



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

Welcome to
School and Society
EDUC 2013
Spring 2021, Online
Revised Jan 2021; subject to change

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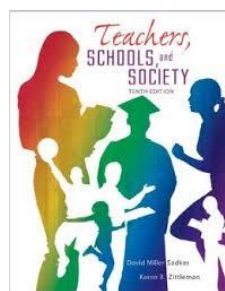
Office hours: By appointment! Virtual office hours for Monday 2:30-3:30pm, Tuesday 2:30-4:30pm, and Thursday 1:00-3:00pm .

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Required Text

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



Course/Catalog 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. Field experience in diverse communities is required.

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 Beginning Educator Support System (TxBESS).
- 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.

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences (not logging on to D2L), 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.

Attendance Policy

Absence Policy - Because this is an online course, students are expected to log onto at least ONCE per week (except during break). If this is not possible, please let your professor know. If you do not post nor respond to emails from the professor in over two weeks, you may be dropped from the course.

In addition, this course requires us to interact, to grow together. For this reason, there are running deadlines for content identified on the syllabus. You can work on your pace but in accordance with the WCOE absence policy (candidates will receive a grade of F on the third absence), the sixth missed assignment will result in an F in the course).

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.

Plagiarism Statement

“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, authenticity, and educational purposes.” from Student Handbook

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as the Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140

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.

Campus Carry

Senate Bill 11 Handgun Policy -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: [Campus Carry](#)

Other Class Policies

1. **Written work**– All assignments must be submitted through D2L. ***A 25% of points will be deducted per assignment per day late including Saturday and Sunday*** if not submitted through D2L. 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*). Unacceptable work will be returned un-graded, or lead to a reduction in grade.
2. ***Plagiarized or copied word will receive a grade of ZERO with no make-up allowed.*** Any assignment **with 30% or more plagiarized work** will not be graded and will receive a grade of zero. D2L uses turnitin.com to check for plagiarism. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.
3. **Discussions:** Because this is an internet course, participation in discussions is important and also makes up one of the chunk of grade and also counts towards your dispositions. Discussion boards are both written and video posts. Most of them are related to you answering one thread and responding to two of your peers. Please read instructions ([Read me First](#) or [Watch me First](#) for each chapter) before answering the discussion boards. ***NO LATE WORK ACCEPTED or TO BE REQUESTED for discussion boards.*** Due dates are mentioned explicitly in the schedule.
4. **Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
5. **Due Dates and Late Penalties:** Assignments are expected to be turned in by the due date. ***25% of the total points will be deducted per date late for paper assignments.*** Any paper assignment submitted more four days late will not be graded. ***NO late work accepted to be requested for discussion boards, activities, or quizzes.***
6. **Course Questions:** If you have questions throughout the course, please follow these three steps:

1. Consult the syllabus.
2. Post your question on GroupMe.
3. Email Dr. Gupta (This should be the last option!)

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 school observation through videos. 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.

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 and Disposition

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.

These points are kept entirely for positive attitude, sincerity, effort, growth, answering your emails, following directions, being on time for assignments, sincerity in discussions, critically thinking in assignments, filling up forms that are requested, and **logging at least two times a week.** 😊

Participating in class is part of your overall grade. Be prepared to talk!!!!

Grading

Final Grade Possibilities

- 90-100 percent A
- 80-89 percent B
- 70-79 percent C
- 60-69 percent D
- ≤ 60 percent F

Note: Twenty five percent point reduction in per assignment grade per day late (Saturday and Sunday included).

Total Points for the course – 700 points.

All Assignments are due Sunday -11:30pm.

Your FIRST response (initial post) for Discussion Board are due Thursday- 11:30pm.

Plagiarized work (30% or more) will receive a zero with no make-up allowed.

No Late work on discussions, quizzes, and activities.

