Course Number and Section: School and Society; EDUC3311_001
Instructor: Dr. Michele R. Staples
Office: ECDC 219F
Office hours: M/W - 10:00 a.m. – 11:30 a.m. - ECDC 219F
Class meeting time and location: M - 4:20 pm - 6:50 pm (Hybrid Class)
Face to Face Class Meeting Dates: January 27, 2020; February 3, 2020; March 2, 2020; April 6, 2020; May 4, 2020.
All other classes will be online and asynchronous.
Location: Center for Instruction 128
Office Telephone: 361-825-6033
E-Mail: Michele.Staples@tamucc.edu

I: Course Description
The characteristics, organization, and management of the American School System including: The history of the development of American schools, legal and ethical issues, teaching as a profession, influence of cultural background on instruction of students, characteristics and needs of special populations, and adapting curriculum and instruction for students from special populations. A student interview with Department of Teacher Education faculty will be required. Field experiences required.

II: Rationale:
This course is designed to orient course participants to the institution of the school and its integral relationship with society, with emphasis on the schooling process in the State of Texas.

III. CH 149 State Standards for Teachers and/or Administrators/Counselors
Note: See further detail to correlating State Standards in the PPR Standards section.

V. TExES PPR Competencies with correlating CH 149 State Teacher Standards

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>I.7k</td>
<td>the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); <strong>TS3Ci Teachers teach both the key content knowledge and the key skills of the discipline.</strong></td>
</tr>
<tr>
<td>I.11k</td>
<td>current research on best pedagogical practices. <strong>TS3Aiii Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.</strong></td>
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<tr>
<td>I.13k</td>
<td>the importance of developing instructional goals and objectives that can be assessed; <strong>TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.</strong></td>
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<tr>
<td>I.17k</td>
<td>the importance of knowing when to integrate technology into instruction and assessment;</td>
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<tr>
<td>I.20k</td>
<td>features of instruction that maximize students’ thinking skills;</td>
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<tr>
<td>Standard I: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)</td>
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<tr>
<td>2.1k the importance of creating a learning environment in which diversity and individual differences are respected; <strong>TS4Ai Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.</strong></td>
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<td>2.4k the importance of communicating enthusiasm for learning; and</td>
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<tr>
<td>2.5k the necessity of communicating teacher expectations for student learning;</td>
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<td>2.8k the importance of time management for effective classroom functioning;</td>
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<tr>
<td>2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and</td>
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<tr>
<td>2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning; <strong>TS1Di Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.</strong></td>
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<td>2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior; <strong>TS4Cii Teachers maintain a strong culture of individual and group accountability for class expectations.</strong></td>
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<tr>
<th>Standard III: 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. (Domain III. Competency 007-010)</th>
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<tr>
<td>3.1k the importance of clear, accurate communication in the teaching and learning process;</td>
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<tr>
<td>3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;</td>
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<tr>
<td>3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions</td>
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<tr>
<td>3.6k how to present content to students in relevant and meaningful ways</td>
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<tr>
<td>3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;</td>
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<tr>
<td>3.9k strategies and techniques for using instructional groupings to promote student learning;</td>
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<td>3.14k how to use constructive feedback to guide each student’s learning,</td>
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<tr>
<td>3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;</td>
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<td>3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;</td>
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<tr>
<td>3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; <strong>TS1Dii Teachers validate each student’s comments and questions, utilizing them to advance learning for all students; TS1Eii Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.</strong></td>
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<tr>
<td>3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge; <strong>TS1Dii Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.</strong></td>
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<td>3.7s create lessons with a clearly defined structure around which activities are organized;</td>
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3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively

**Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession**

4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
4.11k characteristics, goals, and procedures associated with teacher appraisal;
4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student 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 Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
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
4.19s maintain supportive and cooperative relationships with colleagues; T56Dii Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
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; T66Di Teachers adhere to the educators’ code of ethics in Chapter 247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

