



Course Syllabus: **EDUC 2013- School and Society**

West College of Education

Section: 103

Fall 2020, revised Aug 2020

Room Number# BH 308A

Contact Information

Instructor: Dr. Dittika Gupta

Office: Bridwell Hall 228

Office hours: Monday 2:30-3:30pm, Tuesday 2:00-3:30pm, Thursday 5:30-6:30pm; Friday 11:30-12:30pm

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Instructor Response Policy

We will be working and communicating constantly throughout the semester. Email is great however you will also be a part of class GroupMe which will provide more flexibility in communication. I will try my best to answer all emails and texts with 24 hours and you should definitely get a response within 48 hours (2 days). Any emails or texts received during weekends will not receive a response till the following Monday. No emails or texts will be answered over the weekend.

Textbook & Instructional Materials

Required Textbooks & Instructional Materials

1. Sadker, D. M. & Zittleman, K. R. (2010). *Teachers, schools, and society*. (10th ed.). New York, NY: McGraw-Hill Companies, Inc.
2. Handouts and copied materials as required through the semester.

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

- 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.

See Appendix A for a complete list of WCoE Framework

Study Hours and Tutoring Assistance

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 3974684, or visit the ASC homepage for more information.

Student Handbook

Refer to: [Student Handbook-2019-20](#)

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](#)

Attendance

Students should participate in all class activities of this course. It is important that students should meet all the deadlines as posted. In case of any emergency situation (like death or illness in family and so on) it is important that the student should report the same to the professor in a timely manner. It is your course and the primary intention should be to

reach the goals and acquire proficiency in the topics discussed in the course. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential.

Excessive tardiness or absence (as determined by the professor), disruptive online attitude, or failure to consistently class requirements might result in instructor-drop, if required. *Student will be dropped from the class after 5 absences when there has been no communication from the student.* 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 for full credit.*

Instructor Drop

As per the College policies, 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. Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop take 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 this semester. After this period, 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.

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. Some additional readings may be assigned by the course instructor. *Participating in class discussions*

would be a part of your grade. 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.

Online Computer Requirements

Taking this 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 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 class 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.

Instructor 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 or while being virtual, cell-phones need to put away so that they do not disrupt the learning environment for you and others.

Even though this is an face-to-face and synchronous virtual class, appropriate dressing is necessary for all meetings and all video assignments. You should be dressed as you would for a regular face-to-face class. Actions and behavior should reflect professionalism. Non-compliance with classroom policies will result in loss of points for that particular assignment or meeting.

Inappropriate behavior or dressing in the classroom or on zoom 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

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) will not be considered. I use turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and no make-up allowed!!!

Grading/Assessment

Table 1: Points allocated to each assignment

All assignments are due Friday by 11:30pm. All assignments will be explained in detail on D2L through Read Me First or Watch Me First and will also be discussed in class. All quizzes require a Respondus Lockdown Browser.

Assignments	Grade Points
Course quiz	10
Discussion Boards (2* 30 points)	60
Quizzes (7*50 points)	350
Ethics Quiz	70
Letter to Editor	50
Observation Paper	100
Participation and Disposition	60
Total	700

Table 2: Total points for final grade.

Grade	Points
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 59%

Quizzes

You will be taking a total of seven quizzes that will be worth 50 points each. These are the Chapter Quizzes. Each quiz has 20 questions worth 2.5 points each and is TIMED (30 minutes for each quiz).

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.

For example, Chapter 8 Quiz is due by Sept 11th – 11:30pm. You can take one or two attempts BUT after 11:30pm (Sept 11th) – the quiz will be unavailable.

NO LATE WORK

Course Quiz

It is related to the syllabus and course structure. You will have one attempt. Details will be provided on D2L and discussed in class.

NO LATE WORK

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 **key assessment**.

You will be watching videos (YouTube link) and answering the questions. The details will be in that week's folder.

I would strongly advise you to answer the quiz WHILE watching the videos. It is NOT TIMED but you only have ONE attempt.

NO LATE WORK

Discussion Boards

Participation in discussion is important and also is an important part of your grade. Discussion boards are video posts and most of them are related to you answering one thread and responding to two peers. Rubric and prompts will be provided.

NO LATE WORK

Letter to Editor

There is one letter to the editor assignment for the class. It will be **short**. This is a **key assessment** and hence needs to be completed for course credit. Details are provided in the folder on D2L.

Observation Paper

There will be one observation paper to write for the class. This is a major paper and count as your final. As you'll know this is a core course and thus is a **key assessment**. The details in terms of requirements and other things will be available D2L and discussed in class.

Extra Credit

Extra Credit opportunity will be given and will depend on the flow and needs of the class.

Late Work

25% off per day per assignment (including Saturday and Sunday). So, if the assignment is for 100 points, you can make a maximum score of 75 after one day, 50 after two days, 25 after three days, and zero after 4 days if all your answers are correct. **There is NO late work on discussion boards or quizzes is accepted!** All this is non-negotiable!!! If there are any issues/confusions, contact me **BEFORE** the assignment is due (at least 48 to 24 hours before the assignment is due). Time shown as on D2L or email be used.

NOTE: *Computer or D2L issues do not provide an excuse.* Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L 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. *Do not wait till the last minute to submit the assignment.* Delays or sending through email will be counted late!

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Last day for term schedule changes: Aug 24th- 26th

Deadline to file for graduation: Sept 28th for students graduating in December and Oct 8th for those graduating in May

Last Day to drop with a grade of "W:" Dec 4th, 2020

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.

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.

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

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 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

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

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

All assignments are due on Friday by 11:30pm

See attachment for the complete schedule

Appendix A

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.

References

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Huck, S. W. (2011). *Reading Statistics and Research* (6th ed.). Boston: Pearson.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (3rd edition). Thousand Oaks, California: Corwin.
- Midwestern State University. (2018). Campus Carry. Retrieved August 24, 2018, from <https://mwsu.edu/campus-carry/>
- National Institutes of Health [NIH]. (2018). Office of Extramural Research, Protecting Human Research Participants tutorial (Developed 3/1/2008; Version 2/4/2011). Retrieved from <https://phrp.nihtraining.com/#> on September 2018.