

### I. Course Information

EDCI 352: *Education, Society, and the K-12 Learner. An exploration of selected components of the education profession: purposes of education, American education system, education and the legal system, child and adolescent development, and diversity.* (3 credit hours)

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**Class Location:** 115 Guyton  
**Class Time:** Monday & Wednesday, 9:30AM - 10:45AM  
**Office Hours:** Monday & Wednesday, 11:00AM - 4:00PM

### II. School of Education Conceptual Framework

#### A. Mission Statement

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

#### B. Vision Statement

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

#### C. Unit Major (M) and Minor (m) Themes/Outcomes

1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. Problem solvers who develop solutions to improve the educational environment for all students. (M)
3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

### III. Knowledge Base Major (M) and Minor (m)

#### Themes:

- T -- Thinking and problem solving (M)
- E -- Equality and respect for diversity (M)
- A -- Appropriate teaching strategies (m)
- C -- Communication and cooperation (M)
- H -- Human development and curriculum (M)
- E -- Esteem, autonomy, and lifelong learning (m)
- R -- Relevance: social and global (M)
- S -- Supervision, management, and guidance (m)



#### IV. Professional Dispositions for Candidates

Teacher Ed	InTASC	Imagine, Innovate, Inspire	Conceptual Framework
Demonstrates an expectation that all students can learn and are a vital part of the learning community.	1, 2, 8	Caring, Equality	Advocates for Diverse Learners Effective Communicators
Displays sensitivity to students' needs.	2, 3, 6, 7	Professionalism, Collaboration, Excellence	Advocates for Diverse Learners Problem Solvers Effective Communicators
Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.	10	Professionalism, Leadership	Effective Communicators Problem Solvers Users of Technology
Models poise, maturity, and sound judgment.	9	Excellence, Transformation	Life-Long Learners
Engages in continuous self-evaluation and improvement.	9	Excellence, Transformation	Life-Long Learners Problem Solvers Effective Communicators
Acts as a steward of the profession.	9, 10	Collaboration, Leadership	Effective Communicators Problem Solvers

#### V. References

##### A. Primary Text

[Education, Society, & the K-12 Learner](#)

##### B. Assigned Readings

Articles will be given by instructors

#### VI. Purpose of the Course

The purpose of this course is to provide candidates with an understanding of the basic components of the education profession. Emphasis is on the history of American education, the intersection where society and education meet, and how child and adolescent development impacts decisions made in education and society. Candidates will develop an understanding of the basic philosophies, current practices, and professional responsibilities associated with the teaching profession. This understanding forms contexts for reflection about teaching and the roles of professional educators. The major focus of this course is on practical application of these issues to K-12 classrooms.

#### VII. Course Objectives

*Candidates will be able to:*

1. Develop positive professional dispositions [INTASC 9].
2. Identify and think critically about educational philosophies [INTASC 9].
3. Explain the historical foundations of American education [INTASC 7].
4. Identify societal forces and changes that affect education [INTASC 3, 7, 9, 10].
5. Explore ways to meet the needs of today's diverse and multicultural student population [INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10].
6. Explain legal and ethical issues that affect students, teachers, parents, and administrators [INTASC 9, 10].
7. Identify national, state, and local standards related to content areas [INTASC 4, 7, 9].
8. Describe the key principles that govern cognitive, moral, and psycho-social developmental theories and their relationship to knowledge construction in the classroom [INTASC 2].
9. Articulate reasons why classroom teachers need to be informed about research on child and adolescent development [INTASC 2].
10. Explain how legislation such as PL 94-142 and IDEA have changed public schools in providing services to exceptional students [INTASC 3].

## IX. Course Requirements, Policies, and Evaluation Procedures

### A. Course Requirements

Unless otherwise noted all assignments should be turned in through Google Classroom.

Assignment	Points
Attendance & Participation	Critical to success in EDCI 352
Background Check	Required to Pass
Beginning Philosophy Statement	10
Final Philosophy Statement	30
Article Infographics (2)	40
Reading Journal	70
Course Summary Table	25
Tests (2)	200
TeachLive Virtual Field Experience	Required to Pass
TeachLive Reflection	20
Dispositions Reflection	5
Final Exam	100
<b>TOTAL POINTS POSSIBLE</b>	<b>500</b>

### B. Assessment procedure

Products will be used to determine candidate achievement of the course objectives. All required assignments will be given a specific grade. Grades will be computed using the following scale:

A	B	C	D	F
100-92	91-83	82-74	73-65	Below 65

### C. Field Experience and Clinical Practice

An approximate one hour virtual field experience (TeachLive) will be a part of this course. This virtual field experience must be completed to pass the course. Students are also required to register in the Assessment System no earlier than September 4 and no later than September 8. During the period, please go to:

<http://education.olemiss.edu/assessment/register.php>

Background checks are also required in order to pass this course. These must be completed prior to September 6, 2017. Upon completion you will receive a confirmation email. Please forward this email to me as soon as you receive it. For further information, please go to:

[http://education.olemiss.edu/safe/background\\_check.html](http://education.olemiss.edu/safe/background_check.html)

### D. Instructional Strategies

The course will include lecture, class discussion, cooperative/collaborative group activities, demonstrations, role play/simulations, guest speakers, and a field-based component.

### E. Attendance Policy

Attendance and participation in class are expected. Excessive absences (more than two) will adversely affect the final grade for the course. Each additional absence results in a 5-point deduction from the total points for this course. Candidates are responsible for all material covered when absent. Late assignments will not be accepted (see Flexibility Clause). It is the responsibility of the student to make arrangements for turning in assignments on the due date if absent.

### F. Disability Access and Inclusion

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662-915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of curricular barriers, and 3) ensure you have equal access to the same opportunities for success that are available to all students.

**Special Considerations****A. Academic Integrity and Honesty**

Candidates are expected to follow the honor code as outlined in the current University of Mississippi M Book, which can be found online at <http://www.olemiss.edu/depts/deanofstudents/mbook/>. Plagiarism, as defined in the honor code, will not be tolerated.

**B. Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs as emerging knowledge, will be considered in modifying this course syllabus.

**Please see Google Classroom for the Course Schedule.**