Georgia Highlands College

EDUC 2110: Critical and Contemporary Education

CRN# 80509,CRN#80863

Credit Hours: 3

Fall Semester, 2014

MW 9:30-10:45

Mid-Term Date: October 22, 2014, Last day to withdraw with a “W”

Midterm: October 15-20

Final Exam: December 10-16

**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, student 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.

**Contact Information**

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Office: Floyd Campus, F-134

**Office Hours**

Monday/Wednesday: 8:30-9:30 am, 12:15-2:30 pm

Tuesday/Thursday: 9:15-11 am

Appointments available by request. To schedule an appointment use the e-scheduler at <http://wass.highlands.edu>

**Class communications**

Communication will be conducted primarily by D2L. All news/announcements related to the course are posted in the “News” section of D2L. Each assignment is posted as a news item.

**Course Outcomes**

Upon completion of the activities, exercises and experiences in the class and the field experience, the student will achieve the following standards:

Future educators understand and can apply the disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts. Future educators understand and can apply normative perspectives on education and schooling in contemporary contexts. Future educators understand and can apply critical perspectives on education and schooling. educators understand and can apply moral and ethical principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.

Future educators understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance. Future educators understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership and governance.

By the end of the course, the student will:

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.

Discover, explore, and describe the 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 analyses, critique, and interpretation.

Analyze their legal, ethical, and professional responsibilities as future teachers.

Explore their core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts.

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 student in current Georgia and U.S. school contexts.

Analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms.

**GHC Quality Enhancement Plan**

This course supports the mission of IC@GHC. The mission of the GHC Quality Enhancement Plan (QEP) is to create a curriculum-wide culture of information competency (IC) among students, which will be demonstrated through writing or other modes of communication.

**Class Norms**

Even though you are not in a face-to-face classroom environment, you will still be interacting both with the Professor and with other students in discussions or group settings online. In these settings you are expected to respect the opinion of others and to maintain a professional demeanor at all times.

**Extended Absence Policy**

Students, who have circumstances that prevent them from continuing to attend to class matters over an extended period of time, sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Division Chair is required before any course assignments can be completed while missing class. The student must be in good academic standing in the course to make the request. All approved coursework must be completed by the end of the semester in which the course was begun.

**Midterm and Final Exam**

The midterm and final exam are scheduled as online exams. The dates for both exams are listed at the beginning of this syllabus.

**Make-Up Work**

All assignments will be open to students well in advance of the deadlines; giving the student adequate time to submit the assignment. You may submit work after the due date to the D2L dropbox. Points will be deducted for submission after the due date (Unit assignments – 3 points per calendar day; Paper/Project – 5 points per calendar day). Five points are deducted from discussions that are not submitted by the due date.

**Student Conduct and Academic Integrity**

Policies on student conduct and academic integrity are located in the GHC “Student Guide and Planner” and in the Student Handbook at www.highlands.edu/campuslife/handbook .

**Disability Statement**

If you feel that you need accommodation(s) due to a disability, please feel free to discuss this with me early in the semester.\* Georgia Highlands College has resources available for students with certain disabilities. Accommodations (such as providing materials in alternative formats, assuring physical access to classrooms or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) may be made through Student Support Services on all campuses. For more information please contact 706-295-6336.

**Financial aid**

Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. **Please be advised that any students receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing course requirements for each class.** Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student’s financial aid should be adjusted from the time they signed the withdrawal form.

**Textbook**: Teachers, Schools, And Society, Tenth Edition, Sadker, Sadker, and Zittleman. Other editions will also be adequate. You will also access online materials for some of the class assignments.

**Student Materials**

Students will have access to course materials by assessing D2L. Each class unit will be presented on D2L. Each Unit on D2L has an assignment which is to be submitted to the dropbox. Each Unit also contains a “Word Wall” and “Things to Know.” The midterm and the final come from these parts of each unit. It is each student’s responsibility to check D2L regularly to access the necessary materials for all class sessions.

**Topic Outline**

The following topics will be covered in EDUC 2110. These topics will allow the student to meet the standards and objectives for the course, using personal reflection, analysis, and development of ideas within the framework of the contemporary educational system in both Georgia and the United States.

Unit 1: The History of Education in the United States and Georgia

Unit 2: Philosophy of Education

Unit 3: The Organization, Governance, and Financing of Schools

Unit 4: School Law and Ethics

Unit 5: The Stakeholders in the School Setting

Unit 6: Challenges and Issues in American Schools

Unit 7: The Impact of Society on the Classroom

Unit 8: The Development of the Curriculum

Unit 9: Assessment and Its Role in the School

Unit 10: The Classroom

**Assignments**

Discussions: Discussions are an integral part of this course. The discussions are presented in such a way as to allow you to express your opinion about a variety of topics related to the course. Each discussion begins with a Discussion prompt. You will need to respond to the prompt. You will also need to respond to another student’s response. In order to receive full credit for the discussion you must respond to the prompt and respond to another student’s post. Keep in mind that D2L is closed for maintenance about every two weeks from Friday, 10 pm - Saturday, 7 am.

Unit Assignment: Each unit will have an assignment/project posted on D2L. The unit assignments are designed to help you begin to learn strategies/methods that will help you in your own future classroom.

Paper: There is one paper for this course. The information for the paper is posted on D2L.

Project: There is one project for this course. The information for the project is posted on D2L.

Exams: The midterm and final exam are online. Both exams are 50 question exams that are based on the Word Wall and Things to Know posted in each unit.

Field Experience: Students are required to complete a minimum of ten (10) hours of field experience. This experience gives each student the opportunity to make observations and connections in real-world settings with children. The purpose of the experience is to extend learning beyond the walls of the Georgia Highlands classroom. The student has the opportunity to observe, analyze and synthesize actual experiences with children. Students may observe a classroom, serve as a tutor or mentor for a student or a group of students, or work with a class/group of children in a community, school, or church group (Boy Scouts, Girl Scouts, Sunday School, Boys’ and Girls’ Club, YMCA). All field experience settings must be approved by the instructor. There are four components of the field experience which will determine the grade for this part of the course: the Information Form, Journal, Teacher Interview, and Verification Form

**Grading**

All grades will be based on the Grading Policy of Georgia Highlands College.

Weekly Discussions: 20 points each, total = 300 points

Unit assignments: 30 points each, total = 300 points

Paper/Project: 50 points each, total= 100 points

Field Experience: 200 points (Information form-25 pts; Journal-75 pts;

Teacher Interview-50 pts; Verification form-50 pts)

Midterm: 50 points

Final Exam: 50 points

Point Totals

Discussions 300 points

Unit assignments 300 points

Paper 50 points

Project 50 points

Field Experience 200 points

Midterm 50 points

Final 50 points

Total 1000 points

You may submit work after the due date to the D2L dropbox. Points will be deducted for submission after the due date (Unit assignments – 3 points per calendar day; Paper/Project – 5 points per calendar day; Field Experience – 10% per day for each component).

Grades are posted on the Georgia D2L Gradebook as assignments are completed and graded. Students are expected to monitor their grades as the semester progresses. Any discrepancy in a grade must be addressed within one week after the posting. Following one week after posting, the grade will stand as posted on the D2L Gradebook.

**Grading Scale**

900-1000 points – A

800-899 points – B

700-799 points – C

600-699 points – D

Less than 600 points – F

**Class Calendar**

The D2L calendar will serve as the official calendar for the class. All assignments and their due dates will be posted on the D2L calendar.