

UNIVERSITY OF NORTH TEXAS AT DALLAS

COURSE SYLLABUS

Fall 2014

EDEE 3320D-091 Foundations of Education: The School Curriculum 3 Hrs			
Department of		Teacher Education	Division of Education & Human Sciences
Instructor Name:	Dr. Cynthia Rodriguez		
Office Location:	Building I Room 201 L		
Office Phone:	972-338-1338		
Email Address:	Cynthia.rodriguez@untdallas.edu		
Office Hours:	Tuesdays 11:00-1:00 p.m. Wednesdays 1:00-6:30 p.m. Thursdays 10:30-1200 p.m. Mondays and Fridays by appointment only		
Classroom Location:	UNT-Dallas BLDG 1 Room 248		
Class Meeting Times:	Wednesday 7:00-9:50 pm. <i>*This is a web-enhanced course-see course calendar for meeting plans.*</i>		
Course Catalog Description:	Standards and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment.		
Prerequisites:	Admission to the teacher education program (includes participation in a field-based program), a child/adolescent/lifespan development course, and an educational-application computer course		
Required Text and Materials:	<p>Kauchak, D. & Eggen, P. (2011). <i>Introduction to teaching: Becoming a professional</i>. (4th ed.) Upper Saddle River, NJ: Pearson.</p> <p>Mooney, C. G. (2000). <i>Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky</i>. Merrill Education/Redleaf Press.</p> <p>Students must also purchase access to TK20.</p>		

Learning Resources:	UNT Dallas Writing Center: <u>Location:</u> Building 1 Third Floor <u>Phone:</u> 972-338-1646 Texas Education Agency http://www.tea.state.tx.us/ InTASC Standards http://www.ccsso.org/
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Course Goals

1. Introduce and promote an in-depth analysis of the ten InTASC standards developed by the Council of Chief State School Officers and will demonstrate their understanding by completing Checkpoint 1 of TK20.
2. Describe the rewards and challenges inherent in the teaching profession and how it is shaped by past and present reforms and understandings of learner diversity.
3. Analyze the four major philosophies of education and determine how their own beliefs are reflected in the four philosophies. Students will demonstrate their understanding by writing a Philosophy of Education paper.
4. Investigate the learning theories proposed by Dewey, Montessori, Erikson, Piaget, and Vygotsky. Students will demonstrate their understanding by completing an overview chart and a reflection
5. Examine a variety of lesson-plan formats, demonstrate an understanding of the TEKS, and be able to evaluate the alignment between a lesson's objective, procedure, and assessment.

SLO's	Students will	INTASC Standards
1.	Discuss the components of student development and their impact on learning	Standard 1: Learner Development
2.	Explain the influences of cultural diversity on the learning experience and how effective teachers address the needs of diverse learners	Standard 2: Learner Differences
3.	Describe how the physical and social learning environment is developed to maximize the productivity and learning potential of all learners	Standard 3: Learning Environment
4.	Discuss the process of assessment and explain how it impacts student learning	Standard 6: Assessment
5.	Explain processes and describe the steps involved with planning instruction for all learners	Standard 7: Instructional Planning
6.	Describe multiple instructional strategies for a wide variety of learning experiences	Standard 8: Instructional Strategies
7.	Discuss plans and opportunities for teacher professional development	Standard 9: Professional Learning and Development

Course Evaluation Methods

Instrument	Points	SLO's
TK20 Checkpoint 1 (Including Portfolio Artifacts and Reflections)	250	1,2,3
Cover Letter and Resume	100	2
Philosophy of Education and Teaching	100	1,2,3, 6,7
Teacher Interview	100	6,7
Lesson Plan Assignment	100	2,3,4,
Learning Theories Overview Chart & Reflection	50	1,3
Learning Theories Quiz	50	1.3
Discussion Board Postings	50	1,2,3,6,7
Quizzes, class assignments	100	
Final Presentation	100	5
Attendance and Participation	100	1,2,3, 6,7
Total:	1,200	

Assignment Guidelines

- Spelling errors, grammar mistakes and typos will affect your grade.
- Papers must be uploaded to Blackboard; NO paper copies accepted.
- Papers submitted after the due date will be subject to a late penalty.
- Papers that are more than two weeks late will NOT be accepted.

Description of Assignments

TK20 Checkpoint 1:

- Ten electronic “documents” (articles, photos, etc.) that relate to the ten InTASC Standards
- Ten essays that explain how each of the documents relates to a specific standard
- Four section “reflections”

- These materials must be correctly uploaded to the student's TK20 portfolio.
- Students must successfully complete Checkpoint 1 to receive a passing grade in the course.

