Course Syllabus/Friday Morning

Course Information

Course Number/Section	Ed. 3314/001
Course Title	American Public Schools
Term	Fall 2007
Days & Times	Friday Morning 9:30am -12:15pm

Professor Contact Information

Professor	Phillip Allen
Office Phone	(972)883-2730
Email Address	jpa014200@utdallas.edu
Office Location	CBW building
Office Hours	by appointment (Wednesday and Friday) AM only
Other Information	

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

You will need to have the 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 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 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.

Students will be required to complete outside assignments and make written/oral reports on each.

Students are required to turn all outside assignments in on time and they are to be neatly typed. I will not accept an assignment via the email. Late assignments will receive a partial credit only.

Course Description
The course is designed to help you gain a broader historical, philosophical and sociological understanding of schools and teaching. You will see that the "Big Picture" or "Critical Issue" questions that confront teachers, are new and old at the same time. 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 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"?)

Student Learning Objectives/Outcomes

1. Students will identify the purpose and importance of public education in America.
2. Students will develop and describe their own educational philosophy.
3. Students will demonstrate an understanding of the critical issues that are present in public education.

Required Textbooks and Materials
Introduction to Teaching, Becoming a Professional, 2e ***(Textbook)*** *it is to be in class with you. Donald Kauchak and Paul Eggen*

Why Gender Matters
Leonard Sax, M.D., P.H.D.
(Outside Reading –Available in the Library)*- Go to the reserve desk and ask for the book. Plan ahead!!!!! They have a limited supply.*

Suggested Course Materials
Notebook, paper, pencil/pen, Library card

Suggested Materials
Access to a computer and printer.

Assignments & Academic Calendar

Class 1. - Completion of paper work for the Early Field Experience
Course overview
Discuss the Course Syllabus
Discuss the expectations/attendance/preparation/participation

Class 2 - Overview of Chapters 1 and 2 - The Profession- Group activities. Introduce the "Accountable Talk" method of teaching/learning. Introduce the first film of Dr. Harry Wong – This method will become the mode of operation in most classes, so learn all you can about the method.

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*Class 3– **Written assignment due.** Complete this statement "I believe students learn best when…."This should be concise and consist of one complete sentence.*
Bring to class articles from the written media that addresses (Public Education).
All discussion on the two issues will be conducted using "Accountable Talk"

Class 4 – Diversity, Chapter 3 – Group discussion using Accountable Talk, The small groups will report to the larger group: Use charts &,oral explanations of findings
**Culture, Language, Gender, Ability, Learning Styles*

Class 5 – Introduction to the History of Public Education in the US
**Introduce the Film "In Schools We Trust"*
**Group activity – use "Accountable Talk" to discuss issues from the film*

Class - Be prepared to discuss Chapters 4 &5 using "Accountable Talk"

Class 7 – Mid Term Exam (45 min.)

***Assignment due**-Written book review of Chapters 1 and 2 from **"Why Gender Matters"**. Please limit your written review to no more than two full pages*

Class 8 – Continuation of the Organization of American Schools
Each group will discuss the following issues/ write up their results and present to class
**Discuss "Effective Schools"*
1) What do they look like?
2) What do they have in common?
3) Curriculum vs. Delivery
4) Retention/Social Promotion
5) Class size

Class 9– Continuation of Effective Schools

*Class 10 - *Prepare one Lesson Plan from your group*
1 .Lesson is to be the introduction of Angles
2. Audience is 7th grade regular ed. Class
3. Use methods that would indicate "An Effective School"

Class 11 – Be prepared to discuss in depth the "Critical Issues" in education
**All presentations will be group driven. Please use the round table discussion format.*
**You are encouraged to bring visuals/posters/electronic presentations, etc. to support your argument.*

**Use good presentation skills (know your audience, eye contact, good voice tone/volume)*

Class 12 – Continuation of the Critical Issue presentations

Class 13 –Completion of the Critical Issue presentations
Use Dr. Wong video to conclude the issues.

Class 14 – Final Exam

Grading Policy

Attendance and Class Participation	-20%	Presentation on Critical Issues	- 20%
Mid Term Exam	-20%		
Final Exam	-20%		
Written Assignments (Field Experience Interview/Observation report/ School Board Meeting)	-20%		

Course Policies.

Outside assignments

All *outside work is to be typed. It will not be accepted unless it is typed.*

Late Work

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

Special Assignments

Class Attendance

Attendance will be taken in the first ten (10) min. of the class beginning. You will be given an opportunity to inform me and your team why you are tardy.

The following rules will be in place: (Three (3) absences will result in lowering your grade by one letter. Five (5) absences will result in you receiving a failing grade in the class.) NO EXCEPTIONS

Classroom Citizenship

This class encourages and expects for you to participate "Orally". Therefore we must practice good manners and allow others to speak. Each of you in turn are expected to listen.

Field Trip Policies / Off-Campus Instruction and Course Activities

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 deal 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/Business Affairs/Travel_Risk_Activities.htm)

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