Department of Education Studies
SED 5320.501: Current Issues in Secondary Education
Fall 2021

Instructors: Dr. Heather Olson Beal
Pronouns: she/her/hers
Office: ECRC 201-O
Email: email through D2L

Course Time: some Th, 7:00-8:15
Location: Online, via Zoom
Credits: 3 hours
Office Hours: T & Th, 1-4

Prerequisites: NA.

I. COURSE DESCRIPTION: This course focuses on contemporary curricular, political, and cultural issues that teachers in secondary classrooms will encounter. Students will learn about the theoretical and philosophical underpinnings of critical issues and will apply those understandings to discussions of current events in education.

SEED 5320 (Current Issues in Secondary Education) (3 credits; fully online) spans 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to participate in regular online, asynchronous discussions, complete quizzes/exams over the course content, complete multiple writing assignments that evaluate their ability to think critically about school-family-community engagement, and attend regular virtual class meetings. For every hour a student spends engaging with the content, he/she should spend at least two hours completing associated activities and assessments.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. INTENDED LEARNING OUTCOMES
A complete listing of the standards associated with this course and the SEED graduate programs is located on the Perkins College of Education (PCOE) website.

This course supports the Perkins College of Education Core Values, with particular attention to:
- Critical, reflective, and creative thinking
- Life-long learning
- Collaboration
- Openness to new ideas, to culturally diverse people, and to innovation and change
Program Learning Outcomes (PLOs)
The student will be able to:
• develop and adapt instruction and assessment based on the needs of diverse students;
• effectively manage a diverse learner-centered classroom;
• implement and modify instruction for all students incorporating technology as appropriate;
• evaluate, design, and conduct educational research, and
• evaluate exemplary teaching leadership practices and demonstrate awareness of the issues of social justice, equity, and critical pedagogy.

Student Learning Outcomes (SLOs)
The student will be able to:
a) analyze critical social, educational, cultural, and political issues that influence schools in Texas and the United States in general
b) analyze contemporary issues relevant to teaching and learning in U.S. public schools
c) examine the coverage of educational issues by the popular media and on social media
d) contrast media coverage with peer-reviewed research
e) synthesize information about a contemporary issue through preparation of a professional development session

III. COURSE ASSIGNMENTS & ACTIVITIES:
There are 1000 points available to be earned in SEED 5320 through the following assessment strategies:

1. **SO YOU WANT TO TALK ABOUT RACE JOURNAL ENTRIES** (5 @ 40 pts. = 200 pts.)
   You will read and write reflective journal entries about the book, *So you want to talk about race*, by Ijeoma Oluo. Each journal entry will require you to summarize and synthesize each chapter and respond critically to the readings.

2. **CRITICAL RESOURCES** (4 @ 75 pts. = 300 pts.) (SLO a-c)
   For each module, students will compile critical resources relevant to their chosen topic that will include:
   • identification and description of an organization that advocates for change regarding the selected issue
   • an annotated bibliography of 5 sources relevant to the chosen issue. You must include a reference list in APA format.

   More details about this assignment are provided in D2L.
3. DISCUSSION BOARD PARTICIPATION (4 @ 50 pts = 200 pts.) (SLO a-c)
Each student will participate in a discussion board topic in each module. The discussion boards provide a place for you to interact with classmates and with the instructor about the course content. In order to be eligible for full credit, you must:

- post an original response to each discussion board topic and respond to at least two other students’ postings.
- post your original response during the first two days that the discussion board is open. If you do not, you cannot receive credit for the original response. The discussion boards are time sensitive. You cannot log on at the last minute and do rapid-fire responses.
- participate in the discussions on a minimum of two days. That means that if you post your original responses to the questions on Thursday or Friday, then you must respond to classmates Sat.-Sun.
- post thoughtful, articulate responses. Avoid Facebook-style responses: “I like this” and “I agree!” It’s fine to like or to agree with something, but please explain why.
- While the discussion boards are not as formal as a written paper, you should still communicate professionally. If your posts contain many spelling and/or grammatical errors or unprofessional language, you will lose a letter grade.

The discussion boards are like face to face class time; once they are closed, the discussion is over. Therefore, you will not receive credit for late discussion board postings. Discussion board topics will be closed on Sundays at midnight. Responses posted after Sunday will not be accepted.

4. FINAL PROJECT: PROFESSIONAL DEVELOPMENT SESSION (1 @ 200 pts. = 200 pts.) (SLO a-3)
Select one of the issues you studied in the course and create a professional development session for a selected audience (e.g., your fellow teachers, pre-service teachers, your department or whole school, the school board). By October 15, I will either approve your selection or ask you to find another topic. Details provided in D2L.

