



Welcome to School and Society EDUC 2013

Spring 2020, Tuesday-Thursday 12:30-1:50pm

Revised Jan 2020; subject to change

Room Number MC #107

Instructor: Dr. Dittika Gupta

Office: Ferguson 108

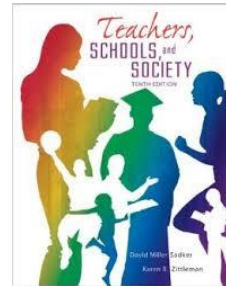
Office hours: Monday – 1:30-3:00pm, Wednesday 1:30-3:00pm, and Thursday 2:30-4:30pm. However, I am more than happy to schedule virtual meetings, answer phone calls, or meet outside of the office hours. Don't hesitate to contact me.

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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.

Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. *In the classroom, cell-phones need to put away so that they do not disrupt the learning environment for you and others.* 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.

Instructor Drop. An instructor may drop a student any time during the semester for *excessive absences, 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 - Professional teachers are dependable, reliable, and responsible. Therefore, candidates 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 (4) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the fifth absence.*

After an absence from the course it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and failure after 4 absences. Student will be dropped from the class after 4 absences. It is the candidate's responsibility to make up any missed work. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Tardiness will result in loss of classroom disposition points and three instances of tardy arrival will be counted as one absence.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class In the event that a class member is absent, for whatever reason, 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. *Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted.*

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

In addition, *plagiarized or copied work 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. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day*

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.

Cell phones

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction - *In the classroom, cell-phones need to put away so that they do not disrupt the learning environment for you and others.* The use of electronic devices during class time is prohibited unless the instructor gives permission.

Confidentiality

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, “I heard this occurred in a school somewhere near here...” In written reports, too, do not include the real names of schools or school people; create **fictitious** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

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](#)

Additional Readings

As assigned by the professor.

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 6 hours of observation at a school setting. Students not seeking certification will observe virtual classrooms around the world; students seeking certification will observe in a traditional classroom setting. 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.

Speech and Language Assessment Required for Students Seeking Certification:

As an additional benefit to our students, our staff in the College of Education includes Mary Wines. Mrs. Wines will provide each member of this class with a speech/language assessment. This assessment will take about 5 minutes, although times may vary slightly individual-by-individual. Should Mrs. Wines ask you to schedule some appointments for remedial assistance, be sure to take advantage of this service.

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*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to 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. Written assignments (*whether submitted online or in class*) will be discounted by 25% for each late day
3. **Adhering to professional ethics** – When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. 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.

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. ***TWENTY FIVE percent 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, activity, or quizzes.***

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. *Participating in class discussions would be a major part of this grade.* Part of the grade is also kept for tardies and demonstrating “good” learning behavior. ***Be prepared to talk!!!!***

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.

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 – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Grading

Assignment	Grade
Observation Paper	100 points
Classroom Participation and Disposition	130 points
Service Learning Project	150 points
Letter to the Editor	50 points
Quizzes (8 @ 50 points each)	400 points
Ethics Quiz	70 points
Total Points	900 points

Final Grade Possibilities

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

Total Points for the course – 900 points.

All Assignments are due by 11:00am

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

NO LATE WORK ON QUIZZES, PRESENTATIONS, IN-CLASS WORK, and RESUME

Reading Rodeo

This service learning project is aimed at supporting college students develop their own educational philosophy along with promoting learner-centered instruction. The college students will use instructional techniques to design, create, and implement reading TEKS at a local elementary school.

Project Grade Distribution

Reading Rodeo Check #1 – 15 Points
 Reading Rodeo Check #2 – 20 Points
 Reading Rodeo Check #3 – 30 Points
 Reading Rodeo Check #4 – 10 Points
 Implementation – 55 Points
 Reflection – 20 Points
TOTAL – 150 Points

**Wish you all the very best.
Happy to have you'll in class!!!**