



Course Syllabus: School and Society

West College of Education
EDUC 2013 Section 103
Fall 2024, Bridwell Hall Room 109
Tuesday & Thursday, 12:30 PM – 1:50 PM

Contact Information

Instructor: Daniel L. Frazier, Ed.D.
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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. (2022). *Teachers, Schools, and Society: A Brief Introduction to Education*, 6th ed. New York, NY: McGraw-Hill Companies, Inc. ISBN-13:9781264169979 (required).

Instructor Response Policy

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Study Hours and Tutoring Assistance

The professor is available to meet during office hours or by appointment. Please email Dr. Frazier 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 personal appointment.

Course Objectives/Learning Outcomes/Course Competencies

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.

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.

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

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](#)

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Guru, Microsoft Copilot, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate does not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Grading/Assessment

Table 1: Points allocated to each assignment –

| Assignments | Points | Calculated / Due |
|-------------------------------|--------|---------------------|
| Participation / Attendance | 150 | (15 weeks X 10 pts) |
| Reading Quizzes | 550 | (11 X 50 pts each) |
| Philosophy of Education Paper | 100 | September 16, 2024 |
| Video Observations Report | 100 | October 17, 2024 |
| Letter to Editor | 100 | November 14, 2024 |
| Ethics Training Quiz | 100 | November 17, 2024 |
| Final Exam | 100 | December 5, 2024 |
| Total Points | 1,200 | |

Table 2: Total points for final grade.

| Grade | Points |
|-------|----------------|
| A | 1,080 to 1,200 |
| B | 960 to 1,079 |
| C | 840 to 959 |
| D | 720 to 839 |
| F | Fewer than 720 |

Reading Check/Quizzes

For every chapter you will complete an online reading quiz. Each quiz is worth 50 points. Each quiz has 20 questions worth 2.5 points each and is TIMED (25 minutes for each quiz). The quiz must be completed the day before the class where it is due.

Projects Required

Learner Philosophy Statement

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

Letter to the Editor

This assignment will involve crafting an editorial as if you were sending it to newspaper or other 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 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 in class 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.

Video Observations Report

This assignment is a course requirement and, thus, must be completed to receive credit for this course. For this assignment, you will need to watch the videos linked in D2L and then, following the instructions and rubric found in D2L, write a detailed report about each of the videos.

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.

Mid-Term Exam

There will be no mid-term examination in this class. Mid-term grades will be calculated according to the preponderance of work submitted by the mid-term point of the semester.

Final Exam

This course will have a comprehensive final examination worth 100 points. The final will be available online the last week of class. This exam will appear on the Course Schedule in more detail.

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. Frazier.

Late work is discouraged as a rule. If an assignment is submitted late, a ten percent reduction will be given for every day the assignment is late.

Incomplete assignments are not accepted; There is no 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.

Make Up Work/Tests

If work or a test is missed due to illness or emergency, contact Dr. Frazier to make arrangements for work/test to be submitted late.

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 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 student'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. If a class member is absent, 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.

Online Computer Requirements

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. 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](#).

Inclement Weather

In the case of campus closure due to inclement weather, please check D2L for updates and possible changes to assignment due dates or a possible move to online instruction.

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

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 Rules/Policies

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

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

Notice

Changes in the course schedule may be made at the discretion of the instructor.

