

Course Syllabus/Friday Morning

Course Information

Course Number/Section (Ed. 3314/001)
Course Title American Public Schools
Term Spring 2007
Days & Times Friday Morning 9:30AM -12:15PM

Professor Contact Information

Professor Phillip Allen
Office Phone (972)502-3458
Other Phone (972)808-2730
Email Address jpa014200@utdallas.edu
Office Hours Before and After class, by appointment

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

You will need to have time to serve for 20 clock hours in an assigned school. The time will need to be when the receiving school has students.

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 approve 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 District. You may choose any of the area Public Schools to complete this portion. 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

All outside assignments – All assignments that are outside the classroom will only be accepted if **TYPED**.
NO EXCEPTIONS!!!!

Course Description

The course is designed to help you gain a broader historical, philosophical and sociological understanding of schools and teaching. The class will look at the “Big Picture” and “Critical Issues” that confront educators. 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 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 do we 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”?)

Student Learning Objectives/Outcome

1. *Students will be able to describe and explain historical and philosophical foundations of Public Education.*
2. *Students will participate in a “field experience” in a local public school.*
3. *Students will discuss critical issues in schooling.*
4. *Students will observe a Public School Board Meeting.*
5. *Students will determine, through analysis exercises, whether, “The life of a Professional Educator is for them”*

Required Textbooks and Materials

Introduction to Teaching, Becoming a Professional
Donald Kauchak and Paul Eggen

Outside reading from “Why Gender Matters” by Leonard Sax (The book will be on reserve in the Library)
Specific Chapters will assigned for your reading.

Suggested Course Materials

Library Card

Note taking equipment

Willingness to speak and participate in class discussion. Participation means speaking from an informed background of knowledge.

Assignments & Academic Calendar

Jan. 12 –Course overview

Completion of paper work for the Early Field Experience

Discussion of Course Syllabus

Discussion of: Procedures/Expectations/Attendance/Preparation/Participation

Jan. 19 – Overview of Chapters 1 and 2 – The Profession

Group Activities.

“The Accountable Talk Method” of Teaching and Learning

Jan. 26 – Articles from the local papers on The Teaching Profession

**Written Paper is due “I Believe Students Learn Best When.....*

Dr. Wong’s first video

Feb. 2 – Chapter 3 –“**Diversity**”- Group discussion using Accountable Talk – Small groups will report to larger group: Use charts & oral explanations of findings on Culture, Language, Gender, Ability, Learning Styles, Exceptionalities.

**Written summary of Chapter 1 in “Why Gender Matters?” Be prepared to discuss with class*

Feb.9 Read Chapters 4 and 5

Introduction to the History of Public Education

View film “In Schools We Trust”

Group Activity – Use Accountable Talk to discuss the issues from the film.

Feb. 16 - Continuation of Previous week (short quiz at beginning of class)

Key occurrences that have had a long range influence on Public Education today- That will be our main topic.

Feb. 23 - *Interview with the teacher is due.

Chapter 7 (The organization of American Schools)

Discussion items:

1. Different formats/arrangements for (Elem., Middle, Junior High, Senior High)
2. The Physical Plant
3. Safety issues
4. Bring a class/school schedule for discussion
5. School Personality???

Mar. 2 - *School Board Meeting Report is due.

*****Make Assignments for Presentations**

Mid Term Exam

Mar. 4-9 – *Spring Break*

Mar. 16 – “Effective Schools”-“Grade Retention”

Pages 256-266

What do they look like?

1. What do they have in common?
2. Class size. What is appropriate?
3. Discuss Retention/Social Promotion

Dr. Wong Video “The First Days of School”

Mar. 23 *School Observations are due

– Chapter 9 “School Law” **Very Important Topic—Be prepared!!!!**

1. Ethics
2. Teacher Rights/Responsibilities
3. Student Rights/Responsibilities
4. School Rights
5. Religion and the Law

Hand Out “How Asian Teachers Polish Each Lesson to Perfection” for next class.

Mar. 30 The American Classroom Chapter 11

Discussion on the Chapter and the Paper. Could be very exciting—Be Prepared!!!

Apr. 6 – *Presentations* from Feb. 28

Apr. 13 - *Green Sheets due

Preparation for Final Exam

Apr. 20- *Last Day!!! Final Exam*

Grading Policy

<i>Class Participation</i>	20%
<i>Mid Term Exam</i>	20%
<i>Final Exam</i>	20%
<i>Written Assignments (Interview/Observation/ School Board, etc.)</i>	20%
<i>Presentation</i>	20%

Course & Instructor Policies

Late Work- Work turned in late (not on the assigned date and time) will receive a maximum grade of 75.

E-mail – **Work will not be accepted via the email**

Class Attendance – Attendance will be taken in the first 10 min. of class. The following rules will be in place: (Two absences will result in lowering your grade by one letter grade. Four absences will result in you receiving a failing grade in the class.)

Field Trip Policies**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 http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

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.

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