

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading and Deaf Education

EDUC 2110
Investigating Critical and Contemporary Issues in Education
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
*InTASC Model Core Teacher Standards**

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *INTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Observations, interactions and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Successful completion of 10 hours of field experience is required. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Sadker, D.M. & Zittleman, K. R. (2012). *Teachers, schools, and society: A brief introduction to education* (3rd Ed.). New York, NY: McGraw-Hill.

Supplemental readings will be assigned either in lecture or electronically.

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

1. Examine socio-political, financial, legal, and ethical issues in education. (INTASC Standards 9, 10)
2. Compare and contrast the social, historical, political, and philosophical foundations of education. . (INTASC Standards 9, 10)
3. Describe methods of inquiry used to identify and analyze educational problems. (INTASC Standards 5, 9, 10)
4. Identify the multiple factors that influence curriculum, instruction, learning, and assessment. (INTASC Standards 2, 7, 9, 10)
5. Identify current trends and future challenges in education. . (INTASC Standards 9, 10)
6. Describe the various roles of educators. . (INTASC Standards 9, 10)

7. Describe characteristics of effective schools and teachers. (INTASC Standards 3, 9, 10)
8. Define multiculturalism and identify cultural and community diversity issues. (INTASC Standards 2, 7, 9, 10)
9. Examine personal goals, attitudes, and capabilities and construct a personal philosophy of education. (INTASC Standard 9)
10. Demonstrate ethical, moral, and professional conduct. (INTASC Standards 9, 10)
11. Demonstrate effective oral and written communication skills. (INTASC Standards 9, 10)
12. Demonstrate effective use of technology to complete course assignments. (INTASC Standards 3, 7, 8, 9)
13. Interact with diverse students in educational settings to more effectively observe and evaluate concepts and issues that influence student, teacher and school performance. (INTASC Standards 2, 3, 7, 9, 10)
14. Demonstrate understanding of the INTASC Model Core Teaching Standards. (INTASC Standards 1-10)
15. Demonstrate the ability to engage in, and critically evaluate, research related to the issues that are involved in education. (INTASC Standards 9, 10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Candidates are responsible for completing assignments on time. Assignments to be turned in will be due **at the beginning of class**. Unless otherwise stated, assignments are due **by the end of the class period on the day they are due**. *No late work will be accepted.*

All assignments must be word-processed (unless otherwise noted) using Microsoft Word or saved in Microsoft Word if another word-processing program is used. All work submitted for the course should be duly “backed up”. The claim, “My computer crashed,” will not be an acceptable excuse for late work or work not completed. All work must be written (unless otherwise stated) in paragraph form, double-spaced, and in **12 pt. font** (preferably Times New Roman). Paragraphs must contain a **minimum of 5 sentences**. Points will be deducted for inaccurate spelling and grammar.

In addition to assignments presented and completed in class, candidates will be responsible for the following types of assignments:

a. Quizzes

Quizzes will be covered by the instructor the first day or two of classes. This will require three chapter quizzes as defined for the two terms or sections of the semester, broken between and after midterm and/or the midterm test. These quizzes will be activated and completed by students through the Blazeview platform.

b. Critical thinking assignments

Four controversial and critical thinking assignments will be assigned during the semester. The instructor will begin the questions and prompt on the first Monday of the week, then discuss in class before following up with an online discussion through the appropriate Blazeview discussion thread. The assignment will cover a prompt which will be due by the following Sunday night at 11:30 of that same week.

