



Course Syllabus: School and Society
College of Education
EDUC 2013 X10 Part of Term A
Fall 2024 August 26 - October 18, 2024

Contact Information

Instructor: Dr. Suhua Huang

Office: BH 214

Office hours: Monday 11:00-1:00pm, Wednesday 11:00-1:00pm, Thursday 10:00-11
am, and By appointment

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Instructor Response Policy

The best way to contact me is via email. I will check emails between the regular working hours 9:00AM to 5:00PM, Monday to Friday. I will attempt to contact you within three hours; however, this does not apply on weekends or holidays. You can also text me via my personal cell phone number (940) 613-5977. Be sure to tell your name and the class number when you text me. I will call or text you back. We can set up a virtual meeting as well, depending on your needs. Please do not hesitate to contact me when you have any questions or need assistance.

Textbook & Instructional Materials

Sadker, D. M. (2022). Teachers, Schools, and Society: A brief introduction. (6th ed). New York, NY: McGraw-Hill. 978126416997

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

Course Description

This course examines the role of the school in society. 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.

Course Objectives/Learning Outcomes

- Students will be able to explain and give examples of how changes in our country's laws and regulations 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.
- Students will be able to explain and give examples of instructional techniques.
- 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.

Content

- This course is an examination of the role of the school in society.
- 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 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 Dr. Acuña 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 Zoom.

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](#)

Grading/Assessment

Table 1: Points allocated to each assignment

Assignments	Points
Quizzes (9 at 50 pts each)	450
Chapter Assignments (9 at 50 pts each)	450
Video Observation	99
Self Introduction	1
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
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 will be one assignment for each chapter. 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 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

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. Acuña. This means only illness or family emergency.

Important Dates

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

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

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

Online Computer Requirements

Taking an online 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 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 classes can be accessed from any computer in the world that 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.

Inclement Weather

In the case of campus closure due to inclement weather, the online portion of the course should not be impacted. However, if there are any concerns regarding this course related to inclement weather, please contact me.

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) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Disability Support Services

Student Wellness Center

Phone: 940-397-4140

Email: disabilityservices@msutexas.edu

Website: [DSS Webpage](#)

College Policies

Campus Carry Rules/Policies

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

Smoking/Tobacco Policy

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

Campus Carry

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."](#)

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

You may also file an online report 24/7 at
https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

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
<https://msutexas.edu/titleix/>

Grade Appeal Process

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

Notice

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

Course Schedule

Week	Chapter	Assignment Due Date
Week 1 Aug 25- Aug 31	Introduction to Course Chapter 5 <i>The Multicultural History of American Education</i>	Read Syllabus and explore course content- August 27 Self-Introduction on Discussion Board – August 27 Chapter 5 Poster – August 29 Chapter 5 Quiz – August 31
Week 2 Sep 1-7	Chapter 6 <i>Philosophy of Education</i>	Chapter 6 Quiz – September 4 Chapter 6 Philosophy of Education – September 6
Week 3 Sep 8-14	Chapter 7 <i>Financing and Governing America's Schools</i>	Chapter 7 Quiz – September 10 Chapter 7 Question Video – September 12 Video Observation – September 14
Week 4 Sep 15-21	Chapter 8 <i>School Law and Ethics</i>	Chapter 8 Quiz – September 17 Chapter Ethics Assessment – September 21
Week 5 Sep 22-28	Chapter 2 <i>Different ways of Learning</i>	Chapter 2 Quiz – September 24 Chapter 2 Learning Styles – September 28
Week 6 Sep 29-Oct 5	Chapter 3 <i>Teaching Your Diverse Students</i>	Chapter 3 Quiz – October 2 Chapter 3 Voice for Change: EduBlog – October 5
Week 7 Oct 6-12	Chapter 4 <i>Student Life in School and at Home</i> Chapter 9 <i>Purposes of America's Schools and the Current Reform Movement</i>	Chapter 4 Quiz – October 7 Chapter 4 Public Service Announcement – October 9 Chapter 9 Quiz – October 10 Chapter 9 Five Factor Theory of Public Schools – October 11
Week 8 Oct 13-17	Chapter 10 <i>Curriculum, Standards, and Testing</i>	Chapter 10 Quiz – October 14 Chapter 10 Current Events Article Reflection – October 16

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 laws and regulations have impacted public schools.	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. 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.
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.	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. 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.

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.	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. TAC-Chpt 247- (1) Professional Ethical Conduct, Practices and Performance. (2) Ethical Conduct Toward Professional Colleagues. (3) Ethical Conduct Toward Students.
Promote learner-centered instruction as preferable to teacher-centered instruction.	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. 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. 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.

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.</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>TEExES- Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.</p>