



ELED 200: Education in a Global Society

Course Syllabus for Fall 2012

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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COURSE INFORMATION

Materials Needed for the course

Becoming a Teacher, 8/E Forrest W. Parkay & Beverly H. Stanford (2011). (8th Edition).

Publisher: Merrill.

- Student Value Edition - ISBN-13: 9780132582582 (the Student Value Edition cannot be resold)
- Current Edition – ISBN-13: 9780205625093 (this ISBN edition can be resold)

Course Description: This course explores a world-view of the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms. Students will participate in early field experiences with varied and diverse student populations designed to analyze the learning environment and the human experiences of teachers and learners. **Ten clock hours of Early Field Experiences are required.**

Coarse Goals: The goals of this class include, but are not limited to, providing a critical overview of historical, intellectual, social, and political foundations of American education.

- Emphasis on analysis of differing views regarding the relationship of public schools and American society.
- Explore current controversies that will impact schools and teachers in the years ahead.
- Provide an enriched integrated pre-service experience that allows for active recruitment and support of undergraduate students interested in careers in teaching.
- Provide ample opportunities for students to engage in written and oral reflection as it relates to teaching.

- Examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
- This course is designed to be taught through activities and quizzes, as well as face-to-face lectures and class discussion.

Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate the following outcomes at the knowledge/comprehension level.

1. The student will be an active and engaged participant in discussions by analyzing, construction/creating, and evaluating information presented within the textbook, assignments, class activities, and field-experiences.
2. The student will examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. The student will examine and analyze the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms.
4. The student will participate in 10 hours of early field-experience in diverse classrooms to gain an understanding of the roles of elementary, middle school, and high school teachers.
5. The student will communicate effectively, utilizing written and oral expression, throughout the course.

COURSE REQUIREMENTS

1. **Class Attendance.** Attendance at all class meetings is required and essential to your success in this experience. Students are expected to be on time and actively participate. The rules of the University regarding class attendance will be followed in this course. The university policy on excused absences is explained in the current University Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by individual faculty to be excusable. Although you are urged to notify faculty in advance, in the event you are not able to attend class, such notification does not constitute an excused absence. A record of excused and unexcused absences and tardies will be maintained by the instructor and will result in a reduction of your final grade. In the event of any absence, you are responsible for obtaining class materials/assignments/notes from your classmates.
2. **Participate in an Early Field Experience (EFE).** Students will participate in an early field experience activity, maintain the agreed-upon schedule, complete a minimum of 10 clock hours of documented time observing in the assigned school, be evaluated on the work experiences by the assigned mentor teacher in the school, and complete and submit the four required EFE forms (Log Sheet, Evaluation Form, EFE Questions, and 'Idea Sharing' form.)
3. **Read required textbook and any assigned readings.** Student are expected to read the required text and any supplemental materials assigned by the instructor.
4. **Reflections.** Throughout the course, the student will be asked to consider ideas presented in articles and class discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

5. Written assignments. Completion of all written assignments and projects should exhibit professionalism in appearance and content at an acceptable level of scholarship. Assignments should be completed and submitted on time according to the due dates provided by the instructor. Late work will not be accepted without an excused absence and/or extenuating circumstances as determined by the instructor. If you miss a class, email the due assignments to the instructor as soon as possible (preferable the day due). The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

All written assignments are to be typed double-spaced in a legible 12 pt. font with 1” margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor’s discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

6. “I Wonder” Project and Presentation. During the semester students will research a topic related to globalized education and present their findings to the class. This will also include a written assignment to the instructor. Details about this activity will be provided in class.

FINAL GRADE IN THE COURSE

The following rubric will be used for grading all written assignments for the course.

Category	Full Credit	Partial Credit	No Credit
Supporting information (comprehensive response)	Information is clearly stated, comprehensive, and includes required supporting information.	Information is stated, but is unclear.	Information presented does not specifically or comprehensively address the topic.
Evidence and Examples	All responses and examples provided are specific and relevant to the topic.	Most of the responses and/or examples are present, specific and relevant to the topic.	Responses and/or examples are not specific or relevant to the topic.
Sentence Structure	All sentences are well-constructed.	Most of the sentences are well-constructed.	Most sentences are not well-constructed.
Capitalization, punctuation and grammar usage	There are no errors in capitalization, punctuation, or grammar usage.	There are one or two errors in capitalization, punctuation, or grammar.	There are several (two or more) errors in capitalization, punctuation, or grammar.

Quality of Work (Prefer) Computer generated or handwritten	Complete clear, readable responses.	Partially readable clear responses.	Not legible and/or unreadable.
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GRADING

The course grade will be determined based on **total points** as follows:

Area	Points	Total Points	Grade
Three Tests (100 points per)	300	950-1000	A
* ¹ Participation/Discussion	100	899-949	B
* ² Written Assignments & Reflections	300	848-898	C
“I Wonder” Project & Presentation	100		
* ³ Early Field Experience	<u>200</u>	797-847	D
Total	1000*	746-796	F

*¹ Five (5) points will be deducted from total participation/discussion points for each unexcused absence.

*² Each required written assignment and reflection is to be turned in on time according to the syllabus schedule.

*³ The four (4) EFE forms may be turned in at any time during the semester, but **MUST** be submitted by the last class session.

* Unexcused absences will result in a reduction of your total grade: 1 absence = 25 points. Three unexcused tardies = one absence.

TECHNOLOGY REQUIREMENTS

Internet Connection. Internet access/connection – high speed recommended (not dial-up)

Word Processor. MS Word is the recommended word processor for eCollege

Operating Systems. Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Browser Testing. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

COMMUNICATION AND SUPPORT

Questions about the course, assignments, syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday and often on the weekends.

Office Hours

I am available most days to meet with students either at my office in Commerce or at the MPLX Center. I will be at my Commerce office every Tuesday and Thursday from 9:00-2:00. Email or call me to make an appointment.

Email Correspondence

From me to you: All emails from me will be sent to your University email account, not your work or home email. Therefore, it is important to go to Leo Mail every day.

From you to me: Always send emails to me at university email address provided on the first page.

Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege and email. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course/Department Specific Procedures/Policies:

Late Work.

Specific dates and times are established for every assignment. No late work is accepted without extenuating circumstances approved by the instructor. Students who feel they have an extenuating situation must contact the instructor prior to or during the due date about the circumstance. Work cannot be made up and extra work is not allowed to compensate for missing or later work.

Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised December 15, 1999, Revised February 8, 2007)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on:
 - a) some basis other than performance, or
 - b) standards different from those applied to other students in the same course section,or

- c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
 3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
 4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honest Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university. Examples of academic dishonesty includes plagiarism, but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams.

If you are unsure what constitutes plagiarism and how to avoid it, visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Use of cell phones, texting or email devices during class is forbidden. In the event of an emergency, students should excuse themselves from the classroom to receive/make a communication and should return to class as soon as possible.