1. The assignment will be to answer the prompt by covering the different sides of the issue, developing one's own view and then delivering a critically relevant essay, no more than a page or a page and a half for each assignment. All assignments will be turned in via the drop box in the Blazeview page and will be graded through the online grading system – though it must be noted, these will be the only grades recorded in Blazeview. The remainder of the students' grades will be recorded manually
2. For each question the instructor will start with an in-class discussion guided by the teacher during the Monday class session. Students will then have several days to add to the discussion through the online thread, also opened in Blazeview. This is mandatory participation and will consist of five points for two entries, though the student may respond as anonymous (this is actually encouraged). There are no points assigned for participation in the in-class discussions though a semester long class participation grade is in effect – it is encouraged that students do try, at least for a few, to participate.

c. Exams

There will be 1 scheduled test and 1 final examination. Review sheets for these assessments will be posted one week in advance of the exam. **MAKE-UP OF TESTS/EXAMS WILL BE GIVEN AT THE DISCRETION OF THE INSTRUCTOR; CANDIDATES WHO KNOW THAT THEY WILL HAVE TO MISS A TEST/EXAM MUST NOTIFY THE INSTRUCTOR IN ADVANCE.**

d. Field Experiences

Per the mandate of the Board of Regents of the University System of Georgia, candidates in EDUC 2110 must conduct 10 hours of field experiences in an educational setting. For this course, candidates will engage in field experiences in a variety of extra-curricular, after-school or professional environments in public, private, and community settings. These experiences should take place in the Valdosta, Lowndes County, and South Georgia Region whenever feasible (though it may be possible for the observations to take place in a candidate's home community, if the course instructor approves). All placements must be approved by the course instructor prior to beginning the field experience. Please note that employment-for-pay situations are unacceptable as field experiences unless the candidate provides documentation from a supervisor indicating that s/he is willing to forgo compensation for the observation period. Religious instruction will not be considered as acceptable field experience. Additionally, day placements in public schools will not be allowed.

Prior to beginning in-field experiences, candidates must undergo a criminal background check and obtain professional liability insurance. Students who do not clear the criminal background checks will be pulled from field experience and will be penalized accordingly. There are nominal fees involved for both processes, but these requirements are to protect the candidate as well as the students whom the candidate will observe. Please note: **NO CREDIT WILL BE GIVEN FOR OBSERVATIONS DONE PRIOR TO**

CLEARING THE CRIMINAL BACKGROUND CHECK AND OBTAINING INSURANCE.

Candidate observations begin only when the instructor has given approval.

Candidates must also read, agree to, and sign the Contract for Professional Behavior during In-Field Experiences prior to beginning field experience. These forms are downloadable from the course home page on BlazeVIEW.

In-field experiences must be “interactive” (where the candidate directly participates in the educational setting, rather than merely adopting a role as a passive observer). Candidates are expected to record their observations in the journals provided on BlazeVIEW. These are to be submitted by the due dates indicated on the course homepage on BlazeVIEW.

NOTE: All observations must be completed by the day and time indicated by the course instructor. Failure to complete the fieldwork component of the course will result in a grade no higher than a “C”.

e. Class Attendance

Effective learning and experience can only occur if students are in attendance and actively engaged. This engagement concerns more than dialogue but includes in class assignments, group activities and any other course related subject or activity not defined at this time. For missing assignments or classroom activities points will be deducted regardless of class (verbal) participation and attendance.

e. Class Participation

It is expected for students to be engaged in the class and subsequent notes and dispositions will be utilized to monitor such engagement. This will consist of ten points for the semester and is only added at the end of the course. Students do not need to actually engage continuously but an active attempt to be part of the class is necessary for full credit in this area

COURSE EVALUATION

Grading Scale

Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale

Assignments	Individual assignment points	Cumulative Points
Critical question essays (4)	10	40
Online discussion points (4)	5	20
Chapter quizzes (6)	10	60
Midterm exam	20	20
Attendance	10	10
Field Experience	20	20
Class participation	10	10

Final exam	20	20
Total		200 pts.

Grade Assignment:

- 180-200 = A
- 160-179 = B
- 140-159 = C
- 120-139 = D
- 0-119 = F

ATTENDANCE POLICY

All students are expected to be in class every day it is scheduled. If not possible to attend it is highly recommended you inform the instructor prior to the class. After a certain number of absences points will be deducted from the participation grade.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapscc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that candidates conduct themselves with the professionalism that is required of professionals in the field. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students \(http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php\)](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

TITLE IX STATEMENT:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification

through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.