



**ELED/SED 1301: Education in a Global
Society *Teachers, School, and Society***
COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Carol Revelle
Office Hours: By appointment as needed.
University Email Address: carol.revelle@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 24-48 hours, M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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** (Do not need to purchase Access Code).

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. **Optional:** *Students may choose to participate in an early field experience classroom observation 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 Experience of classroom observation.***

The syllabus/schedule are subject to change.

Student Learning Outcomes

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

1. **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. **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. **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. **Optional:** Students may participate in **10 hours** of early field-experience in diverse classrooms to gain an understanding of the roles of elementary, middle school, and/or 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.

This course is designed to be taught through activities and quizzes, as well as face-to-face lectures and class discussion.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to use: The learning management system (D2L), Google Apps for Education, web navigation, Microsoft Word, PowerPoint, or other presentation software, etc.

Instructional Methods

Instructional delivery for this course will be face-to-face. The learning management system (D2L) will be used at times throughout the semester. Coursework will include readings from the assigned textbook, quizzes, and class discussions related to the textbook content. Additionally, various assignments sourced from web-based materials will be included. Regular online engagement is crucial for the following purposes: (1) staying updated with announcements, (2) checking MyLeo-Mail, (3) reviewing assignments, (4) referring to the course outline, (5) accessing returned documents and feedback on graded assignments, and (6) communicating with the instructor and fellow classmates as required.

Student Responsibilities

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.*

Assignment Due Dates: 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 receive a reduction of 10 grade points per missing or late assignment/day. No assignments will be accepted or graded after Session 15.**

Active Participation: Up to 150 grade points will be awarded for **successful class participation**, including, but not limited to, the following: appropriately responding to class discussion questions and individual comments; on-time submission of all required course assignments; verbal and written contributions to assigned session discussion topics; active participation in group activities; sharing of ideas, theories, and concepts related to the teaching profession, and other session or content related topics.

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

The syllabus/schedule are subject to change.

Articles & Case Studies: The student will be expected to read and complete one assignment journal article and two case studies.

Attendance: Procedure Statement

At Texas A&M University-Commerce, students (1) and faculty (2) are expected to be present for **all** face-to-face and interactive video classes in which they are enrolled. Students are responsible for providing faculty members with reason(s) for their absences and are responsible for requesting makeup information for any missed work and/or quizzes, projects, or assessments. For detailed information regarding the TAMUC Attendance Policy, reference the *TAMUC Attendance* section of this syllabus.

GRADING

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

<u>Area</u>	<u>Maximum Points</u>
Three Tests (100 points per)	300
Class participation/Discussion	150
Written Assignments	200
2- Journal Article	(max 50pts. ea)
4- Case Studies	(max 25 pts. ea)
Education Around the World Project	350
Maximum Total Points	1000
	<i>(Optional EFE 200 points)</i>

Final grades in this course will be based on the following scale:

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

Total points corresponding to the final letter grades.

- A = 950-1000 Points
- B = 899-949 Points
- C = 848-898 Points
- D = 797-847 Points
- F = 796 & > Points

The syllabus/schedule are subject to change.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

The syllabus/schedule are subject to change.

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.

ARTIFICIAL INTELLIGENCE USE

AI is allowed **with attribution**: Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, **students must cite any AI-generated material that informed their work** (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course **material**, please contact your instructor ([Dr. Morgan](#)).

Technical Support

If you are having **technical difficulty** with any part of Brightspace (D2L), 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

I enjoy getting to know my students. Please contact me with any questions you may have. I strive to provide quick feedback on assignments, etc. Please allow 24-48 hour response time during the business week.

COURSE AND UNIVERSITY 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.

The syllabus/schedule are subject to change.

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>

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:

The syllabus/schedule are subject to change.

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.

A&M-Commerce Supports Students' Mental Health

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 <https://www.tamuc.edu/counseling-center/>

The syllabus/schedule are subject to change.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



Education in a Global Society- Teachers, Schools, and Society
ELED/SED 1301 (TR-Tuesday/Thursday @ 9:30-10:45 a.m.) Room 104

FALL 2024 CLASS SCHEDULE

Session #	TxBk Chapter	DATE Tuesday	DATE Thursday	CONTENT
1	Session Study Guide	8-27	8-29	➤ Course Introduction, Overview, and Session 1 Discussion: Introduce Yourself (Start Here D2L) (*See note at the bottom of this page)
2	1	9-3	9-5	➤ Becoming a Teacher D2L Discussion: Pay-for-Performance D2L Discussion: Traditional v Alternative Teacher Prep
3	2	9-10	9-12	➤ Different Ways Students Learn D2L Journal Article: Differences in Boy and Girl Brains D2L Discussion: Is Gender a Learning Style
4	3	9-17	9-19	➤ Diverse Students: Culturally Responsive Teachers D2L Discussion: How Unconscious Bias Influences Student Performance (Indicate in D2L the <u>country</u> you have selected to study for your Education Around the World Project)
5	4	9-24	9-26	➤ Student Life in School and at Home Review for Test 1
6	9	10-1	10-3	TEST 1 - Sessions 1-5, Chapters 1-4 <i>Content</i> , lectures and class discussions ➤ Purposes of America's Schools and the Current Reform Movement D2L Discussion Topic: How Important Are These Goals? D2L Case Study Jonathan Kozol
7	10	10-8	10-10	➤ Curriculum, Standards and Testing D2L Case Study: Alfie Kohn
8	5	10-15	10-17	➤ The History of American Education ➤ Brown v. Board of Education: 70 years later
9	6	10-22	10-24	➤ Philosophy of Education D2L Discussion: Your Philosophy of Education Review for Test 2
10	7	10-29	10-31	TEST 2 - Sessions 6-9, Chapters 9,10, 5 &6 ➤ Financing and Governing American Education
11	8	11-5	11-7	School Law and Ethics D2L Case Study: Amanda Jackson Education Around the World Project Presentations
12	11	11-12	11-14	Teacher Effectiveness D2L Discussion: Developing Classroom Rules D2L Case Study: Larry Cuban
13	Session Study Guide	11-19	11-21	Your FIRST Classroom Stages of Teacher Development AND 'THE' Interview Process-Keeping YOUR Name at the TOP
14	Session Study Guide	11-26	T'giving Holiday	Q&A Entering the Teaching Profession D2L Discussion: Challenges New Teachers Face
15	Session Study Guide	12-3	12-5	The DIGITAL Clas10-2sroom Review for Test 3. Last Class.
16		12-10		TEST 3 - Sessions 10-13, Chapters 7, 8 &11

*NOTE: Unless otherwise noted, **ALL** assignments (graded and discussion topics) are **due IN D2L (on OR before)** the Tuesday for the assigned Session.

The syllabus/schedule are subject to change.