



**Course Syllabus: School and Society**  
Gordon T. & Ellen West College of Education  
EDUC 2013 X22  
Term A, Spring 2026  
01/20/26-03/20/26

**Contact Information**

Instructor: Lauren Smith

Office: Virtual

Office Hours: I work full time from a home office. I travel some for work as well, but I am responsive to messages and texts. Please call and leave a voicemail, send an email, or write me a text any time. I will respond within the same day-as quickly as possible. I am also available in the evenings after 5:00 PM to take phone calls when necessary.

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**Instructor Response Policy**

Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

**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**

Sadker, D. M. (2022). *Teachers, Schools, and Society: A brief introduction*. (6<sup>th</sup> ed.). New York, NY: McGraw-Hill. 9781264169979

*Note: Digital textbooks are included with course fees for this course. Check your my.msutexas.edu email for instructions to access the textbook.*

**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.
- Students will examine the varied views on the purpose of education and be able to explain and give examples of how schools work to shape society.
- 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 for all learners.
- Students will develop observational skills as a research technique and demonstrate ability to apply this technique to draw conclusions.
- Students will interpret state school testing data and discuss what it means about student learning.
- Students will identify and interpret comparative data regarding schools from other countries and schools from the US and make an argument regarding strengths and areas of opportunities in those schools.
- Students will examine laws related to schools and how they relate to laws that apply to larger society.
- 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 differentiated 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 examination of the role of the school in a democratic society with an emphasis on educational equity.
- 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.

## 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.

[Office of Student Conduct](#)

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace.

*\*Therefore, AI-generated submissions **are not** permitted and will be treated as plagiarism.*

Grading

Assignments	Points
Quizzes (9 at 50 points each)	450
Chapter Assignments (3 at 80 points each)	240
Video Observation	100
Voices for Change: EduBlog	100
Ethics Assessment Quiz	80
Self-Introduction	30
Total Points	1000

Table 2: Total points for final grade.

Grade	Percent
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

### Chapter Assignments

During this semester you will study 9 chapters. There are a total of three chapter assignments. Each of the assignments should be submitted to the corresponding Dropbox. These will appear on the Course Schedule in more detail.

### Quizzes

There will be one quiz for each chapter studied. That means there will be 9 chapter quizzes in D2L. These will appear on the Course Schedule in more detail.

#### Video Observation

There will be 1 video observation paper due. It will appear on the Course Schedule in more detail.

#### Voices for Change: EduBlog

After learning about differences in student populations, you will create a blog to take a stance on an issue and consider others' viewpoints as well. This assignment gives you an opportunity to think critically about the content of the course and share your opinions with others. More details are located in the D2L.

#### Ethics Assessment

Chapter 8 discusses laws and ethics in education. Following this chapter, you will watch a series of ethics videos released from the Texas Education Agency. Then, you will take a quiz over video content. More information can be found in D2L.

#### Extra Credit

No extra credit assignments will be given or accepted.

#### Late Work

Assignments are expected to be turned in by the due date. 10% of the total points will be deducted per day for late work, and any assignment submitted more than one week late will not be accepted. **\*Arrangements must be made with Professor Smith at least two days in advance for any exceptions to be given.**

#### Important Dates

Deadline to file for May graduation: February 16. Check dates on the [Academic Calendar](#). Last Day to drop with a grade of "W for Term A:" March 18 at 4:00pm. Check date on the [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

#### Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. The expectation is high-quality work with minimal mistakes.

#### Desire-to-Learn (D2L)/Brightspace

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. **\*All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines. Assignments not submitted through email will not be accepted.**

## 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.

## Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. **Contact your instructor immediately upon having computer trouble.** If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## Instructor Class Policies

It is expected that all course communication and assignments will be professional. Offensive language, slang, and informal language are not appropriate.

## 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 an 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 [Disability Support Services](#).

