



American Public School

ED 3314-501:003, Fall 2016

10:00 a.m. - 12:45 p.m.

Suzie Fagg, Ed.D.

Professor's Contact Information

Suzie Fagg, Ed.D.

sfagg@utdallas.edu

Office Location: CB 1.201X

Office Hours: By Appointment

Course Synopsis

American Public School (ED 3314) is a course designed to engage the students in a study of the nature, scope, and purpose of public schools in the United States.

In this section, students will analyze various aspects of public schools, taking into account the diverse needs, desires, and perspectives of four groups of stakeholders:

- 1) Teachers
- 2) Students
- 3) Parents
- 4) Community, Business, and Government Partners

Student Learning Objectives/Outcomes

1. Students will receive information necessary to gain a basic understanding of what is required to be involved in public education as a teacher.
2. Students will demonstrate, through completion of written assignments and assessments, an understanding of the history of public education.
3. Through presentations, students will demonstrate a basic mastery of critical issues (student rights, teacher rights, school funding, and school choice) in public education.
4. Through written assignments, teacher interviews, and written assessments, students will demonstrate an understanding of Developmental Assets, public education policies and procedures, and teacher ethics.

Course Text & Materials

Introduction to Teaching: Becoming a Professional (5th Ed), Kauchak, D. & Eggen, P.

A subscription to the professional journal, "Educational Leadership", distributed by the Association for Supervision and Curriculum Development (ASCD), would benefit future educators and interested parties; however, a subscription is not required for this course.

Course Requirements

1. *Attendance and Participation:* Students are expected to attend and participate in class on a regular basis. Attendance will be taken at the beginning of each class meeting. **Two absences will result in the lowering of the student's final**

grade by one letter. Three absences will result in a failing grade for the course.

2. *Written Assignments on Schools and Teaching/ Classroom Participation:* A major objective of this course is to provide students with opportunities to begin to gain an understanding of the complexities of public schools and teaching. This objective will be in part accomplished through a minimum of 10 hours of teacher interviews, classroom observations, and tutoring in a local public school. *Written Assignments on Schools and Teaching* will be based on school experiences, research of district policies, journal articles, and classroom discussions. Debriefing of these assignments will serve as one dimension of class participation.
3. *Classroom Discussions/Class Participation:* Productive classroom discussions cannot occur if I am the only person who has read the chapter and/or articles. Therefore, it is imperative that all members of this class come prepared. Quizzes on the readings will occur if it is apparent that the class members are not prepared for the discussion.
4. *Group Lesson:* All members are to be actively involved in the development of this lesson/presentation. *If you have a non-participant 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. THE ASSIGNMENT WILL NOT BE EASY!!!!*
5. *Written Assignments:* Written assignments are to be turned in on the assigned due date. Failure to comply with deadlines will result in lowering of the maximum grade possible to 70%. All assignments must be turned in. "Zeroes" are not acceptable. All assignments should be typed (double-spaced, 11pt. font, and 1" margins) and submitted in hardcopy (e-mail submissions will not be accepted). Descriptions and expectations for each assignment will be communicated on the date it is assigned. Final course grades will be calculated, as follows.

Assignments/Expectations	Due Date	Weight
Mid-term Exam	October 7	20%
School Board Meeting	November 11	10%
Group Lesson	Depends on Presentation Date	20%
Final Exam	December 9	20%
Written Assignments on Schools and Teaching (Including Teacher Interview Questions):		
• District Policies/School Practices	September 30	2%
• Homelessness and Unaccompanied Youth	September 30	2%
• Classroom	November 18	2%

Management/Productive Learning Environment		
• Teacher Interview Questions	November 18	9%
Developmental Assets	October 14	3%
Assignment: History of American Ed.	September 23	2%
Ten Hours of School Experiences	December 2	10%

