

**EDUC 2110-E04:
Investigating Critical and Contemporary Issues in Education, Fall/2017**

Class Meeting Time/Location	100% Online in Course Den	Online Hours	None
Instructor	Mrs. Jennifer K. Heidorn	Telephone	678-839-6182 (Office) 678-839-6530 (Department)
Office Location	Coliseum 2042	UWG email	jheidorn@westga.edu
Office Hours	Monday, 10-1:30pm Wednesday, 11-2:30pm Friday, by appointment	Skype or Google+ username	None

Support for Courses

Course Den D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (ISTE, NETS-T, INTASC) are incorporated as criteria against which

candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

This course engages students in 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. A field component (totaling 10 hours) is required.

Credit Hours: 3

Prerequisites: Cumulative GPA of at least 2.5

Co-requisites: None

Required Text(s): None

Course References:

- Alexie, S. (2005). *Reservation blues*. New York: Grove Press.
- Davis, S and Jenkins, G. et al. (2003) *The pact*. NY: Riverhead Trade.
- deMarrais, K. (2006). *The way schools work*. Boston: Allyn & Bacon.
- Finn, C. (1993). *We must take charge*. New York: Free Press.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum International Publishing Group.
- Gabbard, D. (2003). *Education as enforcement*. New York: Routledge Falmer.
- Goodlad, J. (2004). *A place called school*. New York: McGraw-Hill.
- Jelloun, T. B. (2006). *Racism explained to my daughter*. New York: New Press.
- Kohn, A. (2000). *The case against standardized testing*. Portsmouth, New Hampshire: Heinemann.
- Kozol, J. (1992). *Savage inequalities: Teaching tolerance project, starting small*. New York: Harper Perennial.
- Martin, D. and Loomis, K. (2006). *Building teachers*. Belmont, California: Wadsworth.
- Meier, D. (1994). *Many children left behind*. Boston: Beacon Press.
- Newman, J. (2006). *America's teachers. (5th ed.)* Boston: Pearson.
- Noll, J. W. (2004). *Taking sides: Clashing views on controversial educational issues*. Columbus, Ohio: McGraw-Hill/Dushkin.
- Paley, V. (2000). *White teacher*. Cambridge, Massachusetts: Harvard University Press.
- Palmer, P. (1998). *The courage to teach*. San Francisco: Jossey-Bass.
- Payne, R. (2005). *Framework for understanding poverty*. Highlands, TX: Aha Process.
- Ravitch, D. (2001). *Left back*. New York: Simon & Schuster.
- Sadker, D.M., Sadker, M. P. & Zittleman, K. R. (2008). *Teachers, schools, and society*. New York: McGraw-Hill.
- Shapiro, S. (2006). *Losing heart: The moral and spiritual miseducation of America's children*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Spring, J. (2005). *American education*. New York: McGraw-Hill.
- Spring, J. (2006). *Deculturalization and the struggle for equality*. New York: McGraw-Hill.

Approaches to Instruction

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	500 minutes
Audio/video instruction	1000 minutes
Online assignments	750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

- 1. Investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools** (Goodlad, 2004; Sadker, Sadker & Zittleman, 2013; Shapiro, 2006; Spring, 2005); *INTASC 2, 3, 10*
- 2. Discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum mandates, vouchers, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation** (Freire, 2000; King Jr, 1990; Kohn, 2000; Sadker, Sadker & Zittleman, 2013; Shapiro, 2006; Spring, 2005); *INTASC 2, 3, 10*
- 3. Analyze their legal, ethical, and professional responsibilities as future teachers** (Hooks, 1994; Noddings, 1994; Sadker, Sadker & Zittleman, 2013; *The code of ethics for educators*, 2005); *INTASC 2, 3, 10*
- 4. Explore their core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts** (Palmer, 1998; Sadker, Sadker & Zittleman, 2013); *INTASC 2, 3, 10*
- 5. Develop and refine a philosophy of teaching for contemporary schools by exploring who they are as a potential teacher** (e.g., examining their own agendas and prejudices as they relate teaching and learning) **and what dispositions they have for teaching diverse students in current Georgia and U.S. school contexts** (Glazer, 1997; Greene, 1973; Palmer, 1998; Sadker, Sadker & Zittleman, 2013); *INTASC 2, 3, 10*
- 6. Analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms** (Noll, 2004; Sadker, Sadker & Zittleman, 2013; Stoll, 2000); *INTASC 2, 3, 10*

