



Course Syllabus: **School and Society**
West College of Education
EDUC 2013-X11
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Instructor: Gena Ayers, M.Ed., EdD
E-mail: gena.ayers@msutexas.edu
Virtual office hours: Email to set up appointment

Course Description

This course examines the role of the school in a democratic society with an emphasis on educational equity. Students will explore the reciprocal relationship of schools and society and the impact an understanding of student learning has on school structures. Additionally, students will practice observational research to develop their understanding of how students interact with one another, their school setting, and their learning.

Textbook & Instructional Materials-YOU WILL NEED THE TEXTBOOK TO BE SUCCESSFUL IN THIS COURSE

Sadker, D. M. (2022). *Teachers, Schools, and Society: A Brief Introduction to Education*, 6th ed.). New York, NY: McGraw-Hill Companies, Inc. ISBN-13:9781264169979 (required)

Student instructions for accessing BryteWave title in D2L

1. Log into D2L.
2. Enter the course and click on Content.
3. On the left, click on the folder titled "BryteWave Course Materials."
4. In the folder, click on the link titled "BryteWave Course Materials."
5. This will open in a new tab.
6. Start reading!

Student Handbook Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning

and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

- Students will be able to explain and give examples of how changes in our country's political economy and ideology have impacted public schools.
- Each student will begin to build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.
- Students will be able to explain and give examples of instructional techniques effective with all learners.
- Each student will be able to explain and give examples from the Texas Pedagogy and Professional Responsibility Standards (EC-Grade 12).
- Students will be able to explain and give examples from the Texas Code of Ethics and Standard Practices for Professional Educators.
- Students will promote learner-centered instruction as preferable to teacher-centered instruction.
- Each student will "sell" the desirability of equity in the classroom.
- Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

Content

- This course is an introduction to the teaching profession and the role of the school in a democratic society with an emphasis on educational equity for all students.
- Specifically, students will understand how schools are influenced and developed as a reflection of society while also cultivating and changing that same society.
- Students will learn how schools respond to federal, state and local expectations of constituents.
- Students will evaluate the role of school systems in the nation's place in a global economy in light of federal, state and local objectives/outcomes.
- Students will gain an understanding of social issues of poverty, inequality in race and gender, and educational discrimination.
- Students will compare the historical context/rationale of the public educational system in relation to current trends.

- Students will analyze the role of curriculum, assessment and instructional practice in relation to global, federal, state and local governance expectations.

Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author's works.

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Confidentiality

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." In written reports, too, do not include the real names of schools or school people; create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work

- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

Assessments

Learner Philosophy Statement

During this semester you will be required to write a Learner Philosophy Statement. By writing the statement, you will briefly explore your thoughts and ideas concerning learning and how it “happens” in schools. It will also reflect the results of a brief survey you will take that will assess what learning styles that you are associated with relative to the answers you provide to the questions.

Letter to the Editor

This assignment will involve crafting an editorial as if you were sending it to newspaper or other periodical publication about an issue of education about which you wish to make a point or see a change. It will be graded on a series of qualifications.

Critical Thinking Skills – Students will obtain and analyze international educational data for the United States and a country of the student’s choice. Students will evaluate their comparative data analysis and identify an area of strength and an area of opportunity within the United States’ educational system. Students will articulate their position with supporting evidence in the form of a letter to the editor. Assessment will be evaluated with elements of AACU Critical Thinking Skills and Social Responsibility rubrics.

Communication Skills - Students will observe virtual classrooms around the world; Students will submit reports on topics related to areas of discussion outlined in the content objectives of the course. Students may provide positive or negative examples, supporting either one with evidence, of social equity issues, learner centered versus teacher centered instruction, conditions of curriculum/assessment issues related to state mandates or other topics identified as content or skill. Assessment will be evaluated with elements of AACU Written Communication rubric.

Personal Responsibility - Students will explain the importance of ethical behavior and score at least 80% on an in class ethics assessment.

Social Responsibility – In conjunction with the assessment for Critical Thinking Skills, students will articulate their comparative data analysis evaluations in the form of

a letter to the editor. Assessment will be evaluated with elements of AACU Critical Thinking Skills and Social Responsibility rubrics.

Reading Checks/Quizzes

The quiz must be completed by the due date.

