

# Course Syllabus: School and Society

## West College of Education

# EDUC 2013 Section J01

# Fall 2020, Aug 22-Dec 4

## Contact Information

Instructor: Kym Acuña, Associate Professor

Office: Bridwell 212

Office hours: Monday 2:00-5:00pm, Tuesday 11:00am-12:00pm, and Thursday 11am-12:00pm, additional hours available by appointment

## Office phone: (940) 397-6220

E-mail: [kym.acuna@msutexas.edu](mailto:kym.acuna@msutexas.edu)

## How to Contact Me

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.

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

## Important Course Information

## Split students (with a flipped class) This course has been planned as a flipped course for Fall 2020. Direct, lecture-based instruction and course materials will be available online, and when you are in the face-to-face class you will do other activities (such as small group work, problem solving, discussion, etc.). The class will meet in its regularly scheduled room all scheduled days, but only some of the students can be physically in the class every class day to allow sufficient social distancing. You will be assigned to one physical class day/week and will access course materials virtually on the other days. I will notify you of your assigned day for your physical class meeting. When we meet face to face we will utilize social distancing and an assigned seating chart. When the university transitions to fully online after Thanksgiving we will review during the last week of class and hold our finals virtually.

I will use D2L for posting syllabi, course communication, course schedule, attendance, and gradebook. There will be some online office hours announced through D2L. You should regularly check D2L and the email hosted via D2L for important course information.

In the event of increased incidence and risk of COVID-19 that results in the university moving back to a shelter-in-place mode, the course instruction will transition to fully online. More instructions will be given at that time.

## 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.

## Students examine the varied views on the purpose of education and will be able to explain and give examples of how schools work to shape society.

## Each student will begin to build his/her personal educational philosophy, based on information from Aristotle to contemporary influences.

## Students will be able to explain and give examples of instructional techniques effective with all learners.

## Students will develop observational skills as a research technique and demonstrate ability to apply this technique to draw conclusions.

## Students will interpret state school testing data and discuss what it means about student learning.

## Students will identify and interpret comparative data regarding schools from other countries and schools from the US and make an argument regarding strengths and areas of opportunities in those schools.

## Students will examine laws related to schools and how they relate to laws that apply to larger society.

## Students will promote learner-centered instruction as preferable to teacher-centered instruction.

## Each student will “sell” the desirability of equity in the classroom.

## Students will become salespersons for choices and differentiated 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 examination of the role of the school in a democratic society with an emphasis on educational equity.

## 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.

## Study Hours and Tutoring Assistance

See office hours or by appointment. Link for virtual office hours: [School and Society Virtual Office Hours](https://msutexas-edu.zoom.us/j/97447832373)

## Student Handbook

Refer to: [Student Handbook-2019-20](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 individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## Grading

Course Grade -

Table 1: Points allocated to each assignment.

| **Assignments** | **Points** |
| --- | --- |
| Observation Paper | 100 |
| Ethics Assessment | 50 |
| Classroom Participation | 100 |
| Learning Philosophy Statement | 100 |
| Letter to the Editor | 50 |
| Service Learning Project | 100 |
| Chapter Reading Quizzes (5 @ 50 points each) | 250 |
| Reading checks (5 @ 50 points each) | 250 |
| TOTAL POINTS | 1000 |

Table 2: Total points for final grade.

| Grade | Points |
| --- | --- |
| A | 900 to 1000 |
| B | 800 to 899 |
| C | 700 to 799 |
| D | 600 to 699 |
| F | Less than 600 |

## Various Assignments

There will be various types of assignments in this course: Ethics assessment, Learning Philosophy Statement, Letter to the Editor and a Service Learning Project. Each of the assignments should be submitted to the corresponding dropbox. These will appear on the Course Schedule in more detail.

## Quizzes and Reading Checks

There will be one quiz or reading check for each chapter studied. There will be 5 quizzes done through D2L and 5 reading checks that will be turned into D2L. These will appear on the Course Schedule in more detail.

## Video Observations

There will be 1 video observation paper due. It 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. 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.

## Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world 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](https://d2l.mwsu.edu/)**.**

## Instructor Class Policies

It is expected that all course communication and assignments will be professional. Offensive language, slang, and informal language are not appropriate.

## 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

Students who wish to appeal a grade should consult the Midwestern State University [MSU 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.

