EDU 6307: Emerging Issues, 30   Course Syllabus Spring/2020

Instructor: Dr. Julie Vowell.	**Course modality:** Online
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Course Introduction

This course is designed to provide you with a venue for reading and discussing meaningful and relevant issues pertaining to the field of education. It provides you with opportunities to reflect and discuss issues relevant to educators and administrators at all levels (local, state, and national). You will discuss both sides of the issues surrounding topics such as school choice, gender equity, academic achievement gap, character education, and diversity. You will have an opportunity to research a specific issue of interest to you in depth, and present your findings in a mini report to you peers and engage in the peer-review process. Over the course of the semester, you will gather resources for a comprehensive annotated bibliography, which will help you prepare for your comprehensive exams. You will also write a final essay about another critical education issue of your choice, which will also serve as an opportunity to practice for your comprehensive exams.

Course Description

This course provides graduate students a venue for reading and discussing meaningful and relevant issues in the field of education. Topics such as the role of technology in contemporary education; school law and political influences in education; trends in school management; professional codes of ethics in education; and other timely and meaningful topics are addressed with emphasis on current professional literature, professionalism, and the role of the classroom teacher.

Course Learning Objectives	Degree Program or GEC Competency Goals
Develop original, innovative, research-based conclusions about existing scholarship related to the field of contemporary education	6
Apply critical thinking skills to research projects on specific contemporary issues in education at national, state, and local levels	5
Evaluate various proposals for possible solutions to problems related to educational issues	7
Assess resources from current professional literature on contemporary issues or trends in the field of education for authoritativeness, intended audience, and quality	3

Entrance Competencies

Students in this course are expected to know how to do the following:

- Use basic functions in Microsoft Word and PowerPoint
- Participate in discussion forums on Blackboard
- Participate in conversations using Blackboard Collaborate
- Navigate resources online using the Texas Wesleyan library system
- Use Google Chrome or Safari Firefox

Required Materials

Textbook(s):

Title: *Critical Issues in Education: Dialogues and Dialectics* Author:

Nelson, J., Palonsky S., & McCarthy, M.R.

Publisher: Waveland Press, Inc.
Edition: 8th ed.
Year: 2017
ISBN-10:1-47863568-1
ISBN-13: 978-1-4786-3568-0

Technology:

Students must possess a computer with an integrated webcam or stand-alone webcam that plugs into the computer. Students cannot take proctored assessments without a webcam.

Learning Methods and Technologies

The learning methods used in this course include the following:

x Discussion forums and/or wikis x Collaborative assignments   x Synchronous (real-time) virtual meetings with   x Independent homework assignments peers and/or the instructor x Writing-intensive assignments

x Streaming video   ☐ Clinical or field work

☐ Quizzes   ☐ Other:

☐ Exams

Student Workload Expectation

This course is a 7-week, 3-credit-hour course, which means that students are expected to do at least 16.25 hours (975 minutes) of course-related work each week during the semester. This independent learning includes things like: completing assigned readings, preparing written assignments, and studying for tests and examinations.

Modules and Assessments

The table below contains an outline of the topics and assessments (assignments, projects, exams, etc.) that will be addressed in each module of the course. Note that a module may span more than one week.

Module	Topics	Assessments

Getting Started	Course Welcome
	  Course Schedule
	  Course Syllabus
		Syllabus Quiz
		Course Introduction Discussion

1: Introduction to Critical Issues in Education	Lesson 1: Education in the Twenty-first Century Lesson 2: Introduction to Graduate-level Education Research Lesson 3: Final Project Review	Discussion: Education in the Twenty-first Century Journal: Chapter 1 Big Ideas Assignment: Group Project: Schedule first meeting Milestone 1: Mini report topic selection
2: Education in America: Perspectives on School Reform	Lesson: Perspectives on School Reform in America	Assignment: Viewpoints: Reflecting on the crisis in public education Optional Blackboard Collaborate Synchronous Session: *Waiting for 'Superman'* and *The Inconvenient Truth Behind Waiting for Superman* Alternative option: *Waiting for 'Superman'* and *The Inconvenient Truth Behind Waiting for Superman* discussion Assignment: Group Project: List of 10 references Milestone 2: Draft of mini report and list of two annotated resources
3: Justice and Equity: Whose Interests Should Schools Serve? (Part I)	Lesson: Thinking about Critical Issues in Education: Family Choice and Financing Schools	Assignment: Group Project: Draft of Issue Investigation presentation slides and questions *(Due only for groups presenting in the next module!)* Discussion: Family choice in education Journal: Family choice in education Assignment: Mini report presentation Participate in **ONE** of the following: 1. Optional Blackboard Collaborate Synchronous Session: Mini report presentation 2. Alternative option: Mini report presentation discussion Assignment: Financing schools (equity or disparity) short paper