Schedule of Events

<p style="text-align: center;"><i>Friday, August 26</i></p> <ul style="list-style-type: none"> • Course Introduction • Field Experience Overview • Read: Do I Want To Be A Teacher (Ch. 1) • Read: “Notes from an Accidental Teacher” (Tomlinson)
<p style="text-align: center;"><i>Friday, September 2</i></p> <ul style="list-style-type: none"> • Discuss: Chapter 1 • Assignment: History of American Education • Read: Developing as a Professional (Ch. 13) • Read: “How to Survive Your First Year of Teaching” (Murray)
<p style="text-align: center;"><i>Friday, September 9</i></p> <ul style="list-style-type: none"> • Discuss: Chapter 13 • Discuss: Tomlinson and Murray’s articles • Assignment: Teacher Interview Questions • Assignment: District Policies/School Practices • Read: “<i>Students With Depression</i>” (Fischer) • Read: “The Cradle to Prison Pipeline” (McKenzie) • Read: Changes in American Society: Their Influence on Today’s Students (Ch. 2) • Read: “<i>Why I Avoid the Teachers’ Lounge, and You Should Too</i>”
<p style="text-align: center;"><i>Friday, September 16</i></p> <ul style="list-style-type: none"> • Discuss: Continue Chapter 13 and the assigned articles • Read: Homeless Education Articles • Assignment: Homelessness and Unaccompanied Youth
<p style="text-align: center;"><i>Friday, September 23</i></p> <ul style="list-style-type: none"> • Discuss: Chapter 2 • Assignment Due: History of American Education

<ul style="list-style-type: none"> • Assign Group Lessons
<p style="text-align: center;"><i>Friday, September 30</i></p> <ul style="list-style-type: none"> • Discuss: Homelessness and Unaccompanied Youth • Review for Mid-Term • Assignment Due: Homelessness and Unaccompanied Youth • Assignment Due: District Policies/School Practices • Read: Student Diversity: Culture, Language, Gender, and Exceptionalities (Ch. 3) • Read: “<i>English Language Learners: A Policy Research Brief produced by the National Council of Teachers of English</i>” • Group Lesson Meeting
<p style="text-align: center;"><i>Friday, October 7</i></p> <ul style="list-style-type: none"> • Mid-Term Exam • Handouts: Developmental Assets (Search Institute) • Read: “<i>The Secret to Raising Smart Kids</i>” (Dweck) • Group Lesson Meeting
<p style="text-align: center;"><i>Friday October 14</i></p> <ul style="list-style-type: none"> • Review: Mid-Term Exam Results • Discuss: Developmental Assets • Read: Classroom Management (Ch.10)
<p style="text-align: center;"><i>Friday, October 21</i></p> <ul style="list-style-type: none"> • Discuss Growth Mindset • History of IDEA • Begin Chapter 3 • Group Lesson Meeting
<p style="text-align: center;"><i>Friday, October 28</i></p> <ul style="list-style-type: none"> • Guest Speaker: Classroom Management/Productive Learning Environment
<p style="text-align: center;"><i>Friday, November 4</i></p> <ul style="list-style-type: none"> • Discuss: Chapter 3 and articles • Assignment: Classroom Management/Productive Learning Environment • Read: Texas Teachers’ Professional Code of Ethics • Group Lesson work time • Read: School Law (Ch. 8) • Read: Governance & School Finance
<p style="text-align: center;"><i>Friday, November 11</i></p> <ul style="list-style-type: none"> • Assignment Due: School Board Meeting <p><u>Group Lesson/Presentation #1</u></p> <ul style="list-style-type: none"> • Topic: Students’ Rights and Responsibilities <p><u>Group Lesson/Presentation #2</u></p>

<ul style="list-style-type: none"> • Topic: Teachers' Rights and Responsibilities, Including School Retention <p><u>Group Lesson/Presentation #3</u></p> <ul style="list-style-type: none"> • Topic: How Do Schools Receive Their Funding?
<p style="text-align: right;"><i>Friday, November 18</i></p> <p><u>Group Lesson/Presentation #4</u></p> <ul style="list-style-type: none"> • Topic: School Choice: <ul style="list-style-type: none"> ○ Magnet Schools ○ Private Schools ○ Home Schooling/Virtual Schools • View and Discuss: TEA Videos on Professional Boundaries • Assignment Due: Classroom Management/Productive Learning Environment • Assignment Due: Teacher Interview Questions
<p style="text-align: center;"><i>Friday, November 25</i> <i>Thanksgiving Break</i></p>
<p style="text-align: right;"><i>Friday, December 2</i></p> <ul style="list-style-type: none"> • Review: Final Exam • <u>Group Lesson/Presentation #5</u> <ul style="list-style-type: none"> ○ Privatization of Schools <ul style="list-style-type: none"> ▪ Impact on Public Education ○ Charter Schools ○ Vouchers • Assignment Due: Ten Hours of School Experiences
<p style="text-align: right;"><i>Friday, December 9</i></p> <ul style="list-style-type: none"> • Final Exam

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/BusinessAffairs/TravelRiskActivities.htm>)

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to

live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

These descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.