Course Number: EDUC 2110-01  
Course Title: Investigating Critical and Contemporary Issues In Education  
Credit Hours: 3.0 hours  
Semester and Year: Spring Semester 2016  
Class Meeting Time: Tues, Thurs 2:10-3:25 PM  
Location: A & S G101

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu

Instructor: Dr. Mary Hollowell  
E-mail Address: maryhollowell@clayton.edu  
Phone: 678-466-4820  
Office Hours: Tues, Thurs 8:30-9:30 AM, 12:00 – 2:00 PM  
Other times by appointment

Reading Materials: selected readings

**Content & Knowledge Base:** It is important for students making the decision about entering the teaching profession to have a clear picture of what classroom teaching is all about. This course is designed to help students develop an awareness and an understanding of teaching as a professional activity and to assist them in evaluating their motivation and their ability to successfully enter the field. While the course is not designed specifically to teach you "how to" teach, the instructor will demonstrate various instructional strategies and tools currently used in education.

**Course Goals:** To develop an understanding of historical, intellectual, social and political issues that impact American schools and teachers. To prepare candidates with the knowledge, skills and dispositions to teach and work in today’s school settings.

**Catalog Description:** This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate influencing the contemporary contexts. Students will experience field-based learning in authentic settings, and this learning will be specifically connected to core course content.

**Computer Requirement:** Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. For further information on CSU's Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.

**Computer Skill Prerequisites:**
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email

**In-class use of Student Notebook Computers:** Student notebook computers will not be used in the classroom in this course, unless otherwise directed.

**Conceptual Framework:**

The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

**General Class Policies & Attendance Policy:**

1. **Course Attendance Policy:** Students are expected to attend all class sessions and be punctual. Make up work will not be allowed for an unexcused absence. Students are expected to make up any class work missed if absent with a legitimate written excuse from a physician or other professional. Excessive unexcused absences (i.e., missing 20% or more of class meetings) may result in receiving a WF (Withdraw Failing) grade. Students are expected to be in class on time. If you must leave early, please inform the instructor prior to class.
2. Turn off cell phones, ipads, laptops, and other electronic devices in class unless noted.
3. Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the Clayton State University Student Handbook and the Basic Undergraduate Student Responsibilities. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at http://adminservices.clayton.edu/studentlife/judicial_affairs.htm.
4. All written assignments are expected to be presented in proper written format and will be evaluated according to CCSU writing criteria. Please use APA for all written work.

**Plagiarism Detection Software:**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers with no identifying name. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Assignments will be given to complete outside of class. Unless otherwise instructed all assignments are to be TYPED and double spaced in Times New Roman 12-point font with 1 inch margins. Written assignments will be graded for correct grammar and punctuation as well as accuracy of contents. Number your pages and submit in Word. Points will be deducted for late papers.
Missed Work:
All missed work must be made up within a reasonable time frame, as directed by the professor.

I. Exams
There will be two exams, a mid-term and a final exam. Questions will be drawn from reading assignments, lecture notes, observations and class discussions. It is your job to study for this exam. Your handouts, notes, and book handouts should be your guide.

II. Observations/Reflections in Field
Each student will be assigned field observation activities. This is a requirement of the course and is not optional. You will need to be able to make appropriate arrangements, yourselves. Students will be given specific topics for fieldwork and will submit a record describing their experiences. Specific format directions for this written assignment will be provided.

III. Educational Policy Book Report
Read an educational policy book of your choice and give an oral report. It must be informative, organized, and well-presented. Be sure to share why you chose the book, summarize the content, and state your own assessment.

Course Evaluation:

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<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>20%</td>
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<tr>
<td>Mid-Term</td>
<td>30%</td>
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<tr>
<td>Final</td>
<td>30%</td>
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<tr>
<td>Educational Policy Book Report</td>
<td>10%</td>
</tr>
<tr>
<td>Observations/Reflections in Fieldnotes</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong> – 100%</td>
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Grading:

90-100 % = A
80-89 % = B
70-79% = C
60-69% = D
Below 60% = F

Midterm Progress:

The mid-term grade in this course, which will be issued on March 3, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Registrar’s Office. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, March 4, 2016
Professional Standards & Outcomes:
The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site:
http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

Specific Websites:
Georgia Performance Standards: www.georgiastandards.org
Georgia Department of Education: http://www.doe.k12.ga.us/
Georgia Professional Standards Commission: http://www.gapsc.com

Course Schedule Overview:

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<tr>
<th>WEEK</th>
<th>FOCUS</th>
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<tbody>
<tr>
<td>Weeks I - V</td>
<td>SCHOOL HEALTH</td>
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<tr>
<td>Weeks VI - VII</td>
<td>SCHOOL HEALTH</td>
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<tr>
<td>Week VIII</td>
<td>SCHOOL SAFETY</td>
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<td>Week IX</td>
<td>SCHOOL REFORM</td>
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<tr>
<td>Week X - XI</td>
<td>CURRICULUM ISSUES</td>
</tr>
<tr>
<td>Week XII</td>
<td>CORPORATIVE INITIATIVES</td>
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<td>Week XIII</td>
<td>SCHOOL ADMINISTRATION</td>
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<td>Week XIV</td>
<td>TEACHER PROFESSIONALISM</td>
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<tr>
<td>Week XV</td>
<td>COMPARATIVE EDU</td>
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Operation Study:

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items.

Disruption of the Learning Environment

Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided on p. 14 at: http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm
Selected Bibliography


