



ELED 200.002/SED200.002
Education in a Global Society
Teachers, Schools, and Society
COURSE SYLLABUS
Spring 2018

Instructor: Mike Cardwell, M.S., Instructor

Office Location: 232 Education South

Office Hours: Monday 8:00-5:00; Tuesday 12:00-7:30; Thursday 8:00-5:00; Friday 1:00-5:00

Contact Email Address: michael.cardwell@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbooks:

- *Teachers, Schools and Society*, David Sadker and Karen Zittleman, 10th Edition, Texas Edition, McGraw Hill, New York, NY. ISBN: 978-0-07-741116-9

Course Description: This global survey 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.**

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.

1. Emphasis on analysis of differing views regarding the relationship of public schools and American society.
2. Explore current controversies that will impact schools and teachers in the years ahead.
3. Provide an enriched integrated pre-service experience that allows for active recruitment and support of undergraduate students interested in careers in teaching.
4. Provide ample opportunities for students to engage in written and oral reflection as it relates to teaching.
5. Examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
6. 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 students will demonstrate the following outcomes at the knowledge/comprehension level.

1. (QEP SLO1) Students will demonstrate knowledge of the interconnectedness of global dynamics, specifically current issues in American and Global Education Systems with particular attention to education structure and student diversities (e.g. governance, curriculum, language, gender, socioeconomic, ethnic, and academics).
2. Students will be **active** and **engaged** participants in discussions by analyzing, construction/creating, and evaluating information presented within the textbook, assignments, class activities, and field-experiences. (QEP SLO2) Students will be able to apply knowledge of the interconnectedness of global dynamics.
3. Students will examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity. (QEP SLO3) Students will be able to view themselves as engaged citizens within an interconnected and diverse world.
4. Students will examine and analyze the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms.
5. Students 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.
6. Students will communicate effectively, utilizing written and oral expression, throughout the course.

TEXES PPR Standards included in this course:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, learning needs

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Content and Pedagogy

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)

Standard I. Domain I. Competencies 001-004 Domain III Competencies 007-010b

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.19k the importance of designing instruction that reflects the TEKS

Standard I. Domain I. Competencies 001-004 Domain III Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction, and

1.31k how to analyze data from local, state, and other assessments using common statistical measures

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence

2.1k the importance of creating a learning environment in which diversity and individual differences are respected

2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom

2.21s respect students' rights and dignity

Standard III. Domain III Competency 007-101

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse); legal requirements for educators (e.g., those related to special education, students' and families' rights, students discipline, equity, child abuse)
- 4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community)
- 4.15k policies and procedures in compliance with Code of Ethics and Standard Practices for Texas Educators as adopted by the State Board of Educator Certification
- 4.16 k procedures and requirements for maintaining accurate student records
- 4.17k the importance of adhering to required procedures for administering state- and district-mandated assessments
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components

Standard III. Domain III Competency 007-010

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 4.5s maintain supportive and cooperative relationships with colleagues
- 4.6s engage in collaborative decision making and problem solving with other educators to support students' learning and well-being
- 4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge
- 4.8s communicate effectively and appropriately with other educators in varied contexts
- 4.9s collaborate professionally with other members of the school community to achieve school and district educational goals
- 4.10s participate in decision making, problem solving, and sharing ideas and expertise
- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects)
- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems)
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework)
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs
- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations
- 4.17s serve as an advocate for students and the profession
- 4.18s maintain accurate records
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues

Standard IV. Domain IV. Competencies 011-013

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

- 4.1k the importance of families' involvement in their children's education
- 4.5k the roles and responsibilities of specialists and other professional at the building and district levels (e.g., department chairpersons, principal, board of trustees, curriculum coordinator, special education professional)
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities)
- 4.7k the various ways in which teachers may contribute to their school and distinct
- 4.8k the value of participating in school activities

COURSE REQUIREMENTS

1. **Attend class.** Report on time and participate in all class activities.
“Students are expected to be present for **all** class meetings of any course for which they are enrolled. **If you are unable to attend class you are expected to notify Mike Cardwell by phone and/or email.** Students are responsible for learning about and complying with the attendance policy stated in the catalog, *Student’s Guidebook*, and/or faculty syllabus. Faculty members will provide details on requirements and guidelines for attendance in their classes in their course syllabus. Faculty members will keep students’ attendance records.
CONSISTENT LATE ARRIVAL OR EARLY DEPARTURE MAY FACTOR INTO A REDUCTION IN POINTS/GRADE FOR THE CLASS. UNEXCUSED ABSENCES (BEYOND ONE) WILL RESULT IN A REDUCTION IN GRADE. The student is responsible for contacting the instructor (phone or email) if they are unable to attend a class session. Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences which are considered by the faculty member to be excusable. The method of making up this work shall be determined by the faculty member. The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following reasons for absence as excusable:
 - Participating in a required/authorized university activity
 - Verified illness
 - Death in a student’s immediate family
 - Obligation of a student at legal proceedings in fulfilling responsibility as a citizen, and
 - Others determined by individual faculty to be excusable (e.g. elective University activities)
 - Appeals can be made through normal administrative channels.
 - A record of excused and unexcused absences will be maintained by a faculty member.
2. **Participate** in an Early Field Experience (EFE), 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 the (4) required EFE forms (Log Sheet, Evaluation Form, EFE Reflection, and 'Idea Sharing' forms found on the Class CD. **SLO: 1,3,4,5, & 6**
3. **Read** required textbook(s) and Assigned Readings. The student will be expected to read the required text and any supplemental materials (found course outline and calendar). **SLO:1,2,3, & 4**
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. Guidelines about this assignment will be provided on the first class session. **SLO: 1,3,4,5, & 6**
5. **Written assignments:** Completion of all written assignments and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.** Assignments are expected to be completed and turned in on time according to the schedule in the syllabus. 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 or bring 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 are expected to exhibit professional quality. Written assignments should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics). Excessive grammar, spelling, and vocabulary errors will result in a reduction of the score according to grading rubric and at the instructor’s discretion. **SLO:1,3,4,5, & 6**

