Course	**ED. 3314-502 American Public School**
Professor	Dr. Suzie Fagg
Term	Spring 2010
Meetings	7:00 PM-8:30 PM, Tuesday/Thursday Evenings

Professor's Contact Information

Office Phone	972-925-3762
Other Phone	Not Applicable
Office Location	HH2.502
Email Address	sfagg@utdallas.edu
Office Hours	Tuesdays, 6:45-7:00 PM and/or through scheduled appointments
Other Information	N/A

General Course Information

Pre-requisites, Co-requisites, & other restrictions	Students must be prepared to participate in 20 hours of Early Field Experience.
Course Description	*Students in Ed. 3314 are **required** to participate in 20 hours of Early Field Experience. You will also be **required** to attend the assigned orientation sessions held by the participating school districts. Failure to complete either/both of these requirements will result in a failing grade for the class. (Exceptions: If you are currently employed as a full time teacher and /or teacher assistant, in an **Accredited School,** you may qualify for a waiver of this assignment. For those attempting to receive the waiver, you will need to provide written proof of employment. The decision, on whether to provide the waiver, is made by the Teacher Development Department and is final.) Whether you receive the waiver or not you will be required to participate in a written assignment concerning schools.* *The course is designed to help you gain a broader historical, philosophical and sociological understanding of schools and teaching. The "Big Picture" questions that confront educators are not new and attempts to resolve them have been made for at least 150 years. You will be given an opportunity to participate in research and discussion that will attempt to address many of the current and historical dilemmas facing education. (Understanding the new legislation of "No Child Left Behind", How should schools be financed? How do we balance the regular curriculum with extra-curriculum?, How do we level the playing field for students with special needs?, How are schools to deal with the task of socializing children in a "multi-ethnic" society?, What are the appropriate roles of involvement for professionals, parents, students, politicians, and other citizens in the "School System"?)*

Learning Outcomes

1. Students will identify the purpose and importance of public education.
2. Students will discuss critical issues in schooling.
3. Students will observe a Public School Board Meeting.
4. Students will participate in a "field experience" in a local public school.
5. Students will observe current practices in classrooms.

Required Texts & Materials

Introduction to Teaching: Becoming a Professional 3rd Edition
Donald Kauchak and Paul Eggen

Suggested Texts, Readings, & Materials

Additional reading materials will be distributed in class.

Assignments & Academic Calendar

January 10-16	• Course overview • Complete paperwork for fieldwork experience • Discuss the course syllabus and expectations • Introductory exercises
January 17-23	• Chapter 1 • Explain (in detail) the web-based assignment
January 24-30	• Chapter 4
January 31-February 6	• Chapter 2 • Discuss article: "How to Survive Your First Year of Teaching" by Bonnie Murray
February 7-13	• Chapter 3 (Diversity) • Distribute article on Mindset by Dr. Carol Dweck
February 14-20	• Assign group presentation topics • Discuss the article by Dr. Dweck
February 21-27	• Exam #1 (Covers Chapters 1-4 and the articles) Groups will have an opportunity to meet following the exam.
February 28- March 6	• March 2nd, Web-based Assignments are due • Review exam results • Chapter 5
March 7-13	• Classroom Management • Gender Matters
March 14-20	• Spring Break
March 21-27	• Guest Presentation: Principles of Learning
March 28-April 3	1. Exam # 2: All material presented after Exam #1 (April 1st) 2. Developmental Assets
April 4-10	• April 8th: School Board Summary Due • Group Presentations: 1. "How are Schools Funded/Funding Issues in Texas" 2. "School Choice: Pros and Cons • Charters

	• Vouchers • Home Schooling • Private Schools
April 11-17	• Chapter 12
April 18-24	• Group Presentations: 3. "Curriculum Controversies" ➢ Use of Textbooks ➢ Sex Education ➢ Character Education 4. "Important Issues Related to the Law and Teaching" ▪ Professional Ethics ▪ Teacher Liability ▪ Fair Use Guidelines ▪ Child Abuse Reporting • Due: Field Experience Hours: Green Sheets (April 20th) • Due: Reflections (April 20th)
April 25-May 1	• Group Presentation: 5. "Student Rights and Responsibilities" ▪ Freedom of Speech ▪ Search and Seizure ▪ FERPA ▪ Corporal Punishment 6. "New Uses of Technology in the Classroom
May 4-5	• Reading Days
May 2-8	• May 6th: Exam #3 All material presented after Exam #2

Course Policies

Grading (credit) Criteria	**Class Participation: 5%** **Examinations: Three examinations: 60%** **Group Presentation: 10%** **Web-based Assignment: 6%** **Board Meeting Summary: 4%** **Reflection on Field Placement: 5%** **Field Placement: 10%**
Make-up Exams	**Make-up exams will not be part of this course. Failure to take an exam will result in the averaging of two, instead of the three grades for the exam portion of the semester grade. Failure to take two exams will result in the remaining exam grade to be divided be two for the exam portion of the final grade.**
Extra Credit	**There will be no extra credit assignments in this course.**
Late Work	**Late work will be assessed ten points (on a scale of 100) for every week it is late.**
Special Assignments	1. School Board Meeting: Students will be required to attend a School Board Meeting for a Public School. You may choose any of the area Public Schools

	to attend. The proof of attendance will consist of a copy of the School Board Agenda and a one page summary that reflects your thoughts and observations of the meeting. If you will call area schools or get on the Web, where you will be able to find the meeting times and dates. If you are unable to attend a meeting, you can view one on-line and write a two page summary. 2. Class Presentations: Due to the size of this class, the presentations will be done in groups. After the assignments are made, you will be expected to work together to develop the research, methods and presentation style, outside of class. Do your research and present facts to the remainder of the class. Use the presentation as a teaching experience and teach your classmates about your topic. This will be a collaborative effort; therefore your ability to work with a group becomes an important part of this work. You are encouraged to bring more than information found in the textbook to the discussion. (You are encourage to use a panel, video, interactive activity, etc. or other appropriate TEACHING method). This assignment's requirements will be detailed in class. 3. Web-based Assignments: Students will review two web sites (from a list of approved web sites provided by the instructor). The students will submit a one-page summary of each site. 4. Field Experience Reflection: Students will be required to submit a reflection (minimum of two pages) of their field experience.
Class Attendance and Participation	• This is an entry-level expectation. Attendance will be taken in the first ten minutes of class. You will be expected to be in class and on time, because instruction will commence on time. • Participation in class will include active participation in discussions and group projects. • There may be instances when the instructor, due to work requirements, may be called to go out of town on business or unforeseeable attend meetings by her supervisor. If this occurs, every effort will be made to provide a highly qualified guest lecturer to present on a relevant topic.
Classroom Citizenship	Students are expected to engage with the reading material as well as with the instructor and one another. The premise of which is that learning is not a linear process, but a reciprocal one. In such, your presence, both physical and mental, is required for you to engage and participate in the course. It is important that you leave out your opinions and deal with facts that have been garnered from the reading or from other research.
Field Trip Policies	**Not applicable for this course.**
Student Conduct and Discipline	The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-

	6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.
Academic Integrity	The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.
Email Use	The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.
Withdrawal from Class	The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.
Student Grievance Procedures	Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures.* In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and

	evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.
Incomplete Grades	As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.
Disability Services	The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY) Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.
Religious Holy	

Days	The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.
Off-Campus Instruction and Course Activities	Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

These descriptions and timelines are subject to change at the discretion of the Professor.