Assignments and Evaluation Procedures

Assignment	Course Work	Course Objective(s)	Points	Assessment Tools	Submit via	Due Date
Response Posts (7)	Session 1: International Issues	1-3	14	Online Rubrics	Discussion Board	8/27 11:59pm
	Session 2: National Issues	1-3	14			9/10 11:59pm
	Session 3: Poverty in Education	1-3	14			9/24 11:59pm
	Session 4: Curriculum Issues	1-3	14			10/8 11:59pm
	Session 5: Technology Issues	1-3 & 6	14			10/22 11:59pm
	Session 6: Health & Wellness Issues	1-3	14			11/5 11:59pm
	Session 7: The Idyllic School	1-3	14			11/19 11:59pm
Reading & Responding to Peers' Posts (14)	Respond to 2 peers per session – 2 points per post = 14 total posts	1-3 & 6	28	Subjective Evaluation	Discussion Board	12/6 11:59pm
Class Projects	Ethics Project	2 & 4	10	Rubric	Dropbox	10/24 11:59pm
	Philosophy in Education	4 & 5	30			10/8 11:59pm
	Hot Topics in Education Project	1 & 2	20			10/22 11:59pm
	Field Experience Log & Reflection	2	50			12/6 11:59pm
Other	Session 0: Getting to Know You		4 (Needed for roster verification or you will be dropped)		Video submission via Discussion Board	8/13

Grading

A = 90% - 100% (215-240 points)

B = 80% - 89% (191-214 points)

C = 70% - 79% (167-190 points)

D = 60% - 69% (143-165 points)

F = Below 60% (0-142 points)

Class Outline: See the Course Plan

The Course Plan: This is the go-to resource for a global view of the semester's activities and deadlines. Want to know when something is due? Check the Course Plan. It is always available from the home page of the course.

If I ever make changes, I make a note of them in the Course Announcements Section in Course Den. I will indicate what changes were made and when. Hopefully, no changes will need to be made.

The Online Week: This course consists of 16 weeks with no final exam. Plus a little week near the end called, Thanksgiving.

In this course, the academic week begins on Monday morning, at 12:01am and ends on Sunday at 11:59pm.

Each module has its own checklist. You will want to access the module and work through everything on the checklist to ensure you are completing your work. See Course Den to access the learning modules.

Tips for Meeting Deadlines

- Don't procrastinate. Instead, get ahead.
- Submit all work by Saturday, so that if you have any technical difficulties, you still have 24 hours to try and submit on another computer (say, at the local library).
- Read all submission instructions very, very carefully.
- Take the time to learn how to use the Course Den tools.
- If you have to submit something late, just do it. Get it in that drop box. You don't have to apologize either. That wiggle room is there for you but only for 2 days.

Class, Department, and University Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf.

Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Attendance: In an online class, online attendance counts. I believe that regular logging in is one of the single most important behaviors you can adopt that will impact your performance. Regular logging in keeps you in touch with the class, both in terms of the learning going on and relevant course announcements that occur weekly.

Students who do not login regularly in the online environment can experience frustration, anxiety, guilt, fear, alienation, etc. (varying by student). These are not ideal learning conditions. The online attendance policy encourages your regular online attendance and participation so that you have a better learning experience.

I strongly recommend that you login 3 or more days per week. I can only help you if you are attending to the course.



If a computer crash/explosion/catastrophe occurs, you must use your back-up computer (see *Required Materials* section above). I do not want to hear “I won’t be able to login to the course for 2 weeks till my laptop comes back.” You must go to your local library, Aunt Jill’s house, or someplace to ensure that you are regularly logging in to the course. Period.

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor’s policies and the University’s policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Professional Conduct: Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in schools or clinics. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in an online environment in a positive manner, observing standard rules of netiquette
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Creating products and projects which are appropriate for use in K-12 schools
- Turning in assignments on time
- Treating class members and colleagues with respect in and out of the classroom

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If there is a second violation the student will meet with a department committee and may be dismissed from the program for at least one year.

Network Etiquette - Communication in an online environment takes special consideration. Consider including a list of tips as described below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Extra Credit: Extra credit may be offered and announced in class. However, extra credit will only be awarded after the course has been completed and all assignments have been submitted. Failure to submit any of the assignments will nullify the extra credit points. Olympic Gold medalist, Edwin Moses will be on campus at 7pm on September 12th for a lecture. Extra credit will be award for attendance.

Late Work: I understand that life happens, and you may occasionally need some flexibility related to assignment deadlines. The late policy is intended to both encourage timely submission yet support you during those rare times of need. Tasks that involve group or class interaction have more strict requirements in terms of timely submission than do those tasks that are more independent in nature. If your tardiness is preventing other students from getting their work done, the late penalty is higher. If you're only making me wait on you so I can grade, the penalty is lower. For this class, we will have independent tasks only.

