



Course Syllabus: **School & Society**

West College of Education
EDUC 2013 Section 102
Fall 2023, Bridwell Hall
T/Th 11:00-12:20
Room 205

Contact Information

Instructor: Dr. Krystle Brom

Office: Remote

Office hours: Virtual by appointment only

E-mail: krystle.brom@msutexas.edu is the primary and preferred mode of contact. My normal response time is within 24-48 hours of receipt, often much sooner. Email me to schedule an appointment by phone or zoom, if needed.

Textbook & Instructional Materials

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

Course Description

EDUC 2013 - School & Society

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.

Course Objectives/Learning Outcomes/Course Competencies

Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Explain and give examples of how changes in our country's political economy and ideology have impacted public schools.
2. Build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.
3. Explain and give examples of instructional techniques effective with all learners.

4. Explain and give examples from the Texas Pedagogy and Professional Responsibility Standards (EC-Grade12)=.
5. Explain and give examples from the Texas Code of Ethics and Standard Practices for Professional Educators.
6. Promote learner-centered instruction as preferable to teacher-centered instruction.
7. Explore equity in the classroom.
8. Implement choices and differentiation assignments in the classroom.
9. When presented with current issues, students will encourage an analysis of both sides of the issue.

Study Hours and Tutoring Assistance

The instructor is available to meet virtually by appointment. Please email Dr. Brom with any questions you have. Responses/answers will be provided promptly via email (please allow at least 24-48 hours for response time) or during scheduled appointment times via Zoom.

Student Handbook

Refer to: [Student Handbook-2022-23](#)

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

Reading Quizzes

For every chapter, you will complete an online reading quiz to check content comprehension. The reading quizzes should be completed after reading the designated chapter without the textbook. The quizzes must be completed before class due date listed on course schedule.

Learner Philosophy Statement

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

Video Observation Papers (from video observations)

Students will submit written analyses of video observations. Students should critically evaluate videos focusing on classroom interactions.

Letter to the Editor

This assignment will involve crafting an editorial as if you were sending it to a newspaper or another 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 report 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 the 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.

Ethics Assessment

Students will view ethics videos online and then complete an ethics video quiz. Students should score at least 80% on the ethics assessment.

Class Participation

Students are required to participate in each class meeting. Students will sign up to co-teach one chapter in small groups and design a learning activity to enhance learning connected to each chapter. Students will participate as audience members and as lecture/discussion leaders.

Final Exam

The final exam will include questions about the content read and discussed in class that comes directly from the textbook.

Table 1: Points allocated to each assignment

Assignments	Points
Reading Quizzes	20
Learner Philosophy Statement	10
Video Observation Papers	10
Letter to the Editor	10
Ethics Assessments	10
Class Participation	20
Final Exam	20
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Important Dates

Last day for term schedule changes: August 28-31

Deadline to file for graduation: December Graduates: September 25; May Graduates: October 2

Last Day to drop with a grade of "W:" October 30 by 4pm

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 expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade

where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking a class with online components 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

Please be on time, be respectful, and put forth your best effort. This class functions as a learning community where each class member actively participates.

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.

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).

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 [Disability Support Services](#).

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."](#)

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	Course Introduction	
August 29	Introductions, Syllabus, Program Requirements, College of Education Scholarships, etc.	Discussion of Assignments
August 31	NO CLASS	NO CLASS
Week 2	Chapter 5	
September 5	The Multicultural History of American Education	
September 7	The Multicultural History of American Education	Reading Quiz- Chapter 5
Week 3	Chapter 6	

September 12	Philosophy of Education	
September 14	Philosophy of Education	Reading Quiz – Chapter 6 <i>**Bring your copy of your Philosophy of Education statement for discussion</i>
Week 4	Chapter 7	
September 19	Financing and Governing America's Schools	
September 21	Financing and Governing America's Schools	Reading Quiz Chapter 7 Philosophy of Education Statement Final
Week 5	Chapter 8	
September 26	School Law and Ethics	
September 28	School Law and Ethics	Reading Quiz Chapter 8
Week 6	Chapter 9	
October 3	Purpose of America's Schools and the Current Reform Movement	
October 5	Purpose of America's Schools and the Current Reform Movement	Reading Quiz Chapter 9 Video Observation Paper #1
Week 7	Chapter 10	
October 10	Curriculum, Standards, and Testing	
October 12 NO F2F CLASS MEETING	Curriculum, Standards, and Testing ONLINE CLASS ACTIVITY	Reading Quiz Chapter 10 ONLINE CLASS ACTIVITY
Week 8	Chapter 1	

October 17	The Teaching Profession and You	
October 19	The Teaching Profession and You	Reading Quiz Chapter 1
Week 9	Chapter 2	
October 24	Different Ways of Learning	
October 26	Different Ways of Learning	Reading Quiz Chapter 2 Video Observation Paper #2
Week 10	Chapter 3	
October 31	Teaching your Diverse Students	
November 2	Teaching your Diverse Students	Reading Quiz Chapter
Week 11	Chapter 4	
November 7	Student Life at Home and at School	
November 9	Student Life at Home and at School	Reading Quiz Chapter 4
Week 12	Chapter 11	
November 14	Becoming an Effective Teacher	
November 16	Becoming an Effective Teacher	Reading Quiz Chapter 11
Week 13	Letter to the Editor	
November 21	Letter to the Editor Working Class-Bring Device	Letter to Editor Assignment
November 23	NO CLASS	NO CLASS
Week 14		
November 28 NO F2F Class Meeting	CLASS ONLINE- Ethics Videos	View Ethics Videos Online

November 30 NO F2F Class Meeting	CLASS ONLINE- Ethics Videos	Complete Ethics Videos Quiz Online - Due Nov 30 @ 11:59 PM
Week 15 (Dec 5-7)		
December 5	Final Exam Review	Complete the review prior to class and play review game in class.
December 7	Course Synthesis, Evaluations, and Wrap-up	
Week 16 (Dec 9)	Final Exam Online	
December 9	Final Exam Online	Final Exam Online

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
<p>Explain and give examples of how changes in our country's political economy and ideology have impacted public schools.</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. 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>Build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.</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>Explain and give examples of instructional techniques effective with all learners.</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. 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.	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. Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. 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.
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.</p> <p>TEXES- Competency 002: 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: 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: 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>

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 work 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 Mr. Swagerty. 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 assessed 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.

Plagiarism Statement

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

- Using ChatGPT to create written responses for graded assignments
- 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.