

Course Syllabus: **School and Society**

West College of Education

EDUC 2013 Section L11/103

Fall 2019, PY202, Tuesday & Thursday 12:30-1:50pm

**Instructor: Dr. Kym Acuña**

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Office Hours: Tuesday & Thursday 10:00am-12:00pm and Monday 1:00pm-2:00pm, and By appointment

## Course Description

This course is an introduction to education and the role of the schooling in society with an emphasis on educational equity for all students.

## Textbook & Instructional Materials

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

## Study Hours and Tutoring Assistance

Instructor is available to meet during office hours or 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 FaceTime or Skype.

## Student Handbook

### Refer to: [Student Handbook](https://msutexas.edu/student-life/_assets/files/handbook.pdf)

## 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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given).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.

**Learning Community**

This a course that is cross-listed course as a Learning Community. The majority of the students in this course are in the Learning Community Section. For these students this means that:

It has been paired with POLS 1333 American-Texas Government taught by Dr. Jeremy Duff. You will have 3 joint projects throughout the semester, which explore the connections between the subject matter in the two courses.

**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-Grade12).
* 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.

**Classroom Policies**

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

**Attendance Policy**

**Absence Policy** - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at **every** class, and to stay for the **entire** class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously.

It is the candidate’s responsibility to make up any missed work. Being repeatedly late for class will also result in a grade reduction regardless of other marks.

**Any student who misses class (for any reason) remains responsible for contacting other students to obtain class information or assignments.** In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted**.

**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.

**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.

**Additional Readings**

As assigned by the professor.

**Assessments**

**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 are required to complete 6 hours of observation at a school setting. Students not seeking certification will observe virtual classrooms around the world; students seeking certification will observe in a traditional classroom setting. 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 online ethics module.

**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.

**Speech and Language Assessment Required for Students Seeking Certification:**

As an additional benefit to our students, our staff in the College of Education includes Mary Wines. Mrs. Wines will provide each member of this class with a speech/language assessment. This assessment will take about 5 minutes, although times may vary slightly individual-by-individual. Should Mrs. Wines ask you to schedule some appointments for remedial assistance, be sure to take advantage of this service.

Learning Philosophy Statement

During this semester you will be required to write a Philosophy of Learning Statement. By writing the statement, you will briefly explore your thoughts and ideas concerning learning and how it “happens” in schools.

**Reading checks**

In order to practice an assessment technique as well as show synthesis and preparation prior to class discussions, students will prepare one-pager/reading check during the course. See format details in this syllabus and due dates in the course calendar.

**Reading Quizzes**

For every other unit you will complete an online reading quiz rather than the reading check written assignment. The reading quiz should be complete alone and with no book. The quiz must be completed before class the day it is due.

Infomercial

Infographic

Service Learning Project

Class Participation

Each student brings a unique perspective and life experience to the learning environment and is expected to actively and thoughtfully participate by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, additional readings may be assigned by the course instructor.

In addition to having thought through the answers to such questions before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each excerpt or text that is assigned. Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L, and such is a very important part of this course.

Because classroom participation is vital to your learning, 5 points will be deducted from your participation grade for each missed class after the first absence.

**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.

**Assignments**

3 Observation Papers

Learning Philosophy Statement

Infographic

Infomercial

Service Learning Project

Letter to the Editor

Class Participation (includes attendance and class participation)

Reading Checks

Reading Quizzes

Ethics Assessment

Campus Passport or Local School District in the News

| **Assignments** | **Points** |
| --- | --- |
| Observation Papers (3 @ 100 points each) | 300 |
| Ethics Assessment | 50 |
| Classroom Participation | 100 |
| Learning Philosophy Statement | 50 |
| Letter to the Editor | 50 |
| Service Learning Project | 100 |
| Infographic | 50 |
| Infomercial | 50 |
| Chapter Reading Quizzes (5 @ 50 points each) | 250 |
| Reading checks (5 @ 50 points each) | 250 |
| Campus Passport (Learning Community Students) | (100) |
| Local School District in the News(Non LC Students) | (100) |
| TOTAL POINTS | 1350 |

**Final Grade Possibilities**

* 90-100 percent A
* 80-90 percent B
* 70-80 percent C
* 60-70 percent D
* ≤ 60 percent F