Dispositions

- Students will promote learner-centered instruction as preferable to teacher-centered instruction.
- Each student will “sell” the desirability of equity in the classroom.
- Students will become salespersons for choices and differentiation assignments in the classroom.
- When presented with current issues, students will encourage an analysis of both sides of the issue.

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Submitted Work -_Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean.

Unacceptable work will be returned, un-graded, or lead to reduction in grade. In addition, plagiarized or copied word will receive a grade of ZERO with no make-up allowed.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Dr. Ayers. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10 point reduction for every day the assignment is late

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

Extra Credit

No extra credit assignments will be given or accepted.

Assignments

Reading Quizzes
Learner Philosophy Statement
Video Observation Papers (from video observation)
Letter to the Editor
Ethics Assessment
Final Exam

Grading Procedures

Points allocated to each assignment

Assignments	Points
Chapter Quizzes (11 at 100 pts each)	1100
Ethics Quiz	100
Philosophy of Education Statement	200
Video Observation 1	400
Letter to the Editor	200
Total Points	2000

Total points for grade total

Grade	Points
A	1800-2000
B	1600-1799
C	1400-1599
D	1200-1399
F	Less than 1200

Date	Topics and Focus	Readings	Assignments/Class Activity
Week 1 Jan. 17-Jan. 22	Introductions, Syllabus, Program Requirements, Grading, etc.	Review chapters	<i>Review Syllabus, Course Materials, and Introduction</i>
Week 2 Jan. 23-Jan. 29	The Multicultural History of American Education	<i>Chapter 5, Sadker</i>	Reading Quiz – Chapter 5 due Jan. 29 @ 11:59 PM
Week 3 & 4 Jan. 30-Feb. 12	Philosophy of Education	<i>Chapter 6, Sadker</i>	Reading Quiz – Chapter 6 due Feb. 12 @ 11:59 PM Philosophy of Education statement due Feb. 12 @ 11:59 PM
Week 5 Feb. 13-Feb. 19	Financing and Governing America's Schools	<i>Chapter 7, Sadker</i>	Reading Quiz Chapter 7 due Feb. 19 @ 11:59 PM
Week 6 Feb. 20-Feb. 26	School Law and Ethics	<i>Chapter 8, Sadker</i>	Reading Quiz Chapter 8 due Feb. 26 @ 11:59 PM
Week 7, 8 Feb. 27-Mar. 19	Purpose of America's Schools and the Current Reform Movement	<i>Chapter 9, Sadker</i>	Reading Quiz Chapter 9 due Mar. 19 @ 11:59 PM Video Observation Paper #1 due Mar. 19 @ 11:59 PM
Week 9 Mar. 20-26	Curriculum, Standards, and Testing	<i>Chapter 10, Sadker</i>	Reading Quiz Chapter 10 due Mar. 26 @ 11:59 PM
Week 10 Mar. 27-April 2	The Teaching Profession and You	<i>Chapter 1, Sadker</i>	Reading Quiz Chapter 1 due Apr. 2 @ 11:59 PM
Week 11 April 3-April 9	Different Ways of Learning	<i>Chapter 2, Sadker</i>	Reading Quiz Chapter 2 due Apr. 9 @ 11:59 PM

Week 12 April 10-April 16	Teaching Your Diverse Students	<i>Chapter 3, Sadker</i>	Reading Quiz Chapter 3 due Apr. 16 @ 11: 59 PM
Week 13 April 17-April 23	Student Life at Home and at School	Chapter 4, Sadker	Reading Quiz Chapter 4 due Apr. 23 @ 11:59 PM *Begin looking over Letter to the Editor assignment due in Week 14
Week 14 April 24-April 30	Student Life at Home and at School	Chapter 4, Sadker Chapter 11, Sadker	Letter to Editor Assignment due Apr. 30 @ 11:59 PM Reading Quiz Chapter 11 due Apr. 30 @ 11:59 PM
Week 15 May 1-May 5	Becoming an Effective Teacher	Chapter 11, Sadker	Ethics Videos Quiz due May 5 @ 11:59 PM All assignments are due by 11:59 on May 5. No exceptions.

MSU Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Concealed Carry Statements for the West College of Education

University Guidelines

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: <http://mwsu.edu/campus-carry/>.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are required to complete assignments within the timeframes established for each assignment. Attendance for this online course is determined by logins to D2L and timely completion of assignments.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.