INSTRUCTOR
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OVERVIEW OF COURSE CONTENT
Links between schooling and its social and cultural context provide the theoretical grounding for the course. We will examine the historical roots of education’s mission and vision in American society over the years; Focus on certain marginalized groups that have gained increasing access in the last quarter century; Analyze and apply current theories and practices for teaching and student learning that promote equity, diversity and school success; and Discuss the current situation, influenced by expanded options, entrepreneurial ventures, NCLB and the culture of accountability.

TEXTS

SUPPLEMENTAL RESOURCES: Additional articles, chapters, podcasts, videos, wikis, and blogs will be organized in the course ELMS site. They will either be posted directly in the content areas accessed through the buttons on the left side of the home page or they will be in electronic Course Reserves.

TO ACCESS MATERIALS IN COURSE RESERVES: From our course home page → Course Tools on the left side → scroll down to Course Reserves → View Your Course Reserves → Title of the specific reading → View This Item. You will need Adobe Acrobat 5.0 or higher to read items in PDF format. If you need help, contact the Library Access Services: www.lib.umd.edu/reserves.
OVERVIEW OF ONLINE DELIVERY SYSTEM
The bulk of the semester’s learning and interactions will take place online. Most of the interactions will be asynchronous (not at the same time). This means you can log into the class website anytime, anywhere and participate according to your personal schedule.

One time per unit, we will meet online in a live virtual classroom to discuss and synthesize the required reading. This class will last one hour and we will be able to hear each other speak, see each other if you chose to use a camera (not necessary), view a PowerPoint together, and write on a shared whiteboard. There will also be one face-to-face orientation meeting early in the semester.

For the synchronous classes, all you need to get started is a computer with internet access. Make sure that you have a microphone and a speaker, either built-in or external, so that you can hear and speak. A webcam is helpful but not mandatory. You will learn the rest at the orientation meeting, and throughout the semester as you participate in the activities.

The main site where all of our class activities will occur can be accessed by going to http://elms.umd.edu and typing in your Maryland ID and password. (If you do not know what that is, please contact the Office of Informational Technology at 301-405-1400.) Once you have typed in your ID and password, look in the right hand column and click on the name of this class.

FACE-TO-FACE MEETING
There will be one orientation meeting at beginning of the semester, at a mutually agreed upon time. During that meeting we will get to know each other, review course expectations, learn how to use the various course components, find out the many sources of help to which you can turn during the semester, and of course enjoy some yummy refreshments.

OFFICE HOURS
During the semester you are always welcome to contact me by phone or email, or meet me in my office. We can also meet in a virtual study space online, where we will be able to hear each other and view a shared white board. My schedule is flexible so please call or email to set up a time.
GRADING

- Live Virtual Classes
  (Participation with demonstrated knowledge of readings)  40%
- Blogging  10%
- Unit I: History Unraveled  15%
- Unit II: Controversy from Both Sides  10%
- Unit III: At My School We Do It This Way  10%
- Unit IV: The Next Edition  15%

HONOR CODE

The University of Maryland has a student-administered Honor Code with a pledge that reads, “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).” Compliance with the code is administered by the Student Honor Council, which strives to promote a “community of trust” on the College Park campus.

ACCOMMODATIONS

Accommodations will be made for students with any documented disabilities. In addition, no student will be penalized for absences due to observance of religious beliefs. Please contact me as soon as possible if either of these applies to you.
Our course content has been divided into 4 units. This will help you in two ways. You will be better able to absorb and retain the main lessons, and it will help you budget your time. Each unit will be available on our course site for 4 weeks. At the end of the period, you will no longer be able to post assignments for that unit. The next unit will then become available for your participation.

UNIT I:  **HISTORICAL CONTEXT**  
*(January 25 – February 21)*

Reading due:  
*School, Introduction, Part I and Part II*

Assignment due:  
- Personal Introduction (due: 1/31 - with responses to all classmates’ postings)  
- Paper: History Unraveled (due: 2/21)  
- Blog entry #1 (due: 2/21)

Synchronous (at the same time and place) Meeting:  
- Face-to-Face Orientation on the College Park campus  
- Drop-in Wimba tech check  
- Live Virtual Class #1: 8:00 p.m. Feb 23

UNIT II:  **SOCIOPOLITICAL CONTEXT**  
*(February 22 – March 20)*

Reading due:  
*School, Part III and Part IV*  
Course Reserves (see Readings Overview)  
Links to web resources

Assignment due:  
- Paper: Controversy from Both Sides (due: 3/20)  
- Midcourse Survey (due: 3/20)  
- Blog entry #2 (due: 3/20)

Synchronous Meeting:  
- Live Virtual Class #2: 8:00 p.m. March 23

UNIT III:  **PEDAGOGIC CONTEXT**  
*(March 21 – April 17)*

Reading due:  
Course Reserves (see Readings Overview)  
Links to web resources
Assignments due:
  Paper: At My School We Do It This Way (due: 4/17)
  Blog entry #3 (due: 4/17)
Synchronous Meeting:
  Live Virtual Class #3: 8:00 p.m. April 13

UNIT IV: CURRENT CONTEXT
(April 18 – May 15)
Reading due:
  Course Reserves (see Readings Overview)
  Links to web resources
Assignments due:
  Blog entry #4 (due: 5/15)
Synchronous Meeting:
  Live Virtual Class #4: 8:00 p.m. May 4