

ED3314-001
AMERICAN PUBLIC SCHOOL
2005 Fall

Instructor: Dr. Penny Sanders
Office: GR 2.314
Office Hours: Tuesday & Wednesday 10-12; and by appointment
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Email: pennys@utdallas.edu
Class Meeting Time: Friday 9:00-11:45am
Location: SOM 2.714

Course Description

This course is designed to help you gain a broader historical, philosophical, and sociological understanding of the system of schooling in America. Many of the questions that now face educators and school officials are not new. Some are the same ones that have been asked since the idea of public schooling in America began. For example: What are the consequences of centralized public school management? Who has the authority and expertise to decide how children should be schooled? Is the dream of educating all children realistic? Are schools supposed to sort children, or are they supposed to create a level playing field to insure an open society? How should schools deal with the task of socializing children in a multi-ethnic society? What is the relationship between learning and citizenship? What are the hidden curricula within the structures of schools and classrooms? What are the proper roles for professionals, parents, students, politicians, and other citizens in the educational project? The way people answer these questions ultimately depends upon three even more basic questions:

- (1) What should be the purpose of schooling?
- (2) Why should citizens in a democratic society embrace such a set of purposes for schools?
- (3) How might we create or transform schools that fulfill these purposes?

As the instructor, my hope is that this course will provide a forum in which you as a future educator can examine these and other such questions. I hope also that this experience will assist in the process of helping you develop your own educational philosophy based on the foundational perspectives of education introduced through the course of the semester.

Student Responsibilities

Students are required to attend class. Active participation in class is an integral part of the learning process and is considered a basic expectation of the course. "Active participation" means more than just showing up and occupying a seat in the classroom. It means arriving to class **ON TIME** and being prepared to participate in class discussions and/or exercises. (Missing class and/or chronic tardiness can have a significant adverse effect on your grade.)

Required Text

Introduction to Teaching: Becoming a Professional 2nd Edition (2005) by Donald Kauchak & Paul Eggen.

Grading

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| Attendance & Class Participation | 20% |
| Exam #1 | 20% |
| Exam #2 | 20% |
| Exam #3 | 20% |
| Activities & Exercises | 20% |

Assignments

Attendance & Participation: 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 fully engage and participate in the course.

Exams: There will be three exams. Details regarding format and expectations will be announced.

Activities & Exercises: Throughout the semester you will be asked to complete varied miscellaneous assignments. These will include but may not be limited to such things as:

- **Attend a school board meeting** (All students are required to attend a school board meeting for a public district. You may choose any of the area public schools to attend. The proof of attendance will consist of a copy of the meeting agenda and a copy of your notes that reflect your thoughts and observations in regards to the meeting. You can call area districts or get on the internet to find meeting times and dates.
- **Completion of specific discussion questions**
- **Developing a teaching philosophy statement**
- **Field experience summary** (Each student will submit and one page summary of their impressions related to their field experience. This will be turned in with your green sheet on December 2).
- **Blackboard assignments**
- **Chapter quizzes** (I will sometimes begin class with a short quiz related to the chapter assigned for that day. These will be scattered throughout the semester. There are NO make-up quizzes, but you can drop one quiz grade).
- **Other miscellaneous activities as assigned**

Instructions related to these assignments will be provided in class. For the most part, these will not be overly time-consuming activities, and you will be given ample to time and information to complete the tasks.

Frequently Asked Questions (FAQs)

What if I miss class? Lives are busy these days. Sometimes it is necessary to miss class. Each of us must make a choice in this regard, so consider it **your choice** to miss class. The attendance and participation policy has been outlined so you should be aware of the related grading criteria. There is no need to contact me about missing class unless there is some specific circumstance that you would like for me to be aware of. Also, please do not call or email me to ask me what you missed. Within 24 hours of class, I will post information on blackboard about the previous class period. Just click on **“What did I miss?”** and you will find a brief explanation of what we did and any assignment I may have announced for the following week. You are responsible for all class information regardless of whether you were able to attend or not. In addition to checking blackboard, I suggest that you exchange emails and phone numbers with at least two people so that you can contact a classmate for information.

What are your tests like? Typically the exams consist of multiple choice questions. The length of the test will vary depending on how many chapters it covers. The bulk of the questions are taken from your reading but it is important to pay attention when viewing videos and participating in class discussion. I sometimes draw from these sources as well to design the test. A review sheet will be available on blackboard at least one week prior to the exam.

How do you want the writing assignments done? Unless otherwise stipulated, all writing assignments should be typed and double-spaced. Specific guidelines will be provided for each assignment.

Assignment Schedule

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| August 19 | Course Overview Complete paperwork for fieldwork experience |
| August 26 | Chapter 1 |
| September 2 | NO CLASS MEETING – Richardson Orientation |
| September 9 | Chapter 2 |
| September 16 | Chapter 3 |
| September 23 | Chapter 4 |
| September 30 | Exam #1 (Covers 1-4) |
| October 7 | Chapter 5 |
| October 14 | Chapter 6 |
| October 21 | Chapter 7 |
| October 28 | Chapter 8 |
| November 4 | Exam #2 (Covers 5-8) |
| November 11 | Chapter 9&10 |
| November 18 | Chapter 11&12 DUE: School board notes/agenda |
| November 25 | NO CLASS – Thanksgiving break |
| December 2 | Exam #3 (Covers 9-12) DUE: Green sheets & field summary |