| Calendar Date | Topics and Focus | Readings | Assignments/ Class Activity |
|------------------------|--------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------|
| Week 1 Tues, Aug 27 | Introductions, Syllabus, Program Requirements | N/A | Discussion of Assignments |
| Thurs, Aug 29 | The Multicultural History of American Education | Sadker, Chap 5 | Reading Quiz – Chapter 5 due Aug 28 @ 11:59 PM |
| Week 2 Tues, Sep 3 | The Multicultural History of American Education | Sadker, Chap 5 | N/A |
| Thurs, Sep 5 | Philosophy of Education | Sadker, Chap 6 | Reading Quiz – Chap 6 due Sep 4 @ 11:59 PM |
| Week 3 Tues, Sep 10 | Philosophy of Education | Sadker, Chap 6 | Bring your copy of your Philosophy of Education statement for discussion. |
| Thurs, Sep 12 | Financing and Governing America’s Schools | Sadker, Chap 7 | Reading Quiz – Chap 7 due Sep 11 @ 11:59 PM |
| Week 4 Tues, Sep 17 | Financing and Governing America’s Schools Constitution Day | Sadker, Chap 7 | Philosophy of Education Statement Final due Sept 16 @ 11:59 PM |
| Thurs, Sep 19 | School Law and Ethics Talk Like a Pirate Day | Sadker, Chap 8 | Reading Quiz – Chap 8 due Sep 18 @ 11:59 PM |
| Week 5 Tues, Sep 24 | School Law and Ethics | Sadker, Chap 8 | N/A |
| Thurs, Sep 26 | Purpose of America’s Schools and the Current Reform Movement | Sadker, Chap 9 | Reading Quiz – Chap 7 due Sep 25 @ 11:59 PM |
| Week 6 Tues, Oct 1 | Purpose of America’s Schools and the Current Reform Movement | Sadker, Chap 9 | N/A |
| Thurs, Oct 3 | Curriculum, Standards, and Testing | Sadker, Chap 10 | Reading Quiz – Chap 10 due Oct 2 @ 11:59 |

Course Schedule

| Calendar Date | Topics and Focus | Readings | Assignments/ Class Activity |
|-------------------------|------------------------------------------------------------------|-----------------------|---------------------------------------------------------|
| Week 7 Tues, Oct 8 | Curriculum, Standards, and Testing | Sadker, Chap 10 | Bring your Letter to the Editor topic. |
| Week 7 Tues, Oct 8 | Curriculum, Standards, and Testing | Sadker, Chap 10 | Bring your Letter to the Editor topic. |
| Thurs, Oct 10 | NO CLASS. Perform Video Observation #2 on own. Due Oct 17. | Class on your own. | Perform Video Observation #2. Due Oct 17. |
| Week 8 Tues, Oct 15 | The Teaching Profession and You | Sadker, Chap 1 | Reading Quiz – Chap 1 due Oct 14 @ 11:59 PM |
| Thurs, Oct 17 | The Teaching Profession and You | Sadker, Chap 1 | Video Observation Paper #2 due Oct 17 @ 11:59. |
| Week 9 Tues, Oct 22 | Different Ways of Learning | Sadker, Chap 2 | Reading Quiz – Chap 2 due Oct 21 @ 11:59 PM |
| Thurs, Oct 24 | Different Ways of Learning | Sadker, Chap 2 | N/A |
| Week 10 Tues, Oct 29 | Teaching your Diverse Students | Sadker, Chap 3 | Reading Quiz – Chap 3 due Oct 28 @ 11:59 PM |
| Thurs, Oct 31 | Teaching your Diverse Students | Sadker, Chap 3 | N/A |
| Week 11 Tues, Nov 5 | Student Life at Home and at School | Sadker, Chap 4 | Reading Quiz – Chap 4 due Nov 4 @ 11:59 PM |
| Thurs, Nov 7 | Student Life at Home and at School | Sadker, Chap 4 | N/A |
| Week 12 Tues, Nov 12 | Becoming an Effective Teacher | Sadker, Chap 11 | Reading Quiz – Chap 11 due Nov 11 @ 11:59 |
| Thurs, Nov 14 | Becoming an Effective Teacher | Sadker, Chap 11 | Letter to Editor Assignment due Nov 14 @ 11:59 |

Course Schedule

| Calendar Date | Topics and Focus | Readings | Assignments/ Class Activity |
|-------------------------|-----------------------|------------|------------------------------------------------------------|
| Week 13 Tues, Nov 19 | Ethics Training | N/A | N/A |
| Thurs, Nov 16 | Ethics Videos | N/A | Ethics Videos Quiz (online) due Nov 17 @ 11:59 PM |
| Week 14 Tues, Nov 26 | TBD | | |
| Thurs, Nov 28 | NO CLASS | NO CLASS | NO CLASS |
| Week 15 Tues, Dec 3 | Course Wrap-up, Evals | | |
| Thurs, Dec 5 | FINAL EXAM ONLINE | FINAL EXAM | Due Dec 5 @ 11:59 PM |