HB 2540. According to State of Texas HB 2504, this syllabus is submitted prior to the first day of classes. Therefore, this is to be considered a preliminary syllabus only. The official syllabus will be available on the first day of class. Although the official syllabus will most likely be similar to this preliminary version, the instructor has the right to modify this version as well as the official syllabus at any time now or during the academic term provided (1) changes are reasonable substitutions, (2) students are given ample notification, and (3) changes do not disadvantage students from the version posted on the first day of class.

NOTICE: This section of EDCI 500 is 100% on line. There are no face-to-face classes. It begins 12:01 AM on June 1st and ends at 11:59 PM on July 3rd. All assignments have specific due dates, the penalty for late work is severe, and no make-up is allowed. This is not a correspondence or self-paced course. All work is done through eCollege. If these expectations do not fit your learning style or you do not have reliable high speed internet, please consider taking a different course that will more ably meet your learning and technology capabilities.

Note: Technical issues are not a valid excuse for late work.

INSTRUCTOR:

Mark J. Reid, Ph.D.
Associate Professor, Department of Curriculum & Instruction
Phone: 903-886-5534 (Office)
Advising Hours: Anytime via email or make appointment for office visit
University Email: mark.reid@tamuc.edu

CATALOG COURSE DESCRIPTION

EDCI 500: Issues in Education
**Catalog Description:** This course focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. The course is three (3) semester hours of graduate credit, final grading is A, B, C, D and F, and the determination of the final grade is based on the following criteria: 91-100 = A, 81-90 = B, 71-80 = C, 61-70 = D, and 0-60 = F.

**OVERVIEW OF THE FOCUS FOR SUMMER 1, 2012**

In the Summer 1 section of EDCI 500, we will discuss the socially and politically motivated mandates in K-12 education; positive outcomes and unexpected consequences. The course is a lively discussion, both pro and con, of topics such as but not limited to inclusion, bilingual education, No Child Left Behind, state mandated testing, scripted curriculums, home schooling, and charter schools. Grading is based on active involvement, ability to examine issues from multiple perspectives, and participation in class discussion. No textbooks are required. This course is 100% online.

**Required Materials**

No Textbook. You will be studying materials that I provide as well as some you will obtain on your own via the internet.

Microphone and Speakers.

One feature of this class is *LIVE*. You need a microphone and speakers. If you don’t have both, visit your Best Buy, Target, Wal-Mart or Radio Shack and purchase a headset with earphones and attached microphone. I bought mine for $20.00. If you already have built-in microphones on your laptops, that work just fine.

**COURSE OBJECTIVES**

By the completion of the course the student should be able to:

1. **Identify** some of the major issues that are controversial in educational, academic, economic, and/or political circles that directly impact K-12 education.
2. **Know** the parties and literature associated with each side of the issues.
3. **Discuss** theoretical, academic, and political underpinnings of these controversies and objectively articulate both sides of the discussion.
4. **Develop** your own educated position on the controversies and articulate your plan for influencing the thinking of those within your sphere of influence.

5. **Propose** your plan for working within the system to accommodate the mandates in ways that allow you to maintain the integrity of your personal beliefs.

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**OVERVIEW OF COURSE REQUIREMENTS**

**Course Components**

Summarized below are the main components of the course along with projected weight values

1. **Read Professional Materials (42% of the course grade).** You will read and reflect on current social, political, and educational issues that impact K-12 education. The main reading materials for the course will come from professional articles, conference papers, US Dept of Education documents, excerpts from professional books, and sources obtained via the internet.

2. **Discuss issues with classmates (42% of the course grade).** A course about controversial issues would not be complete without some serious conversation with peers. This will be achieved via conversation venues such as ClassLive and Threaded Discussion.

3. **Position Statement (16% of the course grade).** You will summarize your learning about the controversies, discuss the positions you now hold, how those position have been influenced through the course, and your action plan for influencing peers and leadership. This position statement may be made delivered via one of three possible venues; a written composition, Power Point slide presentation, or ClassLIVE presentation.

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**COMMUNICATIONS**

**NOTE:** It is very important to go online several times each week to: (1) check your INBOX for returned papers, (2) read new announcements, (3) check your Leo-Mail, (4) review assignments, (5) check the **Schedule of Assignments**, (6) click on Virtual Office for new communications, and (7) communicate as needed with your instructor and class members. Some of these are explained below.

**Virtual Office**

Virtual Office can be used to ask questions about the course, however, you may receive more timely responses by sending me an email to mark.reid@tamuc.edu

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The Virtual Office will be treated like a Frequently Asked Questions board. Feel free to answer each other’s questions in the VO.

**Email**
Email from me to you is via your MyLeo account for this class. I do not use your business or personal email, only Leo Mail. It is important to go to Leo Mail regularly during this course.

