

**UNIVERSITY OF NORTH TEXAS AT DALLAS**  
**Fall 2013 - COURSE SYLLABUS**

<b>EDEE 3320:Foundations of Education: The School Curriculum 3 Hrs</b>			
<b>Department of</b>	Teacher Education	<b>Division of</b>	Education & Human Sciences
<b>Instructor Name:</b>	Dr. Ratna Narayan		
<b>Office Location:</b>	Dallas 1 room 210 N		
<b>Office Phone:</b>	972 780 1340 cell: 806 252 5277 Phone calls/texts to my cell are welcome between 9AM and 10 PM daily and replies can be expected within no more than 24 hours.		
<b>Email Address:</b>	Ratna.narayan@unt.edu		
<b>Office Hours:</b>	Monday, Wednesday, Thursday 2:30 – 5pm, Mon, Wed 12:15 – 1pm		
<b>Classroom Location:</b>	UNT-Dallas BLDG 1 Room 244		
<b>Class Meeting Times:</b>	Mondays and Wednesdays 1:00 – 2:20 pm		
<b>Course Catalog Description:</b>	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.		
<b>Prerequisites:</b>	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.		
<b>Required Texts:</b>	Kauchak, D. & Eggen, P. (2011). <i>Introduction to teaching: Becoming a professional</i> . (4 <sup>th</sup> ed.) Upper Saddle River, NJ: Pearson.		
<b>Required Tools:</b>	TK20 <a href="http://www.coe.unt.edu/tk20">http:// www.coe.unt.edu/tk20</a> (One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.) Please make sure you have purchased TK 20 in time for the first class session on the 29 <sup>th</sup> August.		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: <u>Location:</u> 7300 Houston School Road, Dallas, TX 75241 Building 1 First Floor <u>Phone:</u> 972-780-3652 Texas Education Agency Website <a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a>		
<b>Course Goals or Overview:</b>			
	The goal of this course is to... 1. Illustrate the rewards and challenges of teaching, teaching as a profession and how it is shaped by the current reform movement and dimensions of learner diversity. 2. Analyze how cultural, linguistic, gender, and ability differences influence student		

	<p>learning.</p> <ol style="list-style-type: none"> <li>3. Identify teacher response to changes in the American family, to socioeconomic differences, and to risk factors that influence elementary school children.</li> <li>4. Identify important people, events, and movements in the history of American education.</li> <li>5. Apply knowledge of educational philosophies in constructing a personal teaching philosophy.</li> <li>6. Compare and contrast the overall organization of schools with that of effective schools.</li> <li>7. Construct models of school governance and school funding.</li> <li>8. Examine ethical and legal issues in schools and predict their implications for teachers and students in elementary schools.</li> <li>9. Define curriculum and interpret forces that influence its development in public elementary schools.</li> <li>10. Infer influences in the development of productive learning environments.</li> <li>11. Exemplify effective instruction and assessment as they relate to children's learning.</li> <li>12. Illustrate uses of technology and analyze issues in the use of educational technology.</li> </ol>
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<b>Learning Objectives</b> The student will...	<b>INTASC Standards</b>
Explain how developmental differences influence students as well as teachers	Standard 1: Student Development
Explain how cultural diversity and gender differences influence learning and how effective teachers respond to this diversity	Standard 2: Diverse Learners
Describe instructional strategies and identify applications of these in learning activities	Standard 8: Multiple Instruction Strategies
Describe how effective teachers plan for classroom management	Standard 3: Learning Environments
Describe basic steps in planning for instruction	Standard 7: Planning
Describe the process of assessment and explain how it promotes student learning	Standard 6: Assessment
Describe career-long professional development opportunities available to teachers	Standard 9: Reflective Practice: Professional Development

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement, through email notification, and posted in BlackBoard

Date	Topic	Assignment
Aug 28th	Introduction to iNTASC Standards Teacher Interview questions	Read chapter 1
Sept 2nd	Labor day No class	Read chapter 2
Sept 4 <sup>th</sup>	Writing a Resume Career Services at UNTD Workshop by Dena Bilbrew	Create resume and cover letter upload on blackboard