Other State Requirements
Code of Ethics

**VI. Technology Standards** addressed in the course
1.1k how to use innovative technology and electronic communication to create new knowledge;
1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;
2.1k how to design and format digital information for appropriate and effective communication;
2.2s participate in electronic communities as a learner, initiator, and contributor;
2.3s employ technological collaboration such as sharing information through online communications to complete tasks;
2.5s use technology in self-directed activities to create products for and share products with defined audiences;
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;

**VII. Course Objectives/Learning Outcomes**

1. Identify current issues related to teacher certification and describe the major elements of teacher compensation.
2. Discuss how the teaching profession has evolved.
3. Identify the major philosophies of education.
4. Compare the major theories of education.
5. Identify the major economic, political and social forces affecting education.
6. Describe the major approaches to teaching students from diverse cultures.
7. Identify predictors of being an at-risk student.
8. Identify federal and state constitutional provisions that affect education.
9. Examine the legal rights of teachers and students.
10. Describe the organization of public education in the United States.

Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and individual professional competence
B. Gain familiarity of major philosophies and influence of educational theories on American education
C. Acquire a professional historical knowledge base of American education
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools
E. Expand awareness and understanding of teaching a diverse student population.

Student learning outcomes (The student will . . .)

A-1 Identify characteristics that constitute a profession. Is teaching a profession?
A-2. Observe instruction and identify important aspects of public-school classrooms.
A-3. Examine the ethics and standards of the teaching profession.
B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare educational theories.
B-3. Formulate a personal philosophy (vision statement) of education.
C-1. Gain understanding of the influence of persons and events from earlier times and distant locations.
D-1. Identify sources of education law such as due process in the 14th Amendment.
D-2. Describe the certification process for teachers in the State of Texas.

VIII. Course Topics

The major topics to be considered are as follows:
1. teaching as a profession,
2. teaching in a changing world,
3. major philosophies and educational theories,
4. the history of the development of American and Texas schools,
5. student diversity and the importance of understanding learners,
6. legal and ethical issues: Texas Code of Ethics,
7. funding of public schools
8. the teaching environment of our schools and classrooms.

IX. Instructional Methods and Activities

- Discussion about course readings
- Student-led discussions and presentations
- Lecture
- Group work
- Guest Speakers
- Tests/Quizzes
- Videos

Online activities: As this is a hybrid course, you will spend considerable time completing online learning activities. These activities include utilizing appropriate Internet resources toward achieving course
objectives. Specific activities include reading, writing, posting comments in the discussion forum, Google Drive collaborative document activities, and other engaging work.

Field Experiences will involve observation and written reflection of teaching at the appropriate course level that matches the student’s desired level of teacher certification.

X. Evaluation and Assignments

Methods and Percentage of Final Course Grade Totaling 100%:

- 20% - Attendance
- 15% - Teaching Vision Statement Paper (Philosophy)/Midterm
- 10% - Current Event Essay and Presentation
- 20% - In class and online activities, discussion boards, and quizzes
- 20% - Teacher Observations (10% each)
- 15% - Ron Clark Assignment/Final

Assignments:

Assignments will be explained in detail on Blackboard

Attendance: Attendance is required for success in this course. See Attendance Policy within this syllabus for more details.

Teaching Vision Statement/Philosophy/ Mid-Term: The purpose of this assignment is to identify and communicate beliefs and ideas about education and teaching. Students will develop a research-based Philosophy of Education (Vision Statement) that reflects their thoughts about schools, teaching, and learning. This document will be a two-page paper written in APA Style. References must be used.

Current Event Essay and Presentation: The purpose of this assignment is to look at current topics and trends in education. For this assignment students will choose a current event or news story that may have an impact on Schools and Society. After choosing an article, students will summarize the article using APA format in a two-page paper. Students will create a short presentation that correlates with their essay. In addition, students will come up with two Higher Order Thinking (HOTS) Questions to ask their peers. Students will post the essay to the Assignment Submission Box. Students will post the presentation and the HOTS questions to the correct Current Event Discussion Board. In addition, students will come up with two Higher Order Thinking (HOTS) Questions to ask their peers. Peers will respond to the questions on the discussion board.