Cover Letter and Resume

- **Cover Letter (Why I want to be a teacher)**
 - Write a one page introduction of yourself for the portfolio (and prospective employers) explaining your reasons for wanting to be a teacher and describing your strengths for a teaching job. The cover letter is one document for the Introduction section of the TK20 portfolio.
- **Resume**
 - Create a resume including your professional objectives or career summary, relevant teaching and work experience, education, awards, volunteering, etc. An example resume is provided in the Kauchak and Eggen textbook on page 422. The resume will become a document in the introductory section of the portfolio in TK20.

Philosophy of Education Paper:

- Read chapter 7 of the Kauchak & Eggen textbook.
- Write a paper that summarizes each of the four philosophies and describes your own beliefs about educating children. This should incorporate the learning theories that you feel align with your philosophy.
- The paper should be three pages double-spaced (at least 1,000 words).

Teacher Interview:

The purpose of the Teacher Interview paper is to learn how practicing teachers implement InTASC Standard #9 (Professional Learning and Ethical Practice) and Standard #10 (Leadership and Collaboration).

First, read InTASC standards 9 and 10 (pages 18 and 19). Then, contact a practicing teacher and set up an interview. You will need about 20-30 minutes.

Before the interview, read the questions below and think about which ones you want to make sure you ask. Think about whether there are any other questions related to Standards 9 and 10 that you would like to ask. Plan how you will record the answers (tape record or take notes?)

During the interview, feel free to ask any follow-up questions that occur to you. Make sure you THANK the teacher for taking time to help you. *We will generate questions for the interview together in class.

Write a three-page paper that summarizes the interview. USE MICROSOFT WORD; please do NOT submit a PDF. The paper should be double-spaced. Use Times New Roman 12-point font and 1-inch margins. The paper should be at least 900 words long. * You will submit this in a Turnit In link on Blackboard.

Papers are expected to have minimal spelling and grammar mistakes. Students are encouraged to take advantage of the services offered in the UNT Dallas Writing Center.

A late penalty will apply to papers submitted after the due date. Papers that are more than one week late will not be accepted.

The Teacher Interview paper should be submitted to TK20 as one of the artifacts (documents) for Section 4. The Teacher Interview is NOT a Key Assignment, so it does NOT go in the Courses tab.

Lesson Plan Assignment:

- Create a “Pinterest” board titled “Lesson Plans”. We will spend time collecting lesson plans and discussing the different contents during class. We will begin this in class together.
- Then, you will select one from your “Pinterest” board or create your own and modify it to meet UNT Dallas lesson-plan requirements.
- Write an introduction in which you discuss why you chose the lesson plan that you did and provide a citation or a working link to the website where you found the original lesson.
- Evaluate the alignment between lesson’s objective, procedure, and assessment.
- Write a summary/reflection in which you discuss which lesson-plan format you prefer and what you learned from the assignment.

Learning Theories Overview chart and reflection

You will complete the following chart to help you more fully understand the learning theories and how their beliefs shape classroom practice. After completing the chart, write a 2 paragraph

reflection of the learning theories that include your personal conclusions about these theories and how they impact your philosophy of education and goals for your teaching practices.

Name of theorist	Summary of theory	Implication for educational practice	Teacher Role	Student Role	Classroom Environment

Class Presentation

The final presentation will be an individual oral presentation (including a tri-fold visual presentation display) of no more than 8 minutes followed by five minutes of question and answers. Each of you will be assigned an important topic that every beginning teacher should explore and understand prior to being in the classroom. You will research the topic and present it to the class on the dates assigned. You will also produce a detailed handout (format will be given) along the lines of “What every beginning teacher should know about..” and email it to me before your presentation. I will make copies for you to distribute to your peers.

Discussion Board

This course will be delivered as “web-enhanced.” On designated weeks, (see course outline) you will be asked to post chapter discussions and other assignments onto Blackboard. There will be expectations for your participation in these assignments that will be discussed further in class.

Course Outline

This schedule is subject to change by the instructor. Any changes will be communicated in class.

Date	Topic(s)	Assignments
August 27	Introduction to INTASC Standards Teacher Interview questions	Read Kauchak and Eggen Chapter 1
September 3 DUE: -Draft of 1st standard	Writing a Resume Career Services at UNTD Workshop by Chapter 1 discussion <ul style="list-style-type: none"> • Developing as a Professional • American Classrooms • Teacher Education Reform 	Read Kauchak and Eggen Chapter 2 & 3
September 10* On-line class DUE: -Draft of 2nd standard --Create a Cover Letter and Resume. Upload to blackboard -Post Chapter 2 & 3 discussion responses to discussion board on Blackboard. -Complete all edits of 1 st and 2 nd standards	Chapter 2 & 3 Discussion <ul style="list-style-type: none"> • Looking at our Society • The Influence of Socioeconomic Factors • Changes in our Students • At-Risk Students • Student Diversity • English Language Learners • Exceptional Learners 	
September 17 DUE: -Have final copies of 1 st and 2 nd standards and accompanying artifacts on a flash drive prepared to upload to TK20. -Draft of 3rd	TK20 workshop in computer lab	Read Kauchak and Eggen Chapter 4 & 5