Personal email from you, only if of a personal or confidential nature, goes to my University address. Just click on the “email” tab in eCollege, click on my name to move it into the address box, type your message and submit. If that fails, send it to me at mark.reid@tamuc.edu. Always include your first name, last name, and course number at the end of all emails. Otherwise, I may not know which of my classes you are taking.

**Submitting assignments:**
All assignments are submitted through the eCollege Dropbox. Click on the Dropbox tab, locate the folder for the assignment you wish to submit, attach your assignment, and submit.

**Schedule of Assignments**
Pay close attention to the Schedule of Assignments. All assignments have due dates and the penalty for late work is severe. The *Schedule of Assignments* is the only office list of assignments and due dates.

**Announcements:**
Announcements are posted often on the home page of the course, sometimes several per week. In some cases I send announcements to you via the eCollege email system inside of the course.
GRADING POLICIES & PROCEDURES

All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the following criteria:

5 - Exceptional – Exceeds Minimum Expectations in All Areas Addressed: Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

4 - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas. In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

3 - Average. Adequate In some Areas and Inadequate in Others. Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

2 – Below Average. Inadequate in Several Areas. Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

1 - Unacceptable. Inadequate in Many Areas. Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
and formatting; unity, sequencing, and transitions; writing that
demonstrates a level of maturity expected of graduate students; in need of
instruction.

0 - Not Turned In, tuned in too late or not accepted by instructor.

Late Work
It is critical that all assignments are turned in on time. Late assignments are
penalized severely. Assignments more than 60 minutes late are penalized 40%;
those submitted more than 24 hours late are not accepted, not evaluated, and the
grade is automatically “0.” Please read the details below so there is no question
about late work.

Please note that technical difficulties are not an excuse for late work.

With few exceptions, all work is due by midnight on the date stated in the
Schedule of Assignments. The eCollege clock is the only official clock used in the
course. The penalties for late work are outlined below:

1. All assignments have strict deadlines. The only official list of deadlines is
   the Schedule of Assignments.
2. A 60 minute grace period is allowed. Assignments posted between the
deadline and 60 minutes past the deadline are not penalized.
3. Assignments posted after the 60 minute grace period but within 24 hours of
   the posted deadline are docked 40% of the grade that would have been
   earned had they been submitted on time. For example, a grade of 5 will be
   changed to 3; a grade of 4 will be changed to 2.4; a grade of 10 will be
   changed to 6; etc.
4. Assignments posted to the Dropbox more than 24 hours after the posted
deadline are not accepted or evaluated and a grade of zero is posted to the
grade book. For example, if the Dropbox indicates an assignment was
submitted 24 hours and one minute past the deadline, the grade is
automatically zero.
Make-up Work and Extra Credit Work

Work cannot be made up and extra work is not allowed to compensate for missing work, late work, or work earning a low grade.

Final Grade in the Course

Your final grade in this course is based on your performance on all of the requirements. Below is an example of how assignments are scored and weights assigned. The number of assignments in the table below is an estimate and will be adjusted by the end of the semester. Although the number of assignments are tentative, it is the prerogative of the instructor to alter the number of assignments, grading procedures, and other requirements during the course of the semester provided the class is given due notice and such changes in no way create more disadvantages for students than the syllabus posted at the beginning of the course.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>How Many</th>
<th>Point Value</th>
<th>Assigned Weight</th>
<th>Total Possible</th>
<th>Percent Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflections on reading</td>
<td>5</td>
<td>5</td>
<td>X2</td>
<td>50 Pts.</td>
<td>42%</td>
</tr>
<tr>
<td>2. Group Discussion</td>
<td>5</td>
<td>5</td>
<td>X2</td>
<td>50 Pts.</td>
<td>42%</td>
</tr>
<tr>
<td>3. Position Statement</td>
<td>1</td>
<td>5</td>
<td>X5</td>
<td>20 Pts.</td>
<td>16%</td>
</tr>
<tr>
<td>4. Other</td>
<td></td>
<td></td>
<td></td>
<td>120</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>120</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Converting Points to Final Grade

1. Throughout the course you have access to your grade book. As soon as I post points for your work to the grade book, you will be able to view it as well.
2. Throughout the course, each time a new grade is added to the grade book, it will automatically compute a percentage score (0% to 100%) based on the total points you have earned to date divided by the total points possible to date.
3. At the end of the course when all grades have been entered, the grade book will show your course average by dividing the total points you earned by the total points possible.
4. I will convert your course percentage to a letter grade based on the following criteria:

<table>
<thead>
<tr>
<th>91 - 100</th>
<th>81 - 90</th>
<th>71 - 80</th>
<th>61 - 70</th>
<th>0 - 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>
Appeal of the Final Grade
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: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus. (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation, Effective September 1, 1996. Revised May 30, 2011)

 Procedures and Responsibilities
1. Students who believe their grade to be unfair must first discuss the matter with the instructor.

2. 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.

3. 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/HONESTY STATEMENT
This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include 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. 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.

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. Email address, StudentDisabilityServices@tamu-commerce.edu