



Course Syllabus: **School and Society**

West College of Education
EDUC 2013 Section 102
Fall 2022, Bridwell Hall
T/Th 11:00-12:20
Room 205

Instructor: Dr. Krystle Brom, Adjunct Professor

Office Location: Remote

Office Hours: Virtual by appointment only

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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 between 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., & Koch M. (2022). Teachers, schools, and society: A brief introduction to education (6th ed.). McGraw Hill.

Study Hours and Tutoring Assistance

The instructor is available to meet virtually by appointment. Please email Dr. Brom with any questions you have. Responses/answers will be provided

promptly via email (please allow at least 24 hours for response time) or during scheduled appointment times via Zoom.

Student Handbook

Refer to: [Student Handbook 2020-2021](#)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

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 Pedagogy and Professional Responsibility Standards (EC-Grade12).
- 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. 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.

Your participation in classes at a Professional Development School is a privilege, not a right. Our relationship with these schools is critical to the development of strong teachers. If, for ANY reason, you are asked to leave a Professional Development School, you will be dropped from the course in accordance with the Instructor Drop policy (see below) of the academic catalog. **This is your warning as required by the policy. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.**

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 (3) are considered evidence of lack of dependability, and are taken seriously.

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.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class information or assignments. 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.

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 and authenticity, and for educational purposes.

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.

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.

Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

Assessments

Learner Philosophy Statement

During this semester you will be required to write a Learner Philosophy Statement. By writing the statement, you will briefly explore your thoughts and ideas concerning learning and how it “happens” in schools. It will also reflect the results of a brief survey you will take that will assess what learning styles that you are associated with relative to the answers you provide to the questions.

Letter to the Editor

This assignment will involve crafting an editorial as if you were sending it to newspaper or other 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 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 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 an in class ethics assessment.

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.

Reading Checks/Quizzes

For every other unit you will complete an online reading quiz rather than the reading check written assignment. The reading quiz should be completed independently without the book. The quiz must be completed before class the day it is due.

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.

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.

Because classroom participation is vital to your learning, 5 points will be deducted from your participation grade for each missed class after the first absence.

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)

Submitted Work - 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, double spaced*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

Late/Incomplete Submission of Assignments

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 Mr. Swagerty. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10 point reduction for every day the assignment is late

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

Extra Credit

No extra credit assignments will be given or accepted.

Assignments

Reading Quizzes
Learner Philosophy Statement
Video Observation Papers (from video observation)
Letter to the Editor
Ethics Assessment
Final Exam

Final Grade Possibilities

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

Calendar (May be changed to meet class needs)

Week	Chapter	Assignment Due Date
Week 1 (Aug 22-26)	Course Introduction	
August 23	Introductions, Syllabus, Program Requirements, College of Education Scholarships, etc.	Discussion of Assignments
August 25	NO CLASS	NO CLASS
Week 2 (Aug 29- Sept 2)	Chapter 5	
August 30	The Multicultural History of American Education	Reading Quiz- Chapter 5 Due Aug 29 @ 11:59 PM
September 1	The Multicultural History of American Education	
Week 3 (Sept 5-9)	Chapter 6	
September 6	Philosophy of Education	Reading Quiz – Chapter 6 due Sept 5 @ 11:59 PM

September 8	Philosophy of Education	Bring your copy of your Philosophy of Education statement for discussion
Week 4 (Sept 12-16)	Chapter 7	
September 13	Financing and Governing America's Schools	Reading Quiz Chapter 7 due Sept 12 @ 11:59 PM
September 15	Financing and Governing America's Schools	Philosophy of Education Statement Final due Sept 15 @ 11:59 PM
Week 5 (Sept 19-23)	Chapter 8	
September 20	School Law and Ethics	Reading Quiz Chapter 8 due Sept 19 @ 11:59 PM
September 22	School Law and Ethics	
Week 6 (Sept 26-30)	Chapter 9	
September 27	Purpose of America's Schools and the Current Reform Movement	Reading Quiz Chapter 9 due Sept 26 @ 11:59 PM
September 29	Purpose of America's Schools and the Current Reform Movement	Video Observation Paper #1 due Sept 29 @ 11:59 PM
Week 7 (Oct 3-7)	Chapter 10	
October 4	Curriculum, Standards, and Testing	Reading Quiz Chapter 10 due Oct 3 @ 11:59 PM
October 6	Curriculum, Standards, and Testing	
Week 8 (Oct 10-14)	Chapter 1	
October 11	The Teaching Profession and You	Reading Quiz Chapter 1 due Oct 10 @ 11:59 PM

October 13	NO CLASS	NO CLASS
Week 9 (Oct 17-21)	Chapter 1 & 2	
October 18	The Teaching Profession and You (Chapter 1)	
October 20	Different Ways of Learning (Chapter 2)	Reading Quiz Chapter 2 due Oct 19 @ 11:59 PM
Week 10 (Oct 24-28)	Chapter 2 & 3	
October 25	Different Ways of Learning (Chapter 2)	Video Observation Paper #2 due Oct 25 @ 11:59 PM
October 27	Teaching your Diverse Students (Chapter 3)	Reading Quiz Chapter 3 due Oct 26 @ 11:59 PM
Week 11 (Oct 31-Nov 4)	Chapter 3	
November 1	Teaching your Diverse Students	
November 3	NO CLASS	NO CLASS
Week 12 (Nov 7-11)	Chapter 4	
November 8	Student Life at Home and at School	Reading Quiz Chapter 4 due Nov 7 @ 11:59 PM
November 10	Student Life at Home and at School	
Week 13 (Nov 14-18)	Chapter 11	
November 15	Becoming an Effective Teacher	Reading Quiz Chapter 11 due Nov 14 @ 11:59 PM
November 17	Becoming an Effective Teacher	Letter to Editor Assignment due Nov 17 @ 11:59
Week 14 (Nov 21-25)		
November 22	NO CLASS	NO CLASS
November 24	HOLIDAY BREAK	HOLIDAY BREAK

Week 15 (Nov 28-Dec 2)		
November 29	Ethics Videos	Ethics Videos Quiz Online - Due Nov 29 @ 11:59 PM
December 1	Course Synthesis, Evaluations, and Wrap-up	
Week 16 (Dec 5-Dec 9)	Final Exam Online	
December 6	Final Exam Online	Final Exam Online