

The University of Texas at Tyler  
School of Education  
EDUC 1301 School in the Social Setting  
Online Spring 2024

Instructor: Robert L. Stevens, Ed.D.  
Office: BEP 237  
Phone (903) 566-7315  
E-mail: [rstevens@uttyler.edu](mailto:rstevens@uttyler.edu)  
Office Hours: M/W 9:00-11:00 or by appointment

Course Description:

This course will introduce you to the challenges of the teaching profession. It includes readings, lectures, and videos to help make you aware of the skills and knowledge you will need to possess to become an effective teacher. By the end of the course, you should be able to answer the following question. Do I want to become a teacher?

Course Goals:

You will better understand the following influences on education:

- Historical, philosophical, political, economic, and legal issues that affect public education today.
- Social, cultural, and curricular issues that affect public education today.
- Professional dimensions of teaching.
- Current trends and challenges in public education today

Student Learning Outcomes:

At the end of the course, you will write a reflective essay incorporating the course content titled, "Why do I Want to Become a Teacher."

You will write a book review, based on Shaffer and Barrows novel, *The Guernsey Literary and Potato Peel Pie Society* (2008), Dial Press that analyzes the five prevailing educational philosophies.

You will write three essays and argue a position that is a current controversial issue in public education. I will select issue that are currently in the news.

You will write an analysis of a legal case study that involves tort liability.

Required Text:

Sadker, David M. and Karen R. Zittleman, *Teachers, School, and Society, 10<sup>th</sup> Edition, McGraw Hill*

Shaffer, Mary Ann and Annie Barrows, *The Guernsey Literary and Potato Peel Pie Society*, (2008) The Dial Press.

## **Assessments:**

Book Review, "The Guernsey Literary and Potato Peel Pie Society".	25%
Three essays (position papers on controversial issues).	25%
Legal case study analysis.	25%
Final essay, "Why do I Want to Become a Teacher?"	25%

## **Tentative Schedule**

After completing Modules 1, 2, and 3 students will write a book review that answers the following question. Which educational philosophy is best suited for Kit? (Kit is the child in the novel, The Guernsey Literary and Potato Peel Pie Society) Due February 25, 11:00 pm

### **Module 1: Five Educational Philosophies (Chapter 9, Philosophy of Education) January 16-28.**

1. Essentialism
2. Classical Humanism
3. Progressivism
4. Social Reconstructionism
5. Existentialism

### **Module 2: Bloom's Taxonomy (Chapter 3, Teacher Effectiveness) January 29-February 11.** Six Levels of Cognitive Development

### **Module 3: Robert Marzano's Nine Instructional Strategies (Chapter 3, Teacher Effectiveness) February 12-25. Book Review due February 25, 11:00 pm**

### **Module 4: History of American Education (Chapter 8, The History of American Education) February 26-March 10.**

## **Spring Break March 11-15**

### **Module 5: Educational Reform (Chapter 4: Schools, Choices and Challenges) March 17-24.** **Essay #1-Controversial issue TBA due March 24, 11 pm,**

- Four Models of Educational Reform
1. Paternalistic Voluntarism
  2. Corporate Voluntarism
  3. Democratic Localism
  4. Incipient Bureaucracy

**Module 6: Educational Controversies (Chapter 7, Standards, Testing, and the Controversy over Who Controls the Curriculum) March 25-31. Essay #2 TBA due March 31, 11:00 pm  
Essay #3 due April 7, 11:00 pm**

**Module 7: Legal Issues in Education (Chapter 11, School Law and Ethics) April 8-21,  
Legal issue essay due April 21, 11:00 pm**

**Final Exam:**

**Final Essay, “Why do I Want to Be a Teacher?” due April 29, 11:00 pm**

NOTE: In addition to the assignments in the above syllabus, I will post on CANVAS articles and videos which will supplement your readings. Please check CANVAS weekly.