

# UNIVERSITY OF REDLANDS

## JOHNSTON CENTER FOR INTEGRATIVE STUDIES

### Course Syllabus

**Course:** JNST 100  
**Course Title:** College Access and (In)Equity  
**Term:** Fall 2017  
**Days/Times:** Mondays, 6:00-8:50pm  
**Class Location:** TBA

**Faculty:** Angela Clark-Taylor, PhD  
**Office:** School of Education, North University Hall, Room 117  
**Phone:** (909) 748 - 8867  
**E-mail:** angela\_clark-taylor@redlands.edu  
**Office Hours:** TBA

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### Course Description

This course addresses the call from student and educational activist for US education systems to create equitable opportunities for college attainment for all students. Diverse theories and research on issues related to college preparedness, schooling, and (in)equities in college access will be addressed. (In)equities will be discussed through different socio-cultural contexts including race, ethnicity, gender, ability, and social class as it relating to schooling and educational policy. Special attention will be paid to the potential role of university-community collaboration in college preparedness and access. Students will be expected to engage in an on-going service-learning project with a community partner.

### Course Objectives

- To gain deep knowledge regarding the multiple aspects of the problems of college access, including historical perspectives and theoretical underpinnings of college access research;
- To understand barriers to full college participation and the changing dynamics of college access competition at the individual, organizational, and field levels;
- To understand how educational advantage and disadvantage accumulates throughout the educational process and affects equity in college access;
- To make visible the links between K-12 and postsecondary stratification;
- To analyze and understand the influence of different school contexts,
- To parcel out the contributions and interactions of families, students, schools, colleges, and the entrepreneurial admissions sector in influencing college access, and
- To gain first hand experience working with middle school students to provide

evidence-based college access programming.

### **Required & Recommended Texts**

#### **Required Readings:**

McDonough. (1997.) Choosing Colleges: How Social Class and Schools Structure Opportunity. State University of New York Press.

Corwin, M. (2001). And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students. New York: HarperCollins Publishers.

#### **\*Additional Readings Available on Moodle\***

#### **Recommended texts:**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

### **Course Overview**

This course is organized into four areas that reinforcing college inequities:

1. Individual Access
2. Organization and Governance in Education
3. Policy Analysis
4. Community Action and Educational Reform

### **Description of Graded Assignments and Grading Criteria**

#### **Assignments:**

Reflective Class Engagement – 40%

Service Learning Project – 20%

Applied Final Project – 40%

**\*Detailed instructions available in separate documents on Moodle\***

**\*You cannot pass this course without completing a passing grade in all assignments\***

#### **Undergraduate Grading System:**

4.0 or 3.7 Outstanding.

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

3.3, 3.0, or 2.7 Excellent.

The student's work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.3, 2.0, or 1.7 Acceptable.

The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.3, 1.0, or 0.7 Poor.

The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

0.0 Failing.

A grade of "F" indicates that the student failed the course. The quality and/or quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

### **Important Information**

**Incomplete Policy:** Stuff happens. I am not insensitive to legitimate issues that may derail your timely submission of assignments. Legitimate issues include car accidents, serious illness (either you or a close family member), injury, etc. If a situation occurs, and you think it *may* impact on the timely completion of this class, inform me immediately. **Talk to me.** I will grade you on the work submitted by the end of the day of the last day of classes (12/11/17) if we have not negotiated a due date for outstanding work, and a written plan defining requirements and specifying new deadlines signed by both of us. Turning in late assignments without prior approval from me will receive a maximum grade of 70%. We cannot foresee the future. That is why it is important to talk to me, and to fill out the proper forms.

**Academic Expectations:** Part of the college learning process is learning how to read, synthesize, and report on large amounts of materials in a short period of time. It is also includes being prepared, being a leader, and being ethical. I am 100% sure that all of you will more than exceed these basic expectations for the course. These academic expectations include: attending all classes, arrive to class on time, return promptly from class breaks, and stay for the entirety of the class, giving advanced notice if you will be missing class (If you miss more than 2 classes you may be dropped from the course), and (make up all classes missed by completing an additional paper assignment), being present in class, listening carefully, paying attention, and considering the readings as we discuss issues in class, checking Moodle (on-line course management software) several times each week, preparing all assignments (unless otherwise noted) in 6<sup>th</sup> edition of the

*Publication Manual of the American Psychological Association*, turning in all assignments on time (via Moodle and by the due date and time), and refraining from the use of electronic devices in class (laptops, cell phones, blackberries, ipads, etc.) except to use your laptop/ipad to take notes or for readings.

**Academic Integrity:** All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty. **For the complete text of student responsibilities please see the University of Redlands Catalog under Academic Standards.**

More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation. [http://ori.hhs.gov/education/products/roig\\_st\\_johns/index.html](http://ori.hhs.gov/education/products/roig_st_johns/index.html)

**Special Needs:** Section 504 of the Rehabilitation Act of 1973 protects anyone with a disability from being excluded or discriminated against in the classroom. If you have a documented disability, please let me know. By law I cannot ask you if you have a disability. Disability Services will provide me with guidance for your accommodation after you inform me that you qualify for accommodations.

**Inclusivity Statement:** It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for their language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions, and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we *listen* to each other about how our words and actions are affecting one another and that we *talk* about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gendered, or abled slurs and personal attacks on other's ideas. We will negotiate other guidelines about classroom discussions throughout the course.

**Course Method:** Sometimes we will review and discuss the readings, other times we will use them as a foundation for class activities. We will have group work and individual work. If you have experienced something you think contributes to our understanding and want to share it with the class, please feel free to share (it will count toward

participation). I want us to feel comfortable sharing and talking about things that are basically things we don't talk about. Because I believe in collaborative/constructivist learning I firmly believe that we can learn from each other. Consequently, while there will be times where I will lecture, there will be many times where I will not. There will be times where you, the student, will lead the class, and there will probably be times where it seems like no one is leading the class. But hopefully we'll have fun with a complex topic.

**Syllabus Change Policy:** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the term and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.