Sept 9 <sup>th</sup>	Chapter 1 & 2 discussion Developing as a Professional Changes in American Families The Influence of Socioeconomic Factors Theorists / Presentation	Read chapter 3
Sept 11th	Changes in Our Students At-Risk Students Theorists / Presentation	Read Chapter 4
Sept 16th	Chapters 3 & 4 Discussion Student Diversity: Culture, Language, Gender Theorists / Presentation	Teacher Interview Upload on blackboard
Sept 18th	TK 20 workshop book computer lab	Upload teacher interview, resume, cover letter
Sept 23rd	Developmental Differences in the Classroom Theorists / Presentation	Read Chapter 5 Draft of 1 <sup>st</sup> standard due on blackboard
Sept 25th	Differences in Ability Learners with Exceptionalities Theorists / Presentation	Read Chapter 6
Sept 30th	Chapters 5 & 6 discussion The Colonial Period The Early National Period The Common School Movement Theorists / Presentation	Draft of 2 <sup>nd</sup> standard due on blackboard
Oct 2 <sup>nd</sup>	The Evolution of the American High School Searching for Equality The Modern Era Theorists / Presentation	
Oct 7 <sup>th</sup>	The Evolution of the American High School Searching for Equality The Modern Era Theorists / Presentation	Draft of 3 <sup>rd</sup> standard due on blackboard
Oct 9 <sup>th</sup>	Philosophy and Philosophy of Education Branches of Philosophy Theorists / Presentation	Read Chapter 7
Oct 14 <sup>th</sup>	Chapter Discussion 7 Philosophies of Education Developing Your Philosophy of Education	Read Chapter 8 Draft of 4 <sup>rd</sup> standard due on blackboard
Oct 16 <sup>th</sup>	The Organization of American Schools Theorists / Presentation	Read Chapter 9
Oct 21 <sup>st</sup>	TK 20 workday Book computer lab Upload standards	First draft of Philosophy of Education statement uploaded on blackboard

Oct 23 <sup>rd</sup>	Chapter Discussion 8 & 9 Governance: How are schools regulated and run? School Finance: How are schools funded? Theorists / Presentation	Read Chapter 10 Draft of 5 <sup>th</sup> standard due on blackboard
Oct 28 <sup>th</sup>	Emerging Issues in School Governance Theorists / Presentation	Read Chapter 11
Oct 30 <sup>th</sup>	Law, Ethics, and Teacher Professionalism The U.S. Legal System Teachers' Rights and Responsibilities Theorists / Presentation	Draft of 6 <sup>rd</sup> standard due on blackboard
Nov 4 <sup>th</sup>	Chapter discussion 10 & 11 Religion and the Law Students' Rights and Responsibilities Theorists / Presentation	Read Chapter 12 Second draft of Philosophy of Education statement uploaded on blackboard
Nov 6 <sup>th</sup>	The Relationship Bet. Curriculum & Instruction Components of the Curriculum Theorists / Presentation	Read Chapter 13 Draft of 7 <sup>th</sup> standard due on blackboard
Nov 11 <sup>th</sup>	Chapter Discussion 12 & 13 Forces that Affect the Curriculum Controversial Issues in the Curriculum Theorists / Presentation	Read chapter 14
Nov 13 <sup>th</sup>	Productive Learning Environments Creating Productive Learning Environments Theorists / Presentation	Draft of 8 <sup>th</sup> standard due on blackboard
Nov 18 <sup>th</sup>	Involving Parents Intervening with Misbehavior Occurs Theorists / Presentation	
Nov 20 <sup>th</sup>	Involving Parents Intervening with Misbehavior Occurs Theorists / Presentation	Draft of 9 <sup>th</sup> standard due on blackboard
Nov 25 <sup>th</sup>	Student Motivation and Effective Teaching Planning for Effective Teaching Theorists / Presentation	
Nov 27 <sup>th</sup>	Chapter discussion 14 Implementing Instruction Instructional Strategies Theorists / Presentation	Draft of 10 <sup>th</sup> standard due on blackboard
Thanksgiving break Nov 28 <sup>th</sup> – Dec 1 <sup>st</sup> No class		
Dec 2 <sup>nd</sup>	Student final presentations	Revise portfolio artifacts
Dec 4 <sup>th</sup>	Student final presentations	Final draft of Philosophy of

