

ED. 3314-501

AMERICAN PUBLIC SCHOOL

Spring 2006

Instructor: Dr. Suzie Fagg
E-mail: sfagg@utdallas.edu
Telephone: (972) 925-6753
Fax: (972) 925-6751

Class Hours: Mon. Evening 7:00-9:45PM
Building/Room GR2.530
Text "Introduction to Teaching"
Becoming a Professional, 2e
Donald Kauchak and Paul Eggen

Course Overview:

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.

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 notes to reflect your thoughts or observations concerning 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.

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"?)

Course Objectives:

1. Knowledge of historical and philosophical foundations of education
2. Understanding of public school governance and funding
3. Knowledge of and ability to discuss critical issues in schooling
4. Perspective from which to observe current practices
5. Participate in a "field experience" in a local public school
6. Observe a Public School Board Meeting
7. A commitment to personal and professional development
8. Understand the "TASK" of being a Professional Educator
9. To assist you in determining if; "The life of a Professional Educator is for you".

Practices and Procedures:

1. **Attendance:** 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. The following rules will be in place: **(Three absences will result in lowering your grade one letter. Five absences will result in you receiving a failing grade in the class.) THERE ARE NO EXCEPTIONS!!!**
2. **Participation in class:** 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.
3. **Written Assignments:** Remember that you are college students and I will expect for you to write in a manner professional manner. **ALL OUTSIDE ASSIGNMENTS ARE TO BE (T Y P E D)** and On-Time.
4. **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)
5. **Exams:** You will be expected to make a passing grade on all three exams. The material for the exams will come from three sources: Class discussion, Assigned Reading, and Presentations. The exams will consist of the following: multiple choice, short answer, and short essay.
6. **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. There will be limited time in class to meet as a group. 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. A rubric for evaluating the presentation will be provided.
7. **Grading:**
Attendance and Class Participation: 20% (Attendance: 10%; Reflection: 4%; Board Meeting Summary: 4%; Field Experience: 2%)
Exam #1: 20%
Exam #2: 20%
Exam #3: 20%
Group Presentations: 10%
Activities & Exercises: 10% (Web-based assignment: 6%; Completion of specific discussion questions, Blackboard assignments, and/or other miscellaneous assignments: 4%)

TENTATIVE COURSE SEQUENCE: Students are responsible for all of the assigned reading and actively participating in the class and group assignments.

Date	Assignment
January 9	Course Overview Complete paperwork for fieldwork experience Discuss the course syllabus and expectations Introductory exercise
January 16	No Class (Martin Luther King Jr. Day)
January 23	Chapter 1
January 30	Chapter 2 Explain the web-based assignment Group Presentation topics
February 6	Guest Speaker Topic: First Days of School, Do's and Don'ts
February 13	Chapter 3 & 4
February 20	Exam #1 (Covers chapters 1-4 and First Days of School, Do's and Don'ts) Groups will have any opportunity to meet following the exam.
February 27	Chapter 5 and 6
March 6	Spring Break
March 13	Out of Class Assignment
March 20	Chapters 7 & 8 Due: Web-based assignments Group Presentations: <ol style="list-style-type: none"> 1. "Student Retention: Pros and Cons" 2. "School Choice: Pros and Cons (School Vouchers)" 3. "School Choice: Pros and Cons (Charter Schools)" 4. "How are Schools Funded/Funding Issues in Texas"
March 27	Chapter 9 Group Presentations: <ol style="list-style-type: none"> 1. "Important Issues Related to Law and Teaching" <ol style="list-style-type: none"> a. Teacher Liability b. Fair Use Guidelines c. Child Abuse Reporting 2. "Student Rights and Responsibilities" <ol style="list-style-type: none"> a. Freedom of Speech b. Search and Seizure c. FERPA d. Corporal Punishment
April 3	Exam #2 (Covers chapters 5-9)
April 10	Chapter 10 and Chapter 11 Due: Field experience hours (Green sheets) Due: Reflections Group Presentations: <ol style="list-style-type: none"> 1. "Curriculum Controversies" <ol style="list-style-type: none"> a. Use of Textbooks b. Sex Education c. Character Education
April 17	Chapter 11 cont. & Chapter 12 Due: School board assignments "Technology in the Classroom (Uses and Cautions)"
April 24	Chapter 13
May 1	Exam #3 (Covers Chapters 10-13)