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Education in a Global Society

Teachers, Schools, and Society

ELED 1301.02E & SED1301.02E

COURSE SYLLABUS: Fall 2023

INSTRUCTOR INFORMATION

Instructor: Mike Cardwell

Office Location: Education South, 132A

Office Hours: Tuesday 10:00-3:30 and others by appointment

Office Phone: 903-468-8773

University Email Address: Michael. Cardwell@tamuc.edu

Preferred Form of Communication: Email

COURSE INFORMATION

Required Materials:

Textbook: Teachers, Schools, and Society A Brief Introduction to Education, David M. Sadker, Karen Zittleman, and Melissa Koch. 6th Loose leaf Edition, McGraw Hill Education, New York, NY. **ISBN 9781264169917**

Required On-Line Data Collection Assessment Tool:

Tk20 –Students taking a 300 level course must be purchased to successfully complete ELED/SED 1301 (additional detailed information will be given in class)

Journal Articles, Case Studies, Internet Research, and Supplemental Materials

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.

The syllabus/schedule are subject to change.

STUDENT LEARNING OUTCOMES:

By the conclusion of the course, the students will demonstrate the following outcomes:

1. **(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).
2. **(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.
3. **(QEP SLO3)** *Students will be able to view themselves as engaged citizens with and 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.
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.

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, and complete the (3) required TK20 EFE forms (Log Sheet, Evaluation Form, EFE Reflection).

The syllabus/schedule are subject to change.

2. **Written assignments:** Completion of all written assignments and projects 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. **Required assignments submitted after the printed and discussed deadline will only be awarded a maximum of 50% of the stated assignment points. No assignments will be accepted or graded after Session 15.**
4. **Participation:** Up to 100 grade points will be awarded for **successful class participation**, including, but not limited to, the following: on-time submission of all required course assignments; 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.
6. **Required** assigned Journal Article and Case Studies. The student will be expected to read and complete one assignment journal article and two case studies.

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
Class participation/Discussion	100	899-949	B
Written Assignments	50	848-898	C
1- Journal Article (max 30pts. ea)		797-847	D
2- Case Studies (max 10 pts. ea)		746-796	F
Education Around the World Project	250		
Early Field Experience	300		
Maximum Total Points	1000		

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Assessments

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.

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:

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>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 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>

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/>

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.

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

Education in a Global Society- Teachers, Schools, and Society
ELED/SED 1301.02E (TR-Tuesday/Thursday @ 2:00) Room 131
Spring 2022 Class Schedule

Session #	TxBk Chapter	DATE Tuesday	DATE Thursday	CONTENT
1	Session Study Guide	8-29	8-31	➤ Course Introduction, Overview, and Session 1 Discussion: Introduce Yourself (Start Here D2L)
2	1	9-5	9-7	➤ Becoming a Teacher Discussion: Pay-for-Performance Discussion: Traditional v Alternative Teacher Prep
3	2	9-12	9-14	➤ Different Ways Students Learn Journal Article: The Myth of Pink and Blue is DUE Discussion: Is Gender a Learning Style
4	3	9-19	9-21	➤ Diverse Students: Culturally Responsive Teachers Discussion: How Unconscious Bias Influences Student Performance (Indicate in D2L the country you have selected to study for your Education Around the World Project)
5	4	9-26	9-28	➤ Student Life in School and at Home Review for Test 1
6	9	10-3	10-5	TEST 1 - Sessions 1-5, Chapters 1-4) Content, lectures and class discussions ➤ Purposes of America's Schools and the Current Reform Movement Discussion: How Important Are These Goals?
7	10	10-10	10-12	➤ Curriculum, Standards and Testing Case Study: Jane Vincent DUE
8	5	10-17	10-19	➤ The History of American Education
9	6	10-24	10-26	➤ Philosophy of Education Discussion: Writing Your Philosophy of Education Review for Test 2
10	7	10-31	11-2	TEST 2 - Sessions 6-9, Chapters 9,10, 5 &6 ➤ Financing and Governing American Education
11	8	11-7	11-9	School Law and Ethic Case Study: Amanda Jackson Due Education Around the World Project Presentations
12	11	11-14	11-16	Teacher Effectiveness Discussion: Developing Classroom Rules
13	Session Study Guide	11-21	Thanksgiving	Your FIRST Classroom Stages of Teacher Development AND 'THE' Interview Process
14	Session Study Guide	11-28	11-30	Q&A Entering the Teaching Profession Discussion: Challenges New Teachers Face EFE IDEA SHARING due in D2L.
15	Session Study Guide	12-5	12-7	The DIGITAL Classroom Course Course Wrap-Up and Review for Test 3 EFE/D2L/Tk20 MUST be completed- NO EXCEPTIONS! (Course Evaluation)
16		12-12		TEST 3 - Sessions 10-14, Chapters 7, 8 &11 No assignment accepted after Session 16.

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Use this form to record your Early Field Experience Hours of Classroom Observation

EFE 1

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

**NO exceptions:
 This form MUST be submitted in D2L
 On or Before Session 15- December 5**

Name: _____ Student ID#: _____

School District: _____ School Campus: _____

Primary Mentor Teacher: _____ Total Hours Completed: _____

Observation Dates: First Date _____ Last Date _____

Instructions: Complete this form and submit to your ELED 200, RDG 350 and ELED/SED 300 Instructor. Make copies for your files. Use the space below to report on dates, time, & detailed activities. Additional pages may be used if needed.

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

Mentor Teacher's Signature: _____ Phone: _____

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

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?**