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ELED 1301: Education in a Global Society

COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Becky Sinclair (lead)
Michael Cardwell Michael.Cardwell@tamuc.edu

Office Location: Education South #228, Commerce Campus
EDCI Office: 903-886-5669

University Email Address: Becky.Sinclair@TAMUC.edu is answered on a regular basis, M-F 8:00-4:00 plus additional days/times. This is the best way to contact me. Please include your phone number in all emails to allow for conference calls/texts.

COURSE INFORMATION & REQUIREMENTS

Required Textbook:

Sadker, D.M., Zittleman, K. & Koch, M. (2022). *Teachers, schools, and society: A brief introduction to education*, 6th edition. New York: McGraw Hill Education. ISBN 9781264169917

Additional journal articles, case studies, internet research and supplemental materials will be used in this course. Reliable internet access is required.

Course Description

This global survey course explores a national and international view of the culture of schooling and classrooms from the perspective of current political, social, and familial issues affecting 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.**

STUDENT LEARNING OUTCOMES:

By the conclusion of the course, the students will demonstrate the following outcomes:
The syllabus/schedule are subject to change.

(QEP SLO1) Students will demonstrate knowledge of the interconnectedness of global dynamics. Students will be able to identify 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).

(QEP SLO2) Students will be able to apply knowledge of the interconnectedness of global dynamics. Students will be **active** and **engaged** participants in discussions by analyzing, construction/creating, and evaluating information presented within the assignments, class activities and EFE field-experiences.

(QEP SLO3) Students will be able to view themselves as engaged citizens with an interconnected and diverse world. Students will examine current issues in education with attention to language, gender, socioeconomic, ethnic and disability-based academic diversity and equity.

(SLO4) 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.

(SLO5) Students will participate in **10 hours** of early field-experience in diverse classrooms to gain an understanding of the roles of elementary, middle and high school teachers. Students will communicate effectively, utilizing written and oral expression, throughout the course.

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.

COURSE REQUIREMENTS

1. Early Field Experience: 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. Concerns about student's participation and professionalism in field experience will be filed as a "Student Departmental Concern." **If a student plans**

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to pursue teacher certification, completion of the (3) required TK20 EFE forms (Log Sheet, Evaluation Form, EFE Reflection) is required prior to EDCI/SED 300.

2. Written Assignments: Completion of all written assignments and projects (i.e. assigned Journal Articles and Case Studies) should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. All written assignments are to be typed 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.

3. Assignments are expected to be completed and turned in on time according to the schedule in the syllabus. Whether each session is viewed *synchronously* or *asynchronously*, assignments are to be submitted on time according to the schedule in the syllabus, listed as the end of each recorded session and discussed during the synchronously recorded session.

4. Attendance & Participation: Grade points will be awarded for successful class attendance and participation, including, but not limited to, the following: on time attendance, verbal and written contributions to assigned session discussion topics; active participation in (synchronous and asynchronous) group activities; sharing of ideas, theories, and concepts related to the teaching profession and other session or content related topics.

5. "EDUCATION AROUND THE WORLD" Project. Students will research the educational system of selected foreign country. Specific content and submission details about this project will be presented during the first class session.

GRADING

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

| Area | Maximum Points |
|---|-----------------------|
| Three Tests (100 points per) | 300 |
| Class Participation & Discussion | 100 |
| Written Assignments | 100 |
| 1- Journal Article (30 pts) | |
| 2- Case Studies (10 pts. each) | |
| Online Discussions (several- equal pts) | 50 |
| Education Around the World Project | 200 |
| Early Field Experience | 200 |
| Maximum Total Points | 1000 |

Grading Guidelines:

The syllabus/schedule are subject to change.

| Category | Full Credit (A) | Partial Credit (B/C/D) | No Credit (F) |
|--|---|--|--|
| Supporting information | 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 and information well-organized. | Most of the sentences are well-constructed and organized. | Most sentences are not well-constructed and/or organized. |
| 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 | Complete clear, readable responses. | Partially readable clear responses. | Not legible and/or unreadable. |

FINAL GRADE IN THE COURSE

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. Grades on individual assignments are numerical and based on the table below. Grades are recorded in the online grade book.

Students are responsible to alert instructors of any errors seen in the Gradebook.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Percentage scores will be used to calculate a final grade on a scale of 90-100% (A), 80-89% (B), 70-79% (C), 60-69% (D), etc.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

The syllabus/schedule are subject to change.

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Texas A&M University-Commerce provides students technical support. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you encounter a technical issue that prevents you from completing an assignment, copy me the work order from the Tech Department.

Best Phone Support: Tech support available 24/7 by a techie located in Commerce, Texas – call 903-468-6000.

