



Course Syllabus: School and Society
West College of Education
EDUC 2013 Section 204
Spring 2024
Bridwell Hall - Rm 109, Tuesday & Thursday 12:30 – 1:50

Contact Information

Instructor: April Crutcher
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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 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. (2022). *Teachers, Schools, and Society: A Brief Introduction to Education*, 6th ed.). New York, NY: McGraw-Hill Companies, Inc. ISBN-13:9781264169979 (required)

Instructor Response Policy

The best way to contact me is via email. I will check email daily between the hours of 8 am to 5 pm Monday through Friday. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. You are welcome to visit my office during office hours or we can set up a time to talk virtually, on the phone, or in person outside of those hours.

Study Hours and Tutoring Assistance

Instructor is available to meet by appointment. Please email Mrs. Crutcher with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

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.

Student Handbook

Refer to: [Student Handbook-2023-24](#)

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](#)

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 the focus 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.

Grading

Table 1: Points allocated to each assignment

Assignments	Points
Quizzes (11 at 50 pts each)	550
Video Observations Report	100
Philosophy of Education Report	100
Letter to Editor	100
Ethics Training Quiz	100
Participation / Attendance	100
Final Exam	100
Total Points	1150

Table 2: Total points for final grade.

Grade	Points
A	1030 - 1150
B	915 - 1029
C	850 - 914
D	680- 849
F	Less than 679

Reading Check/Quizzes

For every chapter you will complete an online reading quiz. Each quiz is worth 50 points. Each quiz has 20 questions worth 2.5 points each and is TIMED (25 minutes for each quiz).

Projects Required

Philosophy of Education 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 (can be found in D2L).

Video Observations Report

This assignment is a course requirement and, thus, must be completed to receive credit for this course. For this assignment, you will need to watch the videos linked in D2L and then, following the instructions and rubric found in D2L, write a detailed report about each of the videos.

Mid-Term Exam

There will not be a midterm in this course.

Final Exam

This course will have a comprehensive final worth 100 points. The final will be available online the last week of class.

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 Mrs. Crutcher.

Late work is discouraged as a rule. If 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 assessed 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.

Make Up Work/Tests

If work or a test is missed due to illness or emergency, contact Mrs. Crutcher to make arrangements for work/test to be submitted late.

Important Dates

Last day for term schedule changes: January 19th

Deadline to file for graduation: February 12th

Last Day to drop with a grade of "W:" April 24th

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.

Attendance

Absence Policy - Students 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. If a class member is absent, 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.

Inclement Weather

In the case of campus closure due to inclement weather, please check D2L for updates and possible changes to assignment due dates.

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. (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 [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.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

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

Date	Topic/Focus	Reading Required	Assignment/Activity
Tuesday Jan 16	Intro, Syllabus, Course Requirements	n/a	No assignment due
Thursday Jan 18	Intro, Syllabus, Course Requirements	n/a	No assignment due
Tuesday Jan 23	The Multicultural History of American Education	<i>Chapter 5, Sadker</i>	Reading Quiz Chapter 5 Due @12:30 pm
Thursday Jan 25	The Multicultural History of American Education	<i>Chapter 5, Sadker</i>	No assignment due
Tuesday Jan 30	Philosophy of Education	<i>Chapter 6, Sadker</i>	Reading Quiz – Chapter 6 Due @12:30 pm
Thursday Feb 1	Philosophy of Education	<i>Chapter 6, Sadker</i>	Work on Philosophy of Education in class Due 2/4 at 11:59 pm
Tuesday Feb 6 No class	Financing and Governing America’s Schools	<i>Chapter 7, Sadker</i>	No Class - Complete Participation Activity in D2L
Thursday Feb 8	Financing and Governing America’s Schools	<i>Chapter 7, Sadker</i>	Reading Quiz Chapter 7 Due @12:30 pm
Tuesday Feb 13	School Law and Ethics	<i>Chapter 8, Sadker</i>	Reading Quiz Chapter 8 Due @12:30 pm
Thursday Feb 15 No class	School Law and Ethics	<i>Chapter 8, Sadker</i>	No Class - Complete Participation Activity in D2L

Date	Topic/Focus	Reading Required	Assignment/Activity
Tuesday Feb 20	Purpose of America's Schools and the Current Reform Movement	<i>Chapter 9, Sadker</i>	Reading Quiz Chapter 9 Due @12:30 pm
Thursday Feb 22	Purpose of America's Schools and the Current Reform Movement	<i>Chapter 9, Sadker</i>	No assignment due
Tuesday Feb 27	Curriculum, Standards, and Testing	<i>Chapter 10, Sadker</i>	Reading Quiz Chapter 10 Due @12:30 pm
Thursday Feb 29	Curriculum, Standards, and Testing	<i>Chapter 10, Sadker</i>	No assignment due
Tuesday Mar 5	Watch Video Observations in class	n/a	No assignment due
Thursday Mar 7	Watch Video Observations in class	n/a	Video Observations Paper due March 10 @ 11:59 pm
Tuesday Mar 12	Spring Break - No class	Spring Break - No class	Spring Break - No class
Thursday Mar 14	Spring Break - No class	Spring Break - No class	Spring Break - No class
Tuesday Mar 19	Discuss / work on Letter to the Editor in class	n/a	Letter to the Editor Due March 24 @ 11:59 pm
Thursday Mar 21	Complete Letter to the Editor on your own	n/a	No Class - Complete Letter to the Editor Due March 24 @ 11:59 pm

Date	Topic/Focus	Reading Required	Assignment/Activity
Tuesday Mar 26	The Teaching Profession and You	<i>Chapter 1, Sadker</i>	Reading Quiz Chapter 1 Due @12:30 pm
Thursday Mar 28	The Teaching Profession and You	<i>Chapter 1, Sadker</i>	No assignment due
Tuesday Apr 2	Different Ways of Learning	<i>Chapter 2, Sadker</i>	Reading Quiz Chapter 2 Due @12:30 pm
Thursday Apr 4	Different Ways of Learning	<i>Chapter 2, Sadker</i>	No assignment due
Tuesday Apr 9	Teaching your Diverse Students	Chapter 3, Sadker	Reading Quiz Chapter 3 Due @12:30 pm
Thursday Apr 11	Teaching your Diverse Students	Chapter 3, Sadker	No assignment due
Tuesday Apr 16	Student Life in School and at Home	Chapter 4, Sadker	Reading Quiz Chapter 4 Due @12:30 pm
Thursday Apr 18	Student Life in School and at Home	Chapter 4, Sadker	No assignment due
Tuesday Apr 23	Becoming an Effective Teacher	Chapter 11, Sadker	Reading Quiz Chapter 11 Due @12:30 pm
Thursday Apr 25	Becoming an Effective Teacher	Chapter 11, Sadker	No assignment due
Tuesday Apr 30	Ethics Training Videos	n/a	Ethics Quiz due 4/30 @ 11:59 pm

Date	Topic/Focus	Reading Required	Assignment/Activity
Thursday May 2	FINAL Online	FINAL Online	FINAL due 5/5 @ 11:59 pm

** All quizzes due before class time or will be entered as ZERO.

** All other assignments are due by midnight on their due date.