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

## Professor's Contact Information


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| **Office Phone** | 972-883-2730 |
| **Other Phone** | Not Applicable |
| **Office Location** | HH2.502 |
| **Email Address** | sfagg@utdallas.edu |
| **Office Hours** | Before or after class |
| **Other Information** | N/A |


## General Course Information

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| **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.*<br><br>*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

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| August 16-21 | • Course overview<br>• Discuss the course syllabus and expectations<br>• Introductory exercises |
| August 23-28 | • Complete paperwork for fieldwork experience<br>• Assign Group Presentations<br>• Group Presentation Meetings<br>• |
| August 30-September 4 | • Chapter 1<br>• Explain (in detail) the web-based assignment<br>• |
| September 6-11 | • Chapter 2<br>• Discuss article: "How to Survive Your First Year of Teaching" by Bonnie Murray |
| September 13-18 | • Chapter 3 (Diversity)<br>• Response to Intervention<br>• Culturally Responsive Teaching<br>• Special Education<br>• Distribute article on Mindset by Dr. Carol Dweck |
| September 20-25 | • Chapter 4<br>• |
| September 27-October 2 | • Discuss the article by Dr. Dweck<br>• Exam #1 (Covers Chapters 1-4 and the articles) |
| October 4-9 | • October 7th: Web-based Assignments are due<br>• Review exam results<br>• Parental Involvement<br>• Distribute the Organizing for Effort and Professional Learning Communities |
| October 11-16 | • Chapter 5<br>• Discuss: Professional Learning Communities @ Organizing for Effort |

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| October 18-23 | • Developmental Assets<br>• School Climate, and Social Emotional Learning |
| October 25-30 | • Chapter 12 |
| November 1-6 | • Group Presentations:<br>1. "How are Schools Funded/Funding Issues in Texas"<br>2. "School Choice: Pros and Cons<br>• Charters<br>• Vouchers<br>• Home Schooling<br>• Private Schools<br>• |
| November 8-13 | • November 9th: Exam # 2: All material presented after Exam #<br>• November 11th: School Board Summary Due<br>• Group Presentation:<br>3. "Important Issues Related to the Law and Teaching"<br>▪ Professional Ethics<br>▪ Teacher Liability<br>▪ Fair Use Guidelines<br>▪ Child Abuse Reporting |
| November 15-20 | • Return Exam #2<br>• Classroom Management<br>• Gender Matters |
| November 22-27 | Out of Class Assignment: November 23rd<br>Thanksgiving |
| November 29-December 4 | • Group Presentations:<br>4. "Curriculum Controversies"<br>➢ Use of Textbooks<br>➢ Sex Education<br>➢ Character Education<br>5. "Student Rights and Responsibilities"<br>▪ Freedom of Speech<br>▪ Search and Seizure<br>▪ FERPA<br>▪ Corporal Punishment<br>• Due: Field Experience Hours: Green Sheets (November 30th)<br>• Due: Reflections (November 30th) |
| December 6-11 | • Reading Day<br>• December 9th: Exam #3 All material presented after Exam #2 |

## Course Policies

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| **Grading (credit) Criteria** | **Class Participation/Quizzes: 6%**<br>**Examinations: Three examinations: 60%**<br>**Group Presentation: 10%**<br>**Web-based Assignment: 6%**<br>**Board Meeting Summary: 5%**<br>**Reflection on Field Placement: 5%**<br>**Field Placement: 8%** |

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| **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 by 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.<br>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.<br>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.<br>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.<br>• There may be short quizzes on the assigned readings.<br>• Participation in class will include active participation in discussions and group projects.<br>• 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. |
| **Policies and Procedures for Students** | The University of Texas at Dallas provides a number of policies and procedures designed to provide students with a safe and supportive learning environment. Brief summaries of the policies and procedures are provided for you at http://provost.utdallas.edu/home/index.php/syllabus-policies-and-procedures-text and include information about technical support, field trip policies, off-campus activities, student conduct and discipline, academic integrity, copyright infringement, email use, withdrawal from class, student grievance procedures, incomplete grades, access to Disability Services, and religious holy days. You may also seek further |

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| | information at these websites:<br>• http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm<br>• http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html<br>• http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm<br>http://www.utdallas.edu/disability/documentation/index.html |

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