**Calendar (May be changed to meet class needs)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics and Focus** | **Readings** | **Assignments/Class Activity** |
| Tue-  Aug 27 | Introductions,  Syllabus, Program Requirements, College of Education Scholarships, etc. |  | *Discussion of Assignments* |
| Thurs- Aug 29 | The History of American Education | *Chapter 7, Sadker* *& Zittleman* | **Reading Check – Chapter 7 due**  Ms. Wines |
| Tue- Sep 3 | The History of American Education/ Philosophy of Education | *Chapter 7, Sadker* *& Zittleman* |  |
| Thurs- Sept 5 | Begin work on Service Learning Project |  |  |
| Tue- Sep 10 | Philosophy of Education | *Chapter 8, Sadker* *& Zittleman* | **Reading Quiz – Chapter 8 due**  Discussion of Philosophy of Education Statement |
| Thurs- Sept 12 | Philosophy of Education | *Chapter 8, Sadker* *& Zittleman* | Bring your copy of your Philosophy of Education statement |
| Tue- Sep 17 | Financing and Governing America’s Schools | *Chapter 9, Sadker* *& Zittleman* | **Reading Check Chapter 9 due**  **Philosophy of Education Statement Final due** |
| Thurs- Sep 19 | Financing and Governing America’s Schools | *Chapter 9, Sadker* *& Zittleman* |  |
| Tue- Sep 24 | School Law and Ethics | *Chapter 10, Sadker* *& Zittleman* | **Reading Quiz Chapter 10 due** |
| Thurs- Sep 26 | School Law and Ethics | *Chapter 10, Sadker* *& Zittleman* | **1st Observation Paper Due** |
| Tue- Oct 1 | School Law and Ethics | *Chapter 10, Sadker* *& Zittleman* | In Class Ethics Assessment |
| Thurs- Oct 3 | Becoming a Teacher Reexamined  Guest Speaker | *Chapter 1, Sadker* *& Zittleman* | **Reading Quiz Chapter 1 Due** |
| Tue- Oct 8 | Purpose of America’s Schools and the Current Reform Movement | *Chapter 5, Sadker* *& Zittleman* | **Reading Check Chapter 5 Due** |
| Thurs- Oct 10 | Purpose of America’s Schools and the Current Reform Movement | *Chapter 5, Sadker* *& Zittleman* |  |
| Tue- Oct 15 | Purpose of America’s Schools and the Current Reform Movement | *Chapter 5, Sadker* *& Zittleman* |  |
| Thurs- Oct 17 | Curriculum, Standards, and Testing | *Chapter 6, Sadker* *& Zittleman* | Reading Quiz Chapter 6 Due |
| Tues- Oct 22 | Curriculum, Standards, and Testing | *Chapter 6, Sadker* *& Zittleman* | Discussion of the “Letter to the Editor” Assignment  2nd Observation Paper Due |
| Thurs- Oct 24 | Student Life in School and at Home | *Chapter 4, Sadker* *& Zittleman* | Reading Check Chapter 4 Due  Children’s Book Due |
| Tues- Oct 29 | In Class Preparation for Service Learning in school presentations |  | *LC Cookout* |
| Thurs- Oct 31 | Student Life in School and at Home | *Chapter 4, Sadker* *& Zittleman* | Letter to the Editor Due |
| Tues – Nov 5 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* | **Reading Check Chapter 2 Due** |
| Thurs-  Nov 7 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* | 3rd Observation paper Due |
| Tue – Nov 12 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* |  |
| Thurs-  Nov 14 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* |  |
| Tue – Nov 19 | *Book Presentations at Elementary School* |  |  |
| Thurs-  Nov 21 | Present Infographics in Class |  | **Present Infographics in Class**  **SL Reflection questions and peer evaluation due.** |
| Tue – Nov 26 | Teaching Diverse Students | *Chapter 3, Sadker* *& Zittleman* | Reading Quiz Chapter 3 |
| Thurs – Nov 28 | Thanksgiving Break- No Class |  |  |
| Tue – Dec 3 | Teaching Diverse Students | *Chapter 3, Sadker* *& Zittleman* | Campus Passport Due/Local School District in the News |
| Thurs – Dec 6 | Course synthesis  Course Evals and Wrap-up |  | SL Celebration |

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/**](applewebdata://CD0AA1C5-F5C4-47D5-A0EB-6034FB9995D3/redir.aspx?REF=vLcqHCbS49vnsxggalyOGpnNNyf_0CeWDJHgSQoXxLPamDd41r_TCAFodHRwOi8vbXdzdS5lZHUvY2FtcHVzLWNhcnJ5Lw..)**.**

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.

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](https://d2l.mwsu.edu/) 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 a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classeseach 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).

## 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](https://mwsu.edu/campus-carry/rules-policies)

### 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](http://catalog.mwsu.edu/content.php?catoid=14&navoid=655#Appeal_of_Course_Grade)

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