5. VIRTUAL CLASS ENGAGEMENT (5 @ 20 pts. = 100 pts): Students must log in on time, attend, remain for the entirety of the meeting, and fully engage in virtual class meetings. If an absence is necessary, please communicate with me in advance to discuss the possibility of making up the missed class session. Points may be deducted from the course grade for missing the Zoom sessions. Virtual class meetings will take place on the following days from 7:00-8:15 pm CST:

   Sept 9 * Sept 30 * Oct 21 * Nov 11 * Dec 9

LATE WORK
All written assignments are due at midnight. You may submit the assignments in the Late Work folder up to 48 hours after the due date without penalty. After 48 hours, the work may/may not be accepted at my discretion. Late work will not receive feedback and will receive a reduction in grade.
IV. EVALUATION AND ASSESSMENTS (GRADING):

Grades will be assigned on the following scale:

- 900 - 1000 points = A
- 800 - 899 points = B
- 700 - 799 points = C
- 600 - 699 points = D
- 599 or fewer points = F

Students in the secondary and EC-12 education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Attendance. Course is fully on-line. However, you must demonstrate online attendance. If you go more than 3 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for >2 days) will result in the loss of a letter grade.

QUALITY OF ASSIGNMENTS

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers, identified by poor grammar, spelling, sentence structure and lack of APA style citations, will be returned and must be resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor.

If you’re still reading this, use the D2L email tool to send me the name of your favorite thing to eat for breakfast.
V. TENTATIVE COURSE OUTLINE/CALENDAR:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignment</th>
<th>Due dates</th>
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| Aug. 23-29  | **Course introduction**  
1. Buy book  
2. Read syllabus  
3. Post an intro.  
4. Start making plans to choose a topic for Module 1 |                            |

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Journal #1 SYWTTAR Intro + Chap. 1-3</th>
<th>Sun., 9/5</th>
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<tr>
<td>Sept. 6-12</td>
<td>Discussion Board</td>
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<td><strong>Virtual Class Meeting</strong></td>
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<td>Sept. 13-19</td>
<td>Critical resources</td>
<td>Sun., 9/19</td>
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<th>Module 2</th>
<th>Journal #2 SYWTTAR Chapters 4-7</th>
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<tr>
<td>Sept 20-26</td>
<td>Discussion Board</td>
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<td><strong>Virtual Class Meeting</strong></td>
<td>Thurs., 9/30 @ 7-815</td>
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<td>Oct. 4-10</td>
<td>Critical resources</td>
<td>10/10</td>
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<tr>
<th>Module 3</th>
<th>Journal #3 SYWTTAR Chapters 8-11</th>
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<tr>
<td>Oct. 11-17</td>
<td>Discussion Board</td>
<td>10/21-10/24 (Th-Sun)</td>
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<td><strong>Virtual Class Meeting</strong></td>
<td>Thurs., 10/21 @ 7-815</td>
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<td>Oct. 25-31</td>
<td>Critical resources</td>
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<tr>
<th>Module 4</th>
<th>Journal #4 SYWTTAR Chapters 12-15</th>
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<tr>
<td>Nov. 1-7</td>
<td>Discussion Board</td>
<td>11/11-11/14 (Th-Sun)</td>
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<td><strong>Virtual Class Meeting</strong></td>
<td>Thurs., 11/11 @ 7-815</td>
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<tr>
<td>Nov. 15-21</td>
<td>Critical resources</td>
<td>11/21</td>
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<tr>
<th>Module 5</th>
<th>Journal #5 SYWTTAR Chapters 16-17</th>
<th>Sun, 11/28</th>
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<tr>
<td>Nov. 22-28</td>
<td>Preparation of final project</td>
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<td></td>
<td><strong>Virtual Class Meeting: Presentations</strong></td>
<td>Thurs., 12/9 @ 7-815</td>
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<tr>
<td>Dec. 6-10</td>
<td>Last day to submit work</td>
<td>Friday, Dec. 10</td>
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VI. READINGS

- On-line course readings.
VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION
(https://www.sfasu.edu/policies)

A. Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/
C. Student Academic Dishonesty: Policy 4.1
   Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

   Definition of Academic Dishonesty
   Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

   Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

   Penalties for academic dishonesty may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

   Student Appeals
   A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

D. Withheld Grades: Policy 5.5
   At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

E. Student Code of Conduct: Policy 10.4
   Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the
class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

F. Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

G. Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in
fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

H. Certification/Licensing Requirements

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due within the first two weeks of the semester. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact edprep@sfasu.edu

IX. Other Relevant Course Information:

Additional postings on the D2L course homepage are considered part of this syllabus.

A. Students experiencing food insecurity:

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201: http://sfasu.edu/studentaffairs/1319.asp

B. Students with DACA status:

Letter from (former) President Patillo, SFASU (Fall 2017)
Dear SFA Community,
The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President

C. Children in Virtual Sessions

Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Breastfeeding babies and children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.
6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting as part of a job).