



Course Syllabus: **School and Society**

West College of Education
EDUC 2013 152 WFISD
Fall 2023

Contact Information

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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. & Zittleman, K. R. (2010). *Teachers, schools, and society*. (10th ed.). New York, NY: McGraw-Hill Companies, Inc.

TEA, Grow Your Own Curriculum, Practicum

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 examine the varied views on the purpose of education and will 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 with 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.

Study Hours and Tutoring Assistance

Instructor is available to meet virtually or in person by appointment. Please email Mrs. Dillard with any questions you have. Responses/answers will be provided promptly via email or a time can be set up for a phone call or appointment via Google Meet.

Student Handbook

Refer to: [Student Handbook-2020-21](#)

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.

Grading

Course Grade -

Table 1: Points allocated to each assignment.

Assignments	Points
Discussion Board	10%
Daily Class Work	50%
Lab	30%
Key Assessment	10%
Total Percentage	100%

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Chapter Assignments

During this semester you will study 5 units. There will be multiple assignments for each unit. Each of the assignments should be submitted to the corresponding D2L.

Quizzes

There will be various quizzes throughout the year. These will appear on the

Educational Internship & Observation

There will be one educational internship. It will require observation and working directly with students and a mentor teacher. It will appear on the Course Schedule in more detail.

Extra Credit

There might be the possibility of extra credit assignments. If your final grade is 100%, extra credit will not help you. You cannot exceed 100% as a final class average.

Late Work

Work must be turned in when it is due for full credit. Late work will be accepted and 5 points will be deducted each day it is late. Extremely late work only be accepted in emergency situations that have been cleared with Mrs. Dillard. This means only illness or family emergency.

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.

Please note: *Even though this is a face-to-face class, we will potentially do many things self paced via D2L. This class requires you to have access to a computer (with Internet access) to complete weekly activities, check for class news updates, have access to materials, instructions, resources and to upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. **Assignments 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 for submission. Each time you log into D2L is documented. You should open D2L often to reference content, materials, and updates.***

*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! 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](#).*

Online Computer Requirements

This class is face to face and will also use D2L. Assignments will be submitted online and/or on paper.

AI

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. One opportunity will be granted to correct this. All other AI submissions (after the first) will be treated as plagiarism. Plagiarism will result in an automatic 0 on the assignment without the ability to correct.

Attendance

Students are required to complete assignments within the timeframes established for each assignment.

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 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](#) 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 has 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](#).

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 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."](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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

Update as needed. 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.

Course Schedule:

Details for each quiz, assignment, or activity can be found in the corresponding folder found in the folder for the week.

Week Mon-Saturday	Chapter	Assignment Due Date
Week 1 Aug 16-19	Practicum in Education Training BOY	None
Week 2 Aug.21-26	Introduction to Course	Read Syllabus and explore course content- August 21 Self-Introduction on Discussion Board - August 26 (submit to D2L)
Week 3 Aug.28-Sept 2	Chapter 7 History of Education	Chapter 5 American Educational History Timeline – August 31/September 1 (submit to Dillard in classroom)
Week 4 Sept 4-9 Sept 4 Labor Day Holiday	Chapter 7/5 History of Education	Chapter 5 History of Education Poster - September 9 (submit to D2L)
Week 5 Sept 11-16	Chapter 6 Philosophy of Education	Chapter 8 Philosophy of Education – September 16 (submit to D2L)
Week 6 Sept 18-23 Sept 22 Student Holiday	Chapter 6 Philosophy of Education	Philosophy of Education – September 23 Chapter 9 Question Video – September 24
Week 7 Sept 25-30	Government’s Role in Education	(submit to Dillard in classroom)
Week 8 Oct.2-7	Government’s Role in Education	Video Observation – Oct (submit to D2L)
Week 9 Oct. 9-14 Oct 9 & 10 Student Holiday/Parent Conferences	Chapter 10 Ethics	Ethics Daily Assignment (submit to Dillard in classroom)
Week 10 Oct. 16-21	Chapter 10 Ethics	Ethics Assessment done in class, through D2L (submit to D2L)

Week Mon-Saturday	Chapter	Assignment Due Date
Week 11 Oct. 23-28	Chapter 3	Chapter 3 Letter to the Editor – Research, - October 25 Meet at MSU Computer Lab Letter to Editor Check #1 due October 28 (submit to D2L)
Week 12 Oct.30-Nov. 4	Chapter 3	Chapter 3 Letter to the Editor Letter to Editor Check #2 - Wednesday, Nov 1 (submit to D2L) Letter to Editor Final, *Key Assessment - November 4 (submit to D2L)
Week 13 Nov. 6-11	Chapter 4	Chapter 4 Slides No Assignment
Week 14 Nov. 13-18	Chapter 4	Chapter 4 Public Service Announcement – November 18 (submit to D2L)
Nov.20-24	Thanksgiving Break	
Week 15 Nov. 27-Dec 2	Chapter 5	Chapter 5 slides Five Factory Theory of Public Schools Chart & Interview – December 6 (submit to D2L)
Week 16 Dec. 4-9	Chapter 5	Chapter 5 slides Five Factory Theory of Public Schools Chart & Interview – December 6 (submit to D2L)
		If all assignments have been completed with time remaining: Chapter 2 Slides Chapter 2 Learning Styles