6. **“Education Around the World” Project and Presentation.** During the semester students will research the education system of another country and present their findings to the class. This includes a written assignment/presentation display. Specific details about this project will be presented during the first class session. This course project will be utilized to assess the QEP student learning outcomes for each student **SLO:2 & 6**

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.

Written Assignments: 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.

Grading

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

<u>Area</u>	<u>Maximum Points</u>	<u>Points</u>	<u>Grade</u>
Three Tests (100 points per)	300	950-1000	A
* ¹ Class participation/Discussion	100	899-949	B
Written Assignments	50	848-898	C
2- Current Events (max 10pts. ea)		797-847	D
3- Articles/Questions (max 10 pts. ea)		746-796	F
Education Around the World Project	250		
* ² Early Field Experience	300		
Maximum Total Points	1000		

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

*² The four (4) EFE forms may be turned in at any time during the semester, but **MUST** be turned in by the last class session.

ELED/SED 200 Class Schedule

Session	Content
1	<i>Course Introduction and Overview</i>
2	<i>Becoming a Teacher</i>
3	<i>Different Ways of Learning</i> * ⁵ Reading #6 <i>The Myth of Pink and Blue</i> - DUE
4	<i>Teaching Your Diverse Students</i> * ⁵ Reading #13 <i>How Good are the Asians?</i> DUE <i>Education Around the World Project- Selected Country Sign-Up Project Presentations - SESSION 11</i>
5	<i>Student Life in School and at Home</i>
6	<i>Purposes of America's Schools and the Current Reform Movement</i> (TEST 1- Sessions 1-5, Chapters 1-4, lectures and class discussions)
7	<i>Curriculum, Standards and Testing</i>
8	<i>The History of American Education</i>
9	<i>Philosophy of Education</i>
10	<i>Financing and Governing American Education</i> (TEST 2- Sessions 6-9, Chapters 5-9, lectures and class discussions) [Project Group Planning Time]
11	<i>School Law and Ethics</i> * ¹ <i>Education Around the World Project Presentations</i>
12	<i>Teacher Effectiveness</i> * ⁵ Reading # 45 <i>Classroom Misbehavior is Predictable and Preventable</i> -DUE * ² Deadline to present (2) <i>Current Events</i>
13	<i>Your FIRST Classroom</i> * ³ Present: <i>EFE IDEA SHARING</i>
14	<i>Q&A Entering the Teaching Profession</i>
15	<i>Course Wrap-Up</i> * ⁴ Tk20 MUST be completed- NO EXCEPTIONS!
16	TEST 3- Sessions 10-15, Chapters 10-13, lectures and class discussions Last Session to present Internet Site

* NOTE:

¹ SESSION 11 *Education Around the World presentations completed*

² SESSION 12 is the last session to present your TWO Current Events to the class.

DO NOT wait until Session 12 to present- these may be presented anytime DURING the semester!

³ SESSION 13 Present *EFE IDEA SHARING*

⁴ SESSION 15 ALL Tk20 Form MUST be completed NO EXCEPTIONS

⁵ Homework Readings: are to be completed AND turned in on the Session dates as listed. Late assignments will result in a deduction of points.

Cell phone policy: Please respect the instructor and your peers **by silencing or turning off** your cell upon entering the classroom. If there is an emergency you may leave your phone on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade.

Student Conduct: A&M Commerce will comply in the classrooms, and in online courses, with all federal and state laws prohibiting discrimination and relation retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender, identity, or gender expression will be maintained.

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. 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 (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.

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:

1. Internet connection-high speed recommended
2. Word Processor (Microsoft Office Word- 2003 or 2007)
3. Access to University Library site
4. Access to an Email

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Instructor: Mike Cardwell, M.S.
Email: Michael.Cardwell@tamuc.edu
US Mail: Texas A&M-Commerce, C&I Dept.
P.O. Box 3011,
Commerce, Texas 75429
Office Hours: Office Hours: Monday 8:00-5:00; Tuesday 10:00-7:30; Thursday 8:00-5:00;
Friday 1:00-5:00

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures: Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

University Specific Procedures:

Requests for Special Accommodations:

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

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 162,
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148.**

StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

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 (drop while failing) counts as an F on the transcript. If a student chooses to stop attending class, he/she student may be dropped from the course due to excessive absences. If a student is not satisfied with your grade in the course and wish to drop, it is the student's responsibility to drop the course. Once a grade of DP or DF has been registered, the instructor 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 form the University. Academic dishonesty includes, but in 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.indiana.edu/wts/pamphlets/plafiarism.shtml>

According to State of Texas HB2504, this course syllabus must be submitted for review prior to the courses' 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 amply notification.

Campus Carry Rules:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

(<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.