

# ED. 3314-502

## AMERICAN PUBLIC SCHOOL

### Spring 2006

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**Class Hours:** Wed. Evening 7:00-9:45PM  
**Building/Room** TBD  
**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:** This is to be interpreted as a meaningful, informed interaction with the class and instructor on the subject being addressed at the moment. You will be expected to come to class with the assigned reading and/or writing completed and ready to participate in a discussion of the topic. 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 that reflects an educated person. **ALL OUTSIDE ASSIGNMENTS ARE TO BE (T Y P E D) and (On Time).**
4. **Exams:** You will be expected to make a passing grade on both the Mid Term and Final Exam. The material for the exams will come from three sources: (Class discussion, Assigned Reading, and Presentations)

5. **Grading:**

Attendance & Class Participation	20%
Exam #1	20%
Exam #2	20%
Written Assignments/Field Experience	
Interview/Observation/Board Meetings	20%
Presentations	20%

Additional Credit can be earned by Reading “Gender Matters” and making a written and oral report. Time must be Scheduled for the presentation.

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

Jan. 11- Course overview

Information concerning the “Early Field Experience”

Discussion of issues that will be considered as critical to education

Discuss the Course Syllabus and expectations

Jan. 18 -**Chapter 1** – The Profession

Jan 25 - **Chapter 2** - Bring Articles from the paper

Feb. 1- **Chapter 3** – Changes in Schools

Feb. 8- **Chapter 4** - Changing Population/ “At Risk Students”

Feb. 15 - **Chapter 7** – What makes for an “Effective School”?

Feb. 22 -**Chapter 6** – Philosophy (Mid Term Exam)

Mar. 1 - **Chapter 9** – Teachers Rights/Responsibilities vs. Students Rights/

Responsibilities

**Mar. 8 Spring Break**

Mar. 15 - Chapter 5 – History of American Education - Video “In Schools We Trust”

Mar. 22 -**Chapter 8** – Organization of Schools/Expenditures/Revenues

Mar. 29 -**Chapter 11**- Classroom Management/Effective vs. Less Effective Teachers

April 5 - **Chapter 13** – Making yourself Marketable

April 12 - Summary of Class

April 19 - Final Exam

Prior to the dates on the schedule, you will receive an assignment that will require you and your group to lead the discussion on the topic listed. It is suggested that you and your group do more than read the textbook on the subject that you are assigned. . This will be an opportunity to be in front of an audience.

Topics, other than the ones outlined by the chapter, will be assigned for you to make a specific presentation.