## Course Schedule:

Details for each quiz, assignment, or activity can be found in the corresponding folder found in the course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics and Focus** | **Readings** | **Assignments/Class Activity** |
| Tue-  Aug 25 | Introductions,  Syllabus, Program Requirements, In-Person Attendance Rotation |  | *Discussion of Assignments* |
| Thurs- Aug 27 | The History of American Education | *Chapter 7, Sadker* *& Zittleman* | **Reading Check – Chapter 7 due** |
| Tue- Sep 1 | The History of American Education/ Philosophy of Education | *Chapter 7, Sadker* *& Zittleman* |  |
| Thurs- Sept 3 | Begin work on Service Learning Project |  |  |
| Tue- Sep 8 | Philosophy of Education | *Chapter 8, Sadker* *& Zittleman* | **Reading Quiz – Chapter 8 due**  Discussion of Philosophy of Education Statement |
| Thurs- Sept 10 | Philosophy of Education | *Chapter 8, Sadker* *& Zittleman* | Bring your copy of your Philosophy of Education statement |
| Tue- Sep 15 | Financing and Governing America’s Schools | *Chapter 9, Sadker* *& Zittleman* | **Reading Check Chapter 9 due**  **Philosophy of Education Statement Final due** |
| Thurs- Sep 17 | Financing and Governing America’s Schools | *Chapter 9, Sadker* *& Zittleman* |  |
| Tue- Sep 22 | School Law and Ethics | *Chapter 10, Sadker* *& Zittleman* | **Reading Quiz Chapter 10 due** |
| Thurs- Sep 24 | School Law and Ethics | *Chapter 10, Sadker* *& Zittleman* | **Observation Paper Due** |
| Tue- Sep 29 | School Law and Ethics | *Chapter 10, Sadker* *& Zittleman* | In Class Ethics Assessment |
| Thurs- Oct 1 | Becoming a Teacher Reexamined  Guest Speaker | *Chapter 1, Sadker* *& Zittleman* | **Reading Quiz Chapter 1 Due** |
| Tue- Oct 6 | Purpose of America’s Schools and the Current Reform Movement | *Chapter 5, Sadker* *& Zittleman* | **Reading Check Chapter 5 Due** |
| Thurs- Oct 8 | Purpose of America’s Schools and the Current Reform Movement | *Chapter 5, Sadker* *& Zittleman* |  |
| Tue- Oct 13 | Purpose of America’s Schools and the Current Reform Movement | *Chapter 5, Sadker* *& Zittleman* |  |
| Thurs- Oct 15 | Curriculum, Standards, and Testing | *Chapter 6, Sadker* *& Zittleman* | Reading Quiz Chapter 6 Due |
| Tues- Oct 20 | Curriculum, Standards, and Testing | *Chapter 6, Sadker* *& Zittleman* | Discussion of the “Letter to the Editor” Assignment |
| Thurs- Oct 22 | Student Life in School and at Home | *Chapter 4, Sadker* *& Zittleman* | Reading Check Chapter 4 Due  Children’s Book Due |
| Tues- Oct 27 | In Class Preparation for Service Learning in school presentations |  |  |
| Thurs- Oct 29 | Student Life in School and at Home | *Chapter 4, Sadker* *& Zittleman* | Letter to the Editor Due |
| Tues – Nov 3 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* | **Reading Check Chapter 2 Due** |
| Thurs-  Nov 5 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* |  |
| Tue – Nov 10 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* |  |
| Thurs-  Nov 12 | Different Ways of Learning | *Chapter 2, Sadker* *& Zittleman* |  |
| Tue – Nov 17 | *Book Presentations at Elementary School* |  |  |
| Thurs-  Nov 19 | Teaching Diverse Students | *Chapter 3, Sadker* *& Zittleman* | **Reading Quiz Chapter 3** |
| Tue – Nov 24 | Teaching Diverse Students | *Chapter 3, Sadker* *& Zittleman* | **SL Reflection questions and peer evaluation due.** |
| Thurs – Nov 26 | Thanksgiving Break- No Class |  |  |
| Tue – Dec 3 | SL Reflection |  | All students -virtual attendance |
| Thurs – Dec 6 | Course synthesis  Course Evals and Wrap-up |  | All students -virtual attendance |