standard		
September 24* On-line class DUE: -Draft of 4th standard -Post Chapter 4 & 5 discussion responses to discussion board on Blackboard. -Post teacher interviews and reflection to discussion board.	Chapter 4 & 5 Discussion <ul style="list-style-type: none"> • Education history in the U.S • Public Education • Issues of equality • Prevailing and Personal Beliefs about Education • Preparing for All Learners – InTASC Standards 1-3 	Read Kauchak and Eggen Chapter 6 & 7
October 1 DUE: -Draft of 5th standard -Chapter 6 & 7 reflections	Chapter 6 & 7 discussion <ul style="list-style-type: none"> • Historical Philosophies • Choosing my environment • Choosing a Teaching Environment • School Finance and Regulations • Examining Inequality and Diversity Lesson Planning Assignment Content Knowledge and Application – InTASC Standards 4 – 8	Read Kauchak and Eggen Chapter 8 & 9
October 8* On-line class DUE: -Upload revised 3rd-5th standards to TK20. - Post Chapter 8 & 9 discussion responses to discussion board on Blackboard. -Complete Chapters 1-7 quiz -	Chapters 1-7 Take-home quiz Chapter 8 & 9 discussion <ul style="list-style-type: none"> • Ethics and the Law • Understanding Curriculum • Instructional Standards • Accountability for Learning 	
October 15 DUE: -Draft of 6th standard to Bb.	Educational Philosophies Update on Lesson Planning Assignment TK20 check-any questions or issues- Standards 1-6 should be uploaded by tonight.	Read Kauchak and Eggen Chapter 10 & 11
October 22 On-line class DUE: -Draft of 7th standard	Chapter 10 & 11 Discussion <ul style="list-style-type: none"> • Classroom Management • What is Effective Instruction? • Instructional Strategies 	Read Kauchak and Eggen Chapter 12 Read Mooney Chapter 1

to Bb.		
October 29 DUE: -Draft of 8 th standard to Bb. -Chapter 12 Reflection	Chapter 12 • Educational Reform Mooney, Chapter 1 Discussion	Read Kauchak and Eggen Chapter 13 Read Mooney Chapter 2
November 5 On-line class DUE: -Draft of 9 ^h standard to Bb. -	Chapter 13 • Entering the field of education • The first year of teaching Mooney. Chapter 2	Read Mooney, Chapter 3
November 12 DUE: -Draft of 10 th standard to Bb	Professional Responsibility and Lifelong Learning – InTASC Standards 9 – 10 Mooney, Chapter 3 Final presentations discussion	Read Mooney Chapter 4 & 5
November 19 DUE: Last week to submit any standard drafts to Bb -Post Lesson Plan assignment to Bb.	• Continuous Professional Development The InTASC Standards in Review • Learning Theories Discussion (Mooney Chapter 4 & 5) Final presentations discussion	
November 26 On-line class DUE: Post ALL standards to TK20. No revisions allowed after November 26. - Learning Theories Overview Chart and Reflection	HAPPY THANKSGIVING Work on final presentations	
December 3 On-line class	Work of final presentations Learning Theories Quiz	
December 10	Last Day of Class FINAL PRESENTATIONS	

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Assignment Policy:

*Papers must be typed. Late papers are accepted only with the instructor's prior approval. Generally, a late penalty will apply. In some circumstances, a student may be allowed to re-submit an assignment on which a low grade was achieved. However, the student **MUST** obtain the instructor's approval to re-submit an assignment. Assignments must be re-submitted within one week of receiving feedback from the instructor. Assignments must be submitted to Blackboard. **Students who need help with Blackboard should contact the Student Help Desk at 972-338-5580 or UNTDDistance@unt.edu***

Attendance and Participation Policy:

Class attendance and participation is essential because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in

class. The nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is necessary to the integration of course material and your ability to demonstrate proficiency. Students are also responsible to make up any work covered in class.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Cell Phone Use:

Please silence cell phones during class time. It is disrespectful of others in the class and unprofessional behavior to use cell phones during class for calls and/or texting. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences and the attendance policy will be applied.

Laptop Use:

The use of laptop computers during class is allowed and encouraged for note-taking and tracking assignments through websites. However, chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate and unprofessional use of this technology. Students will be redirected or asked to close the laptop if inappropriate use becomes an issue.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Test/Exam Policy:

Tests will contain information from the textbook as well as information discussed in class that may not be in the textbook. Information from the textbook may be included on tests even if it is not discussed in class. The availability of make-up tests will be determined on a case-by-case basis. Make-up tests may contain a different selection of questions than was on the regular test.