## College Policies

### Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit: [Campus Carry Rules and Policies](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Report Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking

areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Grade Appeal Process

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

### Course Schedule

**Details for each quiz, assignment, or activity can be found in the corresponding folder found in the folder for the week. Notice: \*Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.**

Week	Chapter/Content/Readings	Assignment Due Date
Week 1 1/20-1/25	1. Read Syllabus and explore course content  2. Chapter 5: <i>The Multicultural History of American Education</i>	<ul style="list-style-type: none"><li>• Self-Introduction on Discussion Board – <b>January 25</b></li><li>• Chapter 5 Quiz – <b>January 25</b></li></ul>
Week 2 1/26-2/1	1. Chapter 6: <i>Philosophy of Education</i>  2. Philosophy of Education Statement  3. Chapter 7: <i>Financing and Governing America's Schools</i>	<ul style="list-style-type: none"><li>• Chapter 6 Quiz – <b>February 1</b></li><li>• Philosophy of Education Statement - <b>February 1</b></li><li>• Chapter 7 Quiz – <b>February 1</b></li></ul>

	<ul style="list-style-type: none"> <li>• Chapter 8: <i>School Law and Ethics</i></li> </ul>	
Week 3 2/2-2/8	<ol style="list-style-type: none"> <li>1. Chapter 8: <i>School Law and Ethics</i></li> <li>2. Ethics Assessment</li> <li>3. Chapter 2: <i>Different ways of Learning</i></li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 8 Quiz – <b>February 8</b></li> <li>• Ethics Assessment - <b>February 8</b></li> <li>• Chapter 2 Quiz – <b>February 8</b></li> </ul>
Week 4 2/9-2/15	<ol style="list-style-type: none"> <li>1. Chapter 3: <i>Teaching Your Diverse Students</i></li> <li>2. Voices for Change: EduBlog</li> <li>3. Chapter 4: <i>Student Life in School and at Home</i></li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 3 Quiz – <b>February 15</b></li> <li>• Voices for Change: EduBlog- <b>February 15</b></li> <li>• Chapter 4 Quiz – <b>February 15</b></li> </ul>

Week 5	Chapter/Content/Readings	Assignment Due Date
2/16-2/22	<ol style="list-style-type: none"> <li>1. Chapter 9: <i>Purposes of America's Schools and the Current Reform Movement</i></li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 9 Quiz – <b>February 22</b></li> </ul>
Week 6 2/23-3/1	<ol style="list-style-type: none"> <li>1. Video Observation</li> </ol>	<ul style="list-style-type: none"> <li>• Video Observation – <b>March 1</b></li> </ul>

Week 7 3/2-3/8	<ol style="list-style-type: none"> <li>1. Chapter 11: <i>Becoming an Effective Teacher</i></li> <li>2. Current Event Article Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Chapter 11 and Current Event Article Reflection - <b>March 8</b></li> </ul>
<b>Spring Break</b> <b>March 9-14</b>		
Week 8 3/16-3/20	<ul style="list-style-type: none"> <li>• Chapter 10: <i>Curriculum, Standards, and Testing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10 Quiz – <b>March 20</b></li> </ul>

### **References/Scientifically-Based Research/Additional Readings:**

Sadker D.M., Zittleman K.R., & Koch M. (2022). Teachers, schools, and society: A brief introduction to education (6th ed.). McGraw Hill.

### **Appendix A: Standards/Competencies**

Course Objectives or Student Learning Outcomes	Standard or Competency
Explain and give examples of how changes in our country's political economy and ideology have impacted public schools.	<p>PPR- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>TAC- (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p>

Build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.	PPR- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Explain and give examples of instructional techniques effective with all learners.	<p>PPR- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>TAC- (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p>

Assignment/Module/ Course Activities	Standard or Competency
Explain and give examples from the Texas Pedagogy and Professional Responsibility Standards (EC Grade12).	PPR- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Explain and give examples from the Texas Code of Ethics and Standard Practices for Professional Educators.	<p>PPR- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>TAC-Chpt 247- (1) Professional Ethical Conduct, Practices and Performance. (2) Ethical Conduct Toward Professional Colleagues. (3) Ethical Conduct Toward Students.</p>

Promote learner centered instruction as preferable to teacher-centered instruction.	<p>PPR- * Standard I.*The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</p> <p>TAC- (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p> <p>TAC- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. TExES- Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.</p>
Explore equity in the classroom.	PPR-Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Assignment/Module/ Course Activities	Standard or Competency

	<p>TAC- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. TExES- Competency 002:</p> <p>The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.</p> <p>Competency 005:</p> <p>The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.</p>
<p>Implement choices and differentiation assignments in the classroom.</p>	<p>PPR- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>TAC- (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p> <p>TExES- Competency 009:</p> <p>The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.</p>
<p>When presented with current issues, students will encourage an analysis of both sides of the issue.</p>	<p>PPR- Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</p>