Interaction with Instructor Statement

Questions about the Course, Assignments, Syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday (8:00-4:00) and often on the weekends. If you email me and do not receive a response from me after 24 office hours (not including the weekend), please resend the email. If you do not receive a response after another day, or have an urgent need to speak with me, call the EDCI Office (903-886-5307) and ask an office manager to contact me.

Office Hours

The syllabus/schedule are subject to change.

I am available most days to meet with students either at my office in Commerce, at the MPLX Center or by phone. Email me to schedule an appointment.

Email Correspondence

All emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day. Always send emails to me at the university email address provided on the first page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work

Specific dates and times are established for every assignment. **Each student is allowed ONE late submitted assignment, which will receive a maximum 70% grade. No assignments will be accepted or graded after 5 days late. Students should contact the instructor for possible extenuating circumstances, especially in the case of university excused absences.** Work cannot be made up and extra work is not allowed to compensate for missing or later work.

Technology Failure is not an automatic approved excuse for submitting late work. If you experience a technology issue you should: 1. Contact the Tech Support Team and send a copy of the "trouble ticket" to the instructor to document your efforts; 2. Email the assignment directly to the instructor before the due date to document your efforts.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Concerns

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>
[X](#)

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- 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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related 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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

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RECORD OF EARLY FIELD EXPERIENCES
CENTER FOR EDUCATOR CERTIFICATION & ACADEMIC SERVICES
TEXAS A&M UNIVERSITY-COMMERCE
COMMERCE, TX 75429-3011

Observation Dates: First Date _____ Last Date _____

| DATE | HOURS | GRADE LEVEL | DESCRIPTION OF ACTIVITIES | COOP. OR MENTOR TEACHER |
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| TOTAL HOURS | | | <i>Primary Mentor Teacher: Your signature verifies the completion of the total field experience hours indicated to the left.</i> | |

Principal's Signature: _____ Phone: _____



EDUCATION AROUND THE WORLD Project

1. Select a country to research (other than the U.S.). In **Session 4** each student will designate their 'selected' country. Complete the Online Presentation form and submit on or before **Session 11**.

The maximum number of points for this assignment is **250**.

BEGIN NOW working on your research and presentation- **don't procrastinate!**

2. Research the Internet (and other sources) to find as much about your chosen country as possible. List (**at least three**) of the sources you used in your research.
3. **Include the following information on your Online Project Form:**
 - ✓ **Country investigated-** location (map), population, major cities and capitol, type of government, language(s) spoken
 - ✓ **Types of schools/education-** Who manages? How are they funded?
 - ✓ **Classroom structure-** typical day events? How many students per class? How long is a school day? Subjects and curriculum taught? Languages taught? How long is the school year? Any available technology?
 - ✓ **Students-** Who attends schools? Are any students not allowed to attend schools? Age requirements? Grades? Uniforms required? Extra-curricular activities?
 - ✓ **Older students-** Are there major universities in the country?
 - ✓ **IF the country participates in any International Assessments of Student Progress (e.g. TIMSS, PIRLS, PISA, etc.)** what were/are their ranking and how do they compare to the U.S. results (Note: not all countries participate in these assessments)?
 - ✓ **Teachers-** How are teachers trained and/or certified? What about salary?

EMPHASIZING:

- ✓ **Compare and contrast similarities and differences between this country and the American education system.**
- ✓ **What should/could the US learn from this country's education system or attitudes about schooling/education?**

Grading Rubric:

| 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. |
| The syllabus/schedule are subject to change. | | | |
| Quality of Work (Prefer) Computer generated or handwritten | Complete clear, readable responses. | Partially readable clear responses. | Not legible and/or unreadable. |

ELED/SED 1301 Student: _____

Instructions for completing your
Education Around the World Project

Using the format below, complete each section for the country you researched.

1. Country researched: _____

2. List the (3) sources used for your study:

- Source 1 _____
- Source 2 _____
- Source 3 _____

3. **BRIEF** description/explanation of the educational system in this country:

- **Types of schools/education/Classroom structure-** Typical class size? How long is a school day? Subjects and curriculum taught? Languages taught? Length of the school year? Any available technology?
- **Students-** Who attends schools? Are any students not allowed to attend schools? Age requirements? Grades? Uniforms required? Extra-curricular activities?
- **IF** (Note: not all countries participate in these assessments) **the country participates in any International Assessments of Student Progress (e.g. TIMSS, PIRLS, PISA, etc.)** what were/are their ranking and how do they compare to the U.S. results
- **Teachers-** How are teachers trained and/or certified? What about salary?
- **Compare and contrast similarities and differences between this country and the American education system.**
- **What should/could the US learn from this country's education system or attitudes about schooling/education?**

The syllabus/schedule are subject to change.