Discussion Board: The purpose of this assignment is to interact with peers and learn to value other individuals’ opinions in a respectful manner. Students will be required to post to the discussion forum and respond to peers’ postings throughout the course of the semester. Visit Blackboard each week to see assigned tasks. In order to receive full credit, discussion posts must include an in-depth response of two or more paragraphs (paragraphs must be 5-8 sentences).

Teacher Observations: The purpose of this assignment is to learn from educators out in the Field. In this course students will complete two teacher/classroom observations. Students will be required to complete a background check and go out into a school to conduct two 45-60-minute observations. Students will complete a detailed reflection on each visit.
**Ron Clark Challenge/Final Exam:** The purpose of this assignment is to become more confident in the role of an educator and to help raise standards and expect the best from future students. For this assignment students will read the Ron Clark book "**The Essential 55**". After reading the book students will create a Power Point presentation outlining how they will utilize what was learned throughout the book.

**Quizzes** - The purpose of this assignment is for students to demonstrate their learning periodically during the course of the semester by taking multiple-choice quizzes.

*Assignments are scored on accuracy, content, grammar, and spelling.*

**Grading Scale**
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**XI. Textbooks:** You will need these two textbooks the first day of class. You will need to bring both books to class every day.


**XIII. Course Schedule**

This is a tentative schedule and is subject to change.

**Face-to-Face – Yellow**

**Online Modules - White**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Class Topic</th>
<th>Goals</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>January 27, 2020</strong></td>
<td>Review the course syllabi and go over Norms and Expectations.</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>• Introduction to the course.</td>
<td>Summarize the general focus of Principles I, II, and III of the Code of Ethics; analyze scenarios of ethical dilemmas and recommend appropriate courses of action; identify specific ethics standards that may be problematic for you as a new teacher.</td>
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<tr>
<td></td>
<td>• Code of Ethics Module</td>
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<tr>
<td><strong>Week Two</strong></td>
<td><strong>February 3, 2019</strong></td>
<td>Learn how to use various library resources to be successful.</td>
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<tr>
<td>Face-to-Face</td>
<td>• Library Instruction</td>
<td>Discuss the skills and dispositions needed to pursue teaching as a profession.</td>
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<td></td>
<td>• Teaching in a Changing (Chapter 1)</td>
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<tr>
<td>Week Three</td>
<td>February 10, 2019</td>
<td>• History of Education (Chapter 2)</td>
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<tr>
<td>Week Four</td>
<td>February 17, 2019</td>
<td>• Historical Perspectives of Education (Chapter 3)</td>
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<tr>
<td>Week Five</td>
<td>February 24, 2019</td>
<td>• Philosophy: Reflections on Essence of Educational (Chapter 4)</td>
</tr>
<tr>
<td>Week Six</td>
<td>March 2, 2019</td>
<td>• Building an Educational Philosophy in a Changing World (Chapter 5)</td>
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<tr>
<td>Face-to-Face</td>
<td></td>
<td>Spring Break</td>
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<tr>
<td>Week Seven</td>
<td>March 16, 2019</td>
<td>• The Place of Schools in Society (Chapter 6)</td>
</tr>
</tbody>
</table>
| Week Eight | March 23, 2019 | • Diversity in Society and Schools (Chapter 7)  
• Diversity Guest Presenter* | Develop awareness of the relationship between poverty and student achievement. Explore the benefits and disadvantages of labeling students. |
| Week Nine | March 30, 2019 | • Students and their Families (Chapter 8) | Compare the ethnic characteristics of the local and national populations; describe the characteristics of students in America; identify strategies for promoting multiculturalism and gender equity. |
| Week Ten  | April 6, 2019 | • Organizing and Paying for Education (Chapter 9) | Describe the organizational relationships among federal courts; describe the role of federal and state-level laws on education. |
| Week Eleven | April 13, 2019 | • Legal Perspectives in Education (Chapter 10) | Identify sources of education law such as due process in the 14th Amendment. Acquire professionalism in speaking and writing about persons with disabilities. |
| Week Twelve | April 20, 2019 | • Standards, Assessment and Accountability (Chapter 11) | Explain the use of curriculum and related standards in teaching; Texas Essential Knowledge and Skills; |
| Week Thirteen | April 27, 2019 | • Designing Programs for Learners in Challenging Times (Chapter 12) | Describe ways to apply learning theories in the classroom. Describe fundamental principles of learning. |
| Week Fourteen | May 4, 2019 | • Becoming an Effective Teacher in a Challenging World (Chapter 13) | Reflect on the overall pattern of Federal Reform Strategies and discuss being an Effective Teacher. |
| TBD | **Guest Presenters – EPP Program Requirements, ETC. | List and describe the steps needed to become certified in Texas; understand your requirements for the field-base experience, clinical teaching, and graduating. * Mid-Term Exam (online – Short answer and essay) |