Details on the next page

Assignments	Chapter	Possible Points
<p>Quizzes: You will be taking a total of six quizzes that will be worth 50 points each. These are the Chapter Quizzes. <u>Each quiz has 20 questions worth 2.5 points each and is TIMED (30 minutes for each quiz).</u></p> <p>For each of the quizzes you will have TWO attempts and the highest grade will be recorded. BUT the quizzes (for the two attempts) are ONLY AVAILABLE till the DUE DATE specified.</p> <p>For example, Chapter 8 Quiz is due by Feb 21st – 11:30pm. You can take one or two attempts BUT after 11:30pm (Feb 21st) – the quiz will be unavailable.</p> <p><i>NO LATE WORKACCEPTED or TO BE REQUESTED</i></p>	<p>Chapter 8 Chapter 9 Chapter 6 Chapter 3 Chapter 2</p>	<p>300 points</p>
<p>Course Intro Quiz – Needs to be done by Jan 17th -11:30pm and you will have ONE attempt to do it (before Jan 17th). It is worth 25 points and it is NOT TIMED.</p> <p><i>NO LATE WORKACCEPTED or TO BE REQUESTED</i></p>	<p>Course Intro Quiz</p>	<p>10 points</p>
<p>Discussions: Because this is an internet course, participation in discussion is important and also is an important part of your grade. Discussion boards are written and video posts and are of different number of points. The “Read me First” for every chapter explains the grading in details. Most of them are related to you answering one thread and responding to two of your peers. <i>You must post initial substantial response to the discussion board by Thursday (11:30pm) and replies are due by Sunday of that week!</i></p> <p><i>NO LATE WORKACCEPTED or TO BE REQUESTED</i></p>	<p>Chapters And Introduction</p>	<p>105 points</p>
<p>Observation Paper: There will be ONE observation papers to write for the class. These are your major papers, part of your midterm and finals. As you’ll know this is a core course and thus is a core course requirement. The details in terms of requirements and other things will be available in the respective Observation folders.</p> <p><u><i>Late work is 25% off per day late (Saturday and Sunday included)</i></u></p>	<p>No specific chapter</p>	<p>100 points</p>
<p>Letter to the Editor: There is <u>one letter to the editor assignment</u> for the class. It will be short. This is a core course requirement and hence needs to be completed for course credit. Details are provided in the folder on D2L.</p> <p><u><i>Late work is 25% off per day late (Saturday and Sunday included)</i></u></p>	<p>No specific chapter</p>	<p>50 Points</p>

Assignments	Chapter	Possible Points
<p>Ethics Quiz – There will be one quiz during chapter 10 that is NOT a chapter quiz. This is a core course and thus is a <u>core course requirement</u>.</p> <p>You will be watching videos (YouTube link) and answering the questions. The details will be in the Chapter 10 folder.</p> <p>I would strongly advise you to answer the quiz WHILE watching the videos. It is NOT TIMED but you only have ONE attempt.</p> <p><i>NO LATE WORKACCEPTED or TO BE REQUESTED</i></p>	Chapter 5	70 points
<p>Zoom Meeting: There will be one zoom meeting (20-30 minutes) that you'll have to attend. Zoom meetings are virtual meeting and it will be related to observation paper and midterm. There will be several dates and times given and you'll will have the option of choosing the time and date and would be joining as a group of individual. I would also be happy to replace it with a face-to-face meeting of the allotted time. Though you may meet with me any number of times, you have only ONE mandatory zoom meeting during the course. Details will be in the folder</p> <p><i>NO LATE WORKACCEPTED or TO BE REQUESTED</i></p>	Zoom meeting	5 Points
<p>Attitude and Disposition Points: These points are kept entirely for positive attitude, sincerity, effort, growth, answering your emails, following directions, being on time for assignments, sincerity in discussions, critically thinking in assignments, going beyond, and logging at least once a week. 😊</p>	No Specific Chapter	60 points
Total Points		700 points

*****Subject to change as per class needs**