

## **EDUC 2013 SCHOOL & SOCIETY**

Midwestern State University  
Gordon T. & Ellen West College of Education

### **Contact Information**

Instructor: Daphney "Leann Curry", Ph.D.

Office Hours: Monday 8-11a; Wednesday 8-10am; Thursday 10-11am\*

Office: BH 302E

E-mail: [daphney.curry@msutexas.edu](mailto:daphney.curry@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.

*\*I am in my office most days and happy to meet with you outside of my normal office hours if I am available. It is always a good idea to call or email ahead of time.*

### **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.

Syllabus, handouts, announcements will be posted on D2L and Revel. (Go to [MSUTEXAS](#))

### **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.

### **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. Curry 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.

### **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 you are associated with relative to the answers you provide to the questions.

#### Video Observation Paper (from video observations)

Students will submit a written analysis of their video observations. Students should critically evaluate the 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 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 the ethics assessment.
- *Social Responsibility*  
In conjunction with the assessment for Critical Thinking Skills, students will articulate their comparative data analysis evaluations in 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.

**Table 1: Points allocated to each assignment**

Assignments	Points
Reading Quizzes	46
Learner Philosophy Statement	10
Video Observation Paper	20
Letter to the Editor	14
Ethics Assessment	10
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

#### Participation and Late Work Policy

Please complete all assignments on time. Assignments and Exams will be deducted by 25%

for each late day. Complete readings prior to class schedule to ensure participation in course-related content and activities.

Participation Policy - (Read Welcome Letter on Course Home Page —D2L)

- Although the course requires a thorough understanding of the readings and assignments, online discussions will provide the basis for learning and assessment.
- Instructor Drop. An instructor may drop a student any time during the semester for excessive absences or failure to participate in online classes, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.
- Please complete all assignments on time. Assignments will be deducted by 25% for each late day. Complete readings prior to class schedule to ensure participation in course related content and activities.

### **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](#)

### **Plagiarism Policy**

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")-whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will not be tolerated, whether intentional or not. Use of AI for purposes other than editing (spell and grammar check) is prohibited. All work submitted must be original work/thoughts created by students.

### **Student Honor Creed**

*As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."*  
As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play

an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed. Written and adopted by the 2002-2003 MSU Student Senate.

### **Important Dates**

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.

### **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. **Computer issues are 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 which 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](#).

### **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.

### **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](#).

### **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.

### **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.](#)"

### **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](#).

### **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: see course calendar document.

## 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>