XIV. Course Policies

**Attendance/tardiness**

Attendance is crucial to your success in the program and your development as a professional. Attendance is expected and participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. Since this is a hybrid class missing any face-to-face meetings will jeopardize your grade. Anyone who misses one face-to-face session will have their final course grade reduced by one full letter grade. Anyone who misses two face-to-face sessions will not receive a passing grade for the class. Please plan to attend these class date. Any combination of arriving late or leaving early constitutes
one absence. If you arrive more than ten minutes late you will be considered absent. It is your responsibility to check with fellow classmates for any missed work or assignments.

Attendance is taken at the beginning of each class. Attendance counts for 20% of your grade. Points will be deducted for use of cell phone, leaving the class excessively, talking in class while others are talking and other behavior that would be unprofessional in an academic setting.

**Late work**

No coursework will be accepted late.

**Extra Credit**
Extra credit is not typically assigned in this course.

**Cell Phone/Electronic Device Usage**
Please demonstrate respect to your instructor / professor and your classmates. Your cell phone (calls and texts) should remain off; please instruct family to text you in case of emergencies only.

Please do bring a laptop computer (desired) or personal device (tablet, Surface, iPad, etc.) with you to each class. You will be using Blackboard’s learning management system for discussion threads during class. You will also be using Google Drive, which is used in nearly every school district.

**Technical Difficulties**
Since this class is a hybrid class, there will be class meetings (or partial class meetings) that will be online. You must have the ability to connect to the Internet, download required material, and post required materials as needed. TAMUCC provides wireless connectivity support. It is your responsibility to make sure your device is fully Wifi enabled upon entering class.
https://it.tamucc.edu/wifi_network/wireless.network.html

Help with Blackboard, Technical Issues, and Learning Online:
Call (361) 825-2692;
URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html

**Class Conduct**
The study of education in America allows us a dialogue and thus, an exchange of ideas and mores that may differ from the individual’s own. I provide and expect respect, courtesy, and open-mindedness among all of us. Students, therefore, should exhibit mature online behavior. Online classroom responses should not be considered “chat room” activities. A classroom level of formality should be maintained in all email and discussion board communication. Students should refrain from a text messaging style of writing or “chat speak.” While the nature of the course requires the expression of divergent opinions, discrimination, abuse, harassment, or disorderly conduct in any form that inhibits or interferes with my educational responsibility to my students will not be tolerated in the classroom or online. Specific rules are available in the TAMU-CC Student Handbook and through the website http://judicialaffairs.tamucc.edu/studentcofc.html

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In
this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero and possibly a report to an academic officer.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check TAMUCC’s academic calendar for the term regarding the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations: APA**

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
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 believe you have a disability requiring an accommodation,
Please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS or HB2504

*Required by Southern Association of Colleges and Schools (SACS) The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.