4: Justice and Equity: Whose Interests Should Schools Serve? (Part II)	Lesson: Thinking about Critical Issues in Education: Gender Equity and Immigrants	Assignment: Group Project: Draft of Issue Investigation presentation slides and questions *(Due only for groups presenting in the next module!)* Assignment: Group Issue Investigation involving gender equity and new immigrants and the schools presentation and discussion Journal: Chapters 6 and 7 Big Ideas Milestone 3: Continuing to think critically about issues in education
5: What Should be Taught? Knowledge and Literacy	Lesson: Thinking about Critical Issues in Education: Standards-Based Reform and The Academic Achievement Gap	Assignment: Group Project: Draft of Issue Investigation presentation slides and questions *(Due only for groups presenting in the next module!)* Assignment: Group Issue Investigation involving standards-based reform and the academic achievement gap Presentation and Discussion Discussion: Teacher Burnout: Why great teachers are fleeing the profession Journal: Chapters 8 and 9 Big Ideas Assignment: 11 Frameworks for school success
6: What Should be Taught? Knowledge and Literacy	Lesson: As Diversity Grows So Must We	Assignment: Group Issue Investigation Involving Multicultural Education Presentation and Discussion Presentation and Discussion Discussion: As Diversity Grows So Must We Journal: Chapter 11 Big Ideas Assignment: Group Issue Investigation assignment submission
7: The School Community Individuals and Environments	Lesson: Thinking about Critical Issues in Education: School Violence and Inclusion	Discussion: Current Hot Topic in Education: School violence prevention Journal: Chapters 14 and 15 Big Ideas Assignment: Annotated bibliography Final essay submission

Course Requirements

Submitting and Returning Assessments

Assessment Submission
- Submit all of your assignments via Blackboard
- Use the standard Microsoft© Office programs such as Word, PowerPoint, and Excel (available to you through your txwes.edu Office 365 account) to complete your assignments

unless assignment directions specify that you should use a different file format ● Use APA style when formatting your documents

Assessment Feedback
● Instructor will provide feedback on assessments within 2 days after submission
● Instructor's feedback will be provided in the form of rubrics, notes on Word documents, and notes in the Grade Center.

Communication with the Instructor
● To contact the instructor with questions and concerns related to this course, post to the Q&A discussion forum, which they will check throughout the day. The instructor will address questions posted after 9 p.m. on the following morning. You should also check the forum on a regular basis, as others in the class may be able to answer your question before the instructor does. Send questions of a personal nature to the instructor via email. They will respond to emails within 24 hours, except on weekends or holidays, when responses may be delayed.

Quizzes and Exams
● The University will use a proctoring tool to proctor exams and other assessments. Students cannot take proctored exams and/or long quizzes without a functioning webcam. Short quizzes (low component of grade, low number of questions, easy multiple choice or true/false questions) will not be proctored.

Evaluation & Grading

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Course Success Survey	1	10	10
Discussions	6	30	180
Journals	6	25	150
Module 1 Assignment: Group Project: Schedule First Meeting	1	15	15
Module 2 Assignment: Viewpoints: Reflecting on the Crisis in Public Education	1	75	75
Module 2 Assignment: Group Project: List of 10 References	1	25	25
Module 3 Assignment: Mini Report Presentation	1	75	75
Module 3 Assignment: Financing Schools (Equity or Disparity) Short Paper	1	40	40
Module 5 Assignment: 11 Frameworks for School Success	1	40	40

Module 6 Assignment: Group Issue Investigation Assignment Group Submission	1	35	35
Module 6 Assignment: Group Issue Investigation Assignment Individual Submission	1	40	40
Module 7 Assignment: Annotated Bibliography	1	75	75
Milestones	3	50	150
Final Project	1	100	100
		Total Course Points:	1000

Course Policies

Absence Policy & Participation

A student attends an online course by engaging in academically related activities of the course. Examples of such activities include but are not limited to: contributing to an online discussion or chat session; submitting an assignment or working draft; working exercises; taking a quiz or exam; or initiating contact with a faculty member to ask a course-related question. Documenting that a student

has logged into an online class or website is not sufficient, by itself, to demonstrate academic attendance by the student.

Any student who has not logged into an online course within one week of the start date of the course will be dropped from the class roster for nonattendance. Any student who fails to complete coursework which in the aggregate constitutes 10% or more of the course grade during the term may be dropped from the course for nonattendance. The last date of a student's attendance will be the date the student last logged into the course and completed an academically related activity.

Academic Integrity

● Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are not permitted. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. Read the University's Academic Integrity Policy.

● Links to selected University policies are available in Blackboard under the Student ta   b. The current Texas Wesleyan University Catalog and Student Handbook contain all University policies.

● Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a "blueprint" for the course. Instructors will inform students of any changes concerning examinations, the grading or attendance policies, or changes in project assignments.