



ELED 200.001: Education in a Global Society 3 hrs

COURSE SYLLABUS: Spring 2013

Instructor: Sharon M. Anderson, M.Ed. & Clinical Instructor

Office Location: EDS 220

Office Hours: W 3:00 – 5:00, TH 10:45 – 1:45

Office Phone: 903-886-5527

Office Fax: 903-886-5581

University Email Address: sharon.anderson@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

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.

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. **MANDATORY - Attendance.** It is important to report on time, stay until class dismisses and actively participate in all class activities. Some of the work in this course is accomplished in collaborative work or discussion groups. Punctuality, dependability, and the ability to accomplish group goals are ways to demonstrate the professionalism required for success in a field-based teacher education program. Three absences without validation and documentation will be cause for a drop in one letter grade. Four absences without valid and documented reasons will initiate administrative drop from the course or a failing grade. Four valid and documented absences may result in a drop of one letter grade. More than four validated and documented absences will require special consideration for allowing you to remain in the course and will be cause for a drop in one letter grade. If possible, email me prior to your absence.
2. **MANDATORY – 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.) Failure to complete this observation will result in a grade no higher than "D" which will require that you repeat the course in order to qualify for the teacher education program.
3. **Preparation.** Be prepared for group activities and/or discussions by completing assigned readings and preparation activities.
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. 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. (See rubric below for scoring criteria.)
6. **Exams.** Take objective exams as well as other assessments. Read and participate in all required assignments as the basis for tests.

The following rubric will be used for grading **all** written assignments

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.

Grading. Will be determined as follows:

A grade of "D" will be assigned to anyone who does not return the paperwork for documentation of observation hours.

A = 90 – 100 % B = 80 - 89 % C = 70 - 79 % D = 60 - 69 % F = 59 % or below

25% – Daily preparation* and attendance (7 points from this total percentage for each absence)

*each activity turned in for scoring will be given a selected number of points and a percentage score will be calculated from the total of all possible points. In addition, instructor observation of preparedness will be noted and taken into account when calculating this percentage.

25% – Exam 1 (A SCANTRON WILL BE NEEDED FOR ALL THREE EXAMS)

25% – Exam 2

25% – Final

TECHNOLOGY REQUIREMENTS:

Access to the internet and email (be sure to check the email account you listed as preferred in your myleo)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The instructor of this course will be available to students before, during, and after seminar. The instructor also may be contacted through email and phone. Text message preferred: please include your name!

Instructor(s): Sharon M. Anderson, M.Ed.

e-mail: sharon.anderson@tamuc.edu

US Mail: C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429

COURSE AND UNIVERSITY PROCEDURES/POLICIES

How to be Successful in This Class: Actively participating in group work and classroom discussion is encouraged. Being prepared for class is the best way to achieve success with this and on the exams. Active learning and questioning of ideas is encouraged.

Additional Information:

You should also make a habit of reviewing the list at this web site before the 12th class day of each semester to be sure you remain in compliance with graduation and certification requirements.

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

University Specific Procedures

Students with Disabilities:

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

Room 132

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

Fax (903) 468-8148

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide handbook, Policies and Procedures, Conduct) **Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

For weather related information regarding class cancellations enroll in the IRIS alert system on your myleo page, visit the TAMU-C website, listen to KETR, 88.9 FM, or call 886-5005.

Withdrawal Policy. Every student has the right to drop the course without penalty until the drop-date.

Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Academic Integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *Academic dishonesty* includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. 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;](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html)

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

COURSE OUTLINE / CALENDAR

The required text will be divided into units with approximately one chapter per week being covered. Exams will be given on a regular basis at approximately 5 week intervals. A detailed plan of the week with specific assignments and dates will be given weekly in class. A tentative scope and sequence will be given the first week of class.