

## *Course Syllabus* *Education 3314-001/501*

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### **Course Information**

*American Public Schools, Spring 2011*

**MW (5:30-6:45 PM)**

**Fri (9:30 -12:00 AM)**

### **Professor Contact Information**

*Phillip Allen*

*(972)883-2730*

*phallen@utdallas.edu*

*CBW Building 1.201*

*1 hour before class*

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

You will need to allocate 20 hours during the semester to working in a Public School (assigned) as a tutor. The time will need to meet the requirements of the school district and be at a time when students are present.

Students in Ed. 3314 are required to participate in 20 hours of Early Field Experience. You will be required to attend the assigned orientation session held by the participating school district. Failure to complete either/both of these requirements will result in you being asked to drop the class. **(Exception:** If you are currently employed as a full time teacher and/or teachers assistant in an Accredited School, you may qualify for a waiver of this assignment. 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 Public Schools. (Distributed at a later date)

Students will be required to physically attend a School Board Meeting for a Public School District (**On line does not count**). You may choose any of the area Public School Districts to complete this assignment. The proof of attendance will consist of a copy of the agenda for that date and hand written notes to reflect your thoughts or observations concerning the meeting.

Students will be required to complete outside assignments and make written/oral reports on each.

Students will be required to turn all outside assignments in on time and they are to be neatly typed. I will not accept an assignment via the email. Late assignments will receive a partial credit only. All papers will be graded for content, spelling, sentence structure and punctuation. (One exception to the typed rule will be your School Board Meeting notes-this is to be your hand written notes and can be on the agenda itself)

### **Course Description**

The course is designed to help you gain a broader historical, philosophical and sociological understanding of Public Schools and teaching. You will understand that the

“Big Picture” or “Critical Issue” questions that confront a teacher are new and old at the same time. 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: (Federal Law, State Law, Funding, and Curriculum vs. Extra Curricula, Special Needs Students, Diversity, Parental Involvement and Professional Growth)

### **Student Learning Objectives/Outcomes**

1. Students will identify the purpose and importance of Public Education in America
2. Students will begin to develop and/or describe their own Educational Philosophy
3. Students will demonstrate an understanding of the Issues that are Critical to Public Education
4. Students will demonstrate knowledge of research from outside sources

### **Required Textbooks and Materials**

*Introduction to Teaching, Becoming a Professional, 4e- Donald Kauchak and Paul Eggen*

*Why Gender Matters? - Dr. Leonard Sax (can be found at half price books)*

### **Required Materials**

Text book (Introduction to Teaching) 4e

Why Gender Matters?

Note taking capability (written, computer, recorded)

### **Suggested Course Materials**

*Students must have access to printer. Please check the color **I accept black printing on white paper only.** All assignments are to be double spaced and completed in complete sentences, using “Appropriate US English”.*

### **Assignments and Due Dates:**

- I Believe Students Learn Best When..... Week *III*
- Why Gender Matters .... Week V
- School Board Meeting...Week VII
- Effective Schools....Week VIII
- Complete the I Believe Sheet...Week IX
- Teacher Interview/Social Event/School Document ...Week XI

**Presentations:** By groups (All members are to be actively involved.) **If you have a slacker in your group, the members of the group have a responsibility to provide me with written proof of your attempt to involve this person and I will remove the person from the group and make a “Special Assignment” for that individual. YOU PROBABLY WON’T LIKE IT!!!!!!**

Topics to be assigned and presentation dates to be announced

### **Assignments & Academic Calendar (Ethics & Hot topics on Public Schools)**

#### **Week I (Jan. 10 – 14)**

Establish classroom procedures

Introduction to the course, completion of required forms for your tutoring, reading of chapters 1 & 2

Be prepared to discuss the chapters on the second class meeting

**Week II (Jan. 19 – 21)**

Review classroom procedures

Introduce **“Accountable talk”** to discuss Chapters 1 & 2

Open discussion of Chapters 1 & 2. Use Accountable Talk

**Week III (Jan. 24-28)**

**Assignment Due – “I believe Students Learn Best When...” (Typed)**

**Use Accountable Talk to discuss your assignment.**

**\*Friday class – possibly a guest speaker.**

**Week IV (Jan. 31 – Feb. 4)**

**“Students with Special Needs - Services offered (Diversity)”** Read/Be prepared to use Accountable talk to discuss.

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**Week V (Feb. 7 – 11)**

**Assignment Due “Why Gender Matters?”**

**Video “In Schools We Trust”**

**Assignment- Bring to class some proof that Public Schools have changed in the past- (100 years, 50 years, 20 years)**

**Week VI (Feb. 14 – 18)**

**Use Accountable Talk to discuss “Why Gender Matters” & Video “In Schools We Trust” (Ethics topics assigned) Divide into groups**

**Week VII (Feb. 21 – 25)**

**Assignment due “School Board Meeting”**

**Mid Term Exam-**

**Complete the summary of the video “In Schools We Trust”**

**Ethics topics presented:**

**Week VIII (Feb. 28 – Mar. 4)**

**Assignment Due “Effective Schools” (What commonalities do they possess?) –Be prepared to defend your statements. This should be based on Chapter 12**

**Be prepared to discuss the Chapter on Philosophy “What do YOU believe”?**

**Bring to class the sheets of “I believe statements –COMPLETED, use as talking notes**

**Week IX (Mar. 7 – 11)**

**Assignment due “School Observation Report” – Interview, Social event, School document**

**School Finance - Read Chapter 9 and be prepared to comment**

**Week X (Mar. 21 – 25)**

**School Organization - Who/how/why do they look the way they look?**

**Week (Mar.28 – Apr. 1)**

**Preparation for your presentations- use the time wisely your grade may depend on it.**

**Week XII (Apr. 4 – 8)**

**PRESENTATIONS**

**Week XIII (Apr. 11 – 15)**  
**PRESENTATIONS**

**Week XIV (Apr. 18 – 22)**  
**PRESENTATIONS**

**Week XV (Apr. 25 -29)**  
**Complete Presentations**

**Week XVI**  
**FINAL EXAM**

**Grading Policy**

Attendance and Class Participation	20%
Mid Term Exam	20%
Final Exam	20%
Written Assignments	20%
Presentations	20%

**Course Policies**

**All late assignments will receive a maximum of 70%**

**Assignments that are not typed will receive a maximum of 50%**

**Class Attendance**

**Attendance will be taken in the first ten (10) min of the class beginning. If you miss an assignment due to absence, I will not be responsible for providing you with the information that was missed. Check with you team.**

**Three absences will result in lowering your grade by one letter.**

**Four absences will result in a failing grade in the class.**

**Classroom Citizenship**

This class encourages and expects for you to participate “Orally”. Therefore we must practice good manners and allow others to speak. Each of you in turn are expected to listen

**Classroom Procedures**

**Enter class, Sign In, Go to your seat and begin the question on the board**

**Any assignment that is due must be turned in as you enter the room**

**All cell phones are turned off**

**Place name tent in front of you**

## **Be prepared to discuss the question of the day**

## **Be prepared to participate in a discussion of the assignment of the day**

### **Field Trip Policies / Off-Campus Instruction and Course Activities**

#### **Student Conduct & 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 dean 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 Grade Policy**

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 the website address given below. Additional information is available from the office of the school dean.  
([http://www.utdallas.edu/Business\\_Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

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