Independent Tasks Late Policy: For tasks of an independent nature (where only I, your instructor, am waiting to grade), you may take 2 days past the assignment deadline to submit with no penalty and no guilt. That's right: you have 2 days past the deadline to submit by the end of the **2-day Cut-off Window**. See the Course Plan for deadlines. The fall 2017 course plan is located in the Session 0: Orientation module. Beyond the 2 day grace period, assignments will not be accepted.

EDUC Policy: If you fail an EDUC course, you cannot retake the course from the same instructor. You must repeat the course with a different instructor, according to EDUC policy. If you want to retake a course to improve your grade, you must gain the permission of the instructor first. Many instructors will want you to repeat the course with a different instructor.

Because field observation is a certification requirement rather than a course assignment, failure to provide documentation that 10 hours of field observation have been completed will result in a grade of "I" for the course until resolved.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Expected Response Times

I will return your question or inquiry within 24 hours on weekdays (usually even sooner). You may contact me through Course Den or UWG email. Should you contact myself Saturday or Sunday, I will respond Monday morning before noon. I will also make every attempt to return major assignments within 7 days, but the amount of feedback required may extend that time.

EDUC 2110 Fall 2017 – Course Plan

The course plan provides a map of what's due during the course. Visit it regularly through the semester to stay on track. The second "due" column shows what's due "when". Assignments are due at **11:59 PM, Eastern Standard Time**, unless otherwise indicated. This outline may be updated throughout the semester, but I will always notify you through the **COURSE ANNOUNCEMENTS** section in Course Den.

SESSION	DUE
<p>Session O: Orientation</p> <p>Wednesday, August 9 to Sunday, August 13</p> <p><i>5 day session</i></p>	<p>Due Sunday, August 13 @11:59 P.M.</p> <ul style="list-style-type: none"> Session 0 Response Post: Getting to Know You (4) G
<p>Session 1: International Issues</p> <p>Monday, August 14 to Sunday, August 27</p> <p><i>2-week session</i></p>	<p>Due Sunday, August 27 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 1 Response Post: USA v. World (14) G Session 1 Peer Responses = 2 total TBG Declaration of Field Experience * <p>*Not for points but VERY important. Try to complete by the end of Session 1.</p> <p><i>[1 hour of field experience in this session]</i></p>
<p>Session 2: National Issues</p> <ul style="list-style-type: none"> Monday, August 28 to Sunday, September 10 <p><i>2-week session</i></p>	<p>Due Sunday, September 10 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 2 Response Post: Big Picture Issues in American Education (14) G Session 2 Peer Responses (2) TBG
<p>Session 3: Poverty in Education</p> <ul style="list-style-type: none"> Monday, September 11 to Sunday, September 24 <p><i>2-week session</i></p>	<p>Due Sunday, September 24 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 3 Response Post: Poverty in Education (16) G Ethics Project (10) G Firm Due Date
<p>Session 4: Curriculum Issues</p> <ul style="list-style-type: none"> Monday, September 25 to Sunday, October 8 <ul style="list-style-type: none"> <i>2-week session</i> 	<p>Due Sunday, October 8 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 4 Response Post: Approaches to Curriculum (14) G Session 4 Peer Responses (2) TBG Philosophy of Education Project (30) Firm Due Date <p><i>[1 hour of field experience in this session]</i></p>
<p>Session 5: Technology Issues</p> <ul style="list-style-type: none"> Monday, October 9 to Sunday, October 22 <p><i>2-week session</i></p>	<p>Due Sunday, October 22 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 5 Response Post: STEM-C in GA Schools (14) G Session 5 Peer Responses (2) TBG Hot Topics in Education Assignment (20) Firm Due Date

<p>Session 6: Health & Wellness Issues</p> <ul style="list-style-type: none"> Monday, October 23 to Sunday, November 5 <p><i>2-week session</i></p>	<p>Due Sunday, November 5 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 6 Response Post: Health & Wellness in Education (14) G Session 6 Response Post: Peer Responses (2) TBG
<p>Session 7: The Idyllic School</p> <ul style="list-style-type: none"> Monday, November 6 to Sunday, November 19 <p><i>2-week session</i></p>	<p>Due Sunday, November 19 @ 11:59 P.M.</p> <ul style="list-style-type: none"> Session 7 Response Post: The Ideal School (14) G* Session 7 Peer Responses (2) TBG
No Class -Thanksgiving	
<p>Session 8</p> <ul style="list-style-type: none"> Monday, November 27 to Sunday, December 3 <p><i>1-week session</i></p>	<p>Due Sunday, December 6 @ 11:59 P.M.</p> <ul style="list-style-type: none"> <u>Field Experience Timesheet and Reflection (50) Firm Due Date</u>

G = graded (or auto-graded)

TBG = to be graded later; cannot yet be graded