AND CRITICALLY ENGAGED COLLEAGUES IN DIALOGUE?</td>
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<tr>
<td>4. ACTIVITY UTILIZED OUTSIDE RESOURCES TO ILLUSTRATE CONCEPT AND FACILITATE COMPREHENSION OF CONCEPT?</td>
<td></td>
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<tr>
<td>5. STUDENT SUCCESSFULLY FACILITATED THE DISCUSSION TO BE INCLUSIVE OF ALL COLLEAGUES?</td>
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<tr>
<td>6. REQUESTED INFORMATION EMAILED TO PROFESSOR IN TIMELY MANNER?</td>
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</tbody>
</table>

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:
APPENDIX E
LITERATURE CIRCLE PORTFOLIO EVALUATION FORM

_________________________________
PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>LITERATURE CIRCLE PORTFOLIO (100 POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 7.0 POINTS</th>
<th>FAIR 4.0 POINT</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>DEMOCRATIC PRINCIPLES</td>
<td></td>
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</tr>
<tr>
<td>1. EFFECTIVELY ANALYZE AND SYNTHESIZE FOUR DEMOCRATIC PRINCIPLES THAT CONNECTS HISTORICAL EVIDENCE FROM BOOK?</td>
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<tr>
<td>ACTIVITY/ENGAGEMENT/DISCUSSION</td>
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<tr>
<td>2. ACTIVITY PROMOTES CRITICAL DIALOGUE WITH COLLEAGUES?</td>
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<tr>
<td>RELEVANT PEER REVIEWED ARTICLE</td>
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<tr>
<td>3. COMPONENTS OF HANDOUT (READING CARD TEMPLATE; APPENDIX F) EFFECTIVELY AND THOROUGHLY COMPLETED?</td>
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<tr>
<td>BOOK CRITIQUE</td>
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<tr>
<td>4. PROVIDES AN ANALYTICAL AND REFLECTIVE CRITIQUE OF PERSPECTIVES AND OFFERS AN ALTERNATIVE PERSPECTIVES THAT WERE EXCLUDED?</td>
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<tr>
<td>OVERALL TECHNICAL REQUIREMENTS</td>
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<tr>
<td>5. INCLUDES COVER PAGE, TABLE OF CONTENTS, AND REFERENCES, ACCORDING TO APA STANDARDS?</td>
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<td>6. EACH COMPONENT MET LENGTH REQUIREMENT?</td>
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<td>7. WRITTEN IN A SUCCINCT, EFFECTIVE,</td>
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<td>Question</td>
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<tr>
<td>AND CONCISE MANNER WITH NO MORE THAN A TOTAL OF THREE GRAMMATICAL ERRORS?</td>
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<tr>
<td>PERSONAL OBSERVATIONS</td>
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<tr>
<td>8. PROVIDES SUPPORT AND/OR REFUTES PERSONAL OBSERVATIONS AND PERSPECTIVES ON HIGHER EDUCATION?</td>
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<td>9. EFFECTIVELY PROBLEMATIZES AND DECONSTRUCTS ONE OF DEWEY’S DEMOCRATIC PRINCIPLES?</td>
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<td>10. MET WORD REQUIREMENT AND FREE OF GRAMMATICAL ERRORS?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX F
READING CARD TEMPLATE

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<th>Presenter</th>
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| Full APA Reference of Article: | |
| Purpose of Article/Study: | |
| Method/s Used: | |
| Findings: | |
| Conclusions: | |
| Your reactions to the article/study: | |
| How article/study evidences residual connection to the specific historical aspect discussed in the course: | |
| Problematize and deconstruct a particular aspect of this article as it relates to a democratic principle: | |
| Reflections on article: | |

*EHRD 651-Reading Log Assignment Template & Guidelines © S.A. Lynham & G. Webb-Johnson, Texas A&M University

*Template adapted specifically for Higher Education in Democratic Society (EDLD 6306.001)-Spring 2017
APPENDIX G
POSITIONALITY PAPER EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 20.0 POINTS</th>
<th>GOOD 15.0 POINTS</th>
<th>FAIR 10.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>POSITIONALITY PAPER (160 POSSIBLE POINTS)</td>
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<tr>
<td>1. PROVIDE AN EFFECTIVE AND CONCISE INTRODUCTION?</td>
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<tr>
<td>2. OFFER A HISTORICAL SYNTHESIS OF CHOSEN TOPIC?</td>
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<tr>
<td>3. OFFER A SYNTHESIS OF THE CURRENT SOCIAL CONTEXT AS IT RELATES TO CHOSEN TOPIC?</td>
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<tr>
<td>4. IDENTIFY DEMOCRATIC PRINCIPLES THAT BOTH SUPPORT AND REFUTE THE CHOSEN TOPIC?</td>
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<tr>
<td>5. EFFECTIVELY ARTICULATES A POSITION THAT SUPPORTS (WITH RESEARCH) THE PUBLIC GOOD ASSOCIATED WITH CHOSEN TOPIC?</td>
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<td>6. OFFER THREE PRACTICAL RECOMMENDATIONS TO HELP PRESERVE THE PUBLIC GOOD OF CHOSEN TOPIC?</td>
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<tr>
<td>7. CONTAIN LESS THAN THREE GRAMMATICAL ERRORS AND FREE OF APA ERRORS?</td>
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<tr>
<td>8. OVERALL, COMPONENTS WERE CONCISELY AND CLEARLY SYNTHESIZED SEAMLESSLY WITH RESEARCH?</td>
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TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

APPENDIX H
POWERPOINT PRESENTATION EVALUATION FORM

PRESENTER ______________________________

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

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<thead>
<tr>
<th></th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 7.0 POINTS</th>
<th>FAIR 4.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>POWERPOINT PRESENTATION (30 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>1. EFFECTIVELY AND創造ively present all components of paper?</td>
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<td>2. Actively engage audience members throughout the presentation?</td>
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<td>3. Powerpoint is succinctly written, aesthetically pleasing, and free of grammatical and APA errors?</td>
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TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS: