ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 4810 |
| **Section #:** | 2971 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies BS |

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| **Day, Time and Campus:** | Online | Online | | Online |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Dupoux | | | |
| **Office Hours:** | Posted or https://web.spcollege.edu/instructors/id/2481 | | | |
| **Office Location:** | St. Pete Gibbs | | TE 105B | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MyCourses | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location& Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

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| This course will examine and compare educational systems in their national contexts around the world in the United States of America, United Kingdom, France, the Russian Federation, Mexico, Japan, People’s Republic of China, India, and Nigeria. Emphasis will be placed on a blend of historical, philosophical, political, cultural, and sociological perspectives on a variety of foundational topics in international education, including the vital interests of developing and developed states; the implications for ethnonationalism, political, economic, environmental, and educational relationships. |

1. **MAJOR LEARNING OUTCOMES**

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| 1. The student will explain the field of comparative and international education through demographic, economic, political, and ecological concepts by:   * 1. examining the need for international and comparative education.   2. describing the concepts that governed U.S. foreign policy during the Cold War.   3. critiquing the impact of colonialism on education in nations that once were part of colonial empires.   4. describing unresolved issues in the Middle East that threaten international peace and security.   5. describing the major transnational issues that face a global society.   6. examining contemporary theories of international and comparative education.   2. The student will assess the American role in the development of international education by:   * 1. describing how the founding fathers of the early American republic encouraged a policy of isolationism.   2. explaining the impact of the frontier and Manifest Destiny in shaping American attitudes towards other nations.   3. investigating the idealistic and realistic approaches to international education.   3. The student will summarize the concept of globalization and its impact on the economy and the educational systems of nation-states by:   * 1. describing the development of globalization and its impact on education.  1. comparing globalization and modernization. 2. assessing the impact of globalization on the growth of world economy through regional trade organizations like the European Union (EU), the United States-Mexico-Canada Agreement (USMCA), and the Asia Pacific Economic Cooperation (APEC) and their roles in improving the quality of education.   4. The student will compare the similarities and differences in the educational systems in various nations in terms of socio-political, economic, cultural, ideological, historical and other contexts by:   1. differentiating the structure, governance and administration of the educational systems in the United State of America, United Kingdom, France, the Russian Federation, Mexico, Japan, People’s Republic of China, India, and Nigeria. 2. appraising the models of teacher preparation for preschool, primary and secondary education and certification/licensure in the different nation-states. 3. identifying current accountability measures used to assure quality in preschool, primary and secondary education in nation-states. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Not textbook required |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks**must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: |  |
| Materials: |  |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours Course Requirements**

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

**\* Assignments labeled with an (\*) denote required assignments that must be passed at 75%.**

1. **ALL Course Assignments**

**Course Content Discussion Forums**

Students are required to participate in **THREE discussion forums** in the MyCourses Learning Management System. Each discussion forum is worth **15 points.** Your discussion postings should be at least 100 words for each question and students will be required to respond to their peers’ posts. **(3 posts @ 15 pts. each = 45 pts.)**

**Topical Activities**

Students are required to complete **TEN activities** related to the assigned reading material. Activities will be worth **20points** each. **(10 activities @ 20 pts. = 200 pts.)**

**Quizzes**

There are a total of 10 quizzes in the course. The quizzes are based on the course readings. (**10 Quizzes @ 10 pts. each = 100 pts.)**

**Journal Report**

Students are required to locate **one journal article on a specific topic** and respond to the article using the Response to Reading Template. A web resource page is provided for the student to access several journals via the internet. The Journal Reports must be chosen from the web resource page to receive credit. (**30 points)**

**\*\*Country Project--** **Assignment due to Anthology Portfolio**

Students will choose a country to research and summarize. In addition, students will analyze this country in comparison to the United States and prepare a strengths and weaknesses overview of the country’s system. Students will submit their video to AP and give each other feedback on each other’s country of review through a discussion forum. **(100 points)**

**Final Exam**

Students are required to take a rigorous final exam which will be comprised of course materials. **(100 points)**

**TOTAL POINTS: 575**

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| **Assignments** | **Points** |
| **Discussion Forums** | **45** |
| **Topical Activities** | **200** |
| **Quizzes** | **100** |
| **Journal Report** | **30** |
| **Country Project to AP** | **100** |
| **Final Exam** | **100** |
| **Total** | **575** |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

**C. GRADING**

* Course assignment details can be found in MyCourses.
* Discussion boards and quizzes are only open for the dates noted in MyCourses; there is no late period for participation on discussion boards and completion of quizzes.
* 10% can be deducted from assignments as a result of poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the course instructor’s assignment directions.
* Attendance is required for COE courses; in an online course attendance is defined as participating on discussion boards and submitting assignments.

**Grading Scale:**

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| **Points** | **Percentage** | **Letter Grade** |
| 518-575 | 90-100% | A |
| 477-517 | 83-89% | B |
| 431-476 | 75-82% | C |
| 391-430 | 68-74% | D |
| <391 | <67% | F |

**D. Late Policy Assignment**

Assignment(s) due to Anthology Portfolio are extended to 3 days beyond the due date but students will not receive a grade higher than a C. All other assignments are due on the due date, no exceptions.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE – Subject to change at the discretion of the professor.**

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| **WEEK** | **TOPICS/READINGS** | **ASSIGNMENTS (check off when completed)**  **Due each Tuesday by 11:00 p.m.** |
| **Start Here**  8/13 | * Start Here & AP | **\_\_\_\_**Introductions Forum #1  Introductions Forum is due on Tuesday, August 13th to meet attendance and financial aid requirements. |
| Module 1  8/20 | * Education in a Changing World | \_\_\_\_ Quiz #1 |
| Module 2  8/27 | * Education in a Changing World | \_\_\_\_ Quiz #2  \_\_\_\_ Activity #1 - Poster |
| Module 3  9/3 | * Defining International Education | \_\_\_\_ Quiz #3  \_\_\_\_ Journal Report |
| Module 4  9/10 | * The American Role in International Education: A Historical Perspective | \_\_\_\_ Quiz #4  \_\_\_\_ Activity #2 – Primary sources |
| Module 5  9/17 | * National and International Security and Education | \_\_\_\_Quiz #5  \_\_\_\_ Activity #3 – Interview with an immigrant |
| Module 6  9/24 | * Changing Perspectives on International Development and Development Education | \_\_\_\_\_Quiz #6  \_\_\_\_\_ Activity #4 – Exploring globalization |
| Module 7  10/1 | * Changing Perspectives on International Development and Development Education | \_\_\_\_ Quiz #7  \_\_\_\_ Discussion Forum #2  \_\_\_\_ Activity #5 - Poem |
| Module 8  10/8 | * Globalization and Education | \_\_\_\_ Quiz #8  \_\_\_\_ Activity #6 – Important individuals in education |
| Module 9  10/15 | * Nationalism, American Exceptionalism, and Ethnonationalism: Implications for Education | \_\_\_\_ Quiz #9  \_\_\_\_ Activity #7 - Timelines |
| Module 10  10/22 | * Educational Systems in National Contexts * Read information regarding country report assignment & watch example video | \_\_\_\_ Quiz #10  \_\_\_\_ Activity #9- Survey |
| Module 11  10/29 | * Education in the United States: Context and History * Start researching country | \_\_\_\_ Activity #10 – International Education Week |
| Module 12  11/5 | * Watch the *Half the Sky* video * Start researching country | \_\_\_\_\_ Discussion Forum #3 Half the Sky |
| Module 13  11/12 | * Watch *That Used to Be Us* video * Education in the United States: Administration, Organization, and Structure * Work on Country Report | \_\_\_\_\_ Activity #8 - *That Used to Be Us* reflection |
| Module 14  11/19 | * Submit & Respond to Country Report * Prepare for Final Exam | \_\_\_ Country Report DUE 11/9 at 11:00pm: Video to Anthology Portfolio & 1 page highlights to discussion board and response to peers |
| Module 15 | * Final Exam (Exam schedule set by SPC) | Final exam opens 11/20 at 8:00am  Final exam closes 12/3 at 11:00pm |

1. **UNIFORM CORE CURRICULUM ASSIGNMENTS**

[UCC Tables for Active Courses](https://spcollegeedu-my.sharepoint.com/:x:/g/personal/caruana_victoria_spcollege_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A)

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): Not mapped on UDL framework or list the numbers of the components.