	Last day of class. Pot Luck	Education statement uploaded on blackboard
All assignments due / uploaded on TK 20 by Dec 8 <sup>th</sup> at noon.		

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

#### Assignments –

- **Cover Letter / Why I want to be a teacher** – A one page introduction of yourself for the portfolio (and prospective employers) explaining your reason for choosing teaching as a profession and outlining some of your strengths for the teaching job. The cover letter is one document for the Introduction section of the TK20 portfolio.
- **Resume** – Develop a resume including professional objectives, relevant teaching and work experience, education, awards, etc. An example resume is provided in the Kauchak and Eggen textbook on page 42. The resume will become a document in the introductory section of the portfolio in TK20.
- **Philosophy of Education** – After reading Chapter 7 in Kauchak and Eggen and following class discussion, write an essay that illustrates and defines your philosophy of education and teaching. The philosophy will be a document in the introductory section of the portfolio in TK20.
- **Portfolio artifacts** – For each INTASC standard you will be expected to upload relevant artifacts and the corresponding reflection.
- **Class Discussions** – You will be assigned chapter discussions and you are responsible for initiating and conducting a discussion with your peers on the assigned material.
- **Teacher Interview** – This is a required assignment for EDEE 3320. You will interview a teacher about important issues relevant to teaching and present your findings in a paper. The teacher interview is one document for the Introduction section of the TK20 portfolio.
- **Final Presentation-** Your final presentation will be on a topic assigned to you, important for pre-service teachers to know about relevant to our course discussions. You will present to the class and provide handouts for each student.

#### Please Note:

This is a course that involves several writing assignments (17 per student to be precise). If I find several grammatical errors in your papers, I will recommend you schedule a session with a tutor in the Language lab in Dallas 1 prior to submitting your work to me. The tutor will catch grammatical errors so I can focus on the actual content of the document.

In addition – You are required to complete 10 hours of observation at local elementary / high schools and submit documentary evidence of the same. You will also maintain an observation journal you will use as an artifact for each INTASC standard.

All assignments must be submitted by email to [ratna.narayan@unt.edu](mailto:ratna.narayan@unt.edu) by the required date. I will give you detailed feedback and once I am satisfied with the end result will ask you to upload to TK 20. Please expect that I will ask you to make changes in your written assignments. I will use track changes in MS Word to make changes and add comments. Please familiarize yourself with track changes, how to accept and make changes using it. Each time I give you feedback I expect you to incorporate it and resend me an updated clean document to review.

**Grading Matrix:**

<b>Instrument</b>	<b>Total</b>
Why I Want to Be a Teacher (Cover letter)	25
Resume	25
Class discussions	100
Philosophy of Education	100
Portfolio Artifacts and reflections	100*
Teacher Interview	100
Final discussion	50
<b>Total:</b>	<b>500</b>

**Grade Determination:**

- A = 90% or better (500-450)
- B = 80 – 89% (449 – 400)
- C = 70 – 79% (399 – 350)
- D = 60 – 69% (349 – 300)
- F = less than 60% ( less than 299)

**\*Failure of the Portfolio constitutes failure of the entire course.**

**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](mailto:studentlife@unt.edu).

**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.*

**Assignment Policy:**

*All work is expected to meet collegiate standards. Written work should be prepared using word processing technology with a regular 12pt font. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded.*

**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](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

**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](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. 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 dynamic and intensive 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. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences with a pro-rated deduction in discussion points. Students are responsible to notify the instructor by email or cell phone/text if they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday or participation in university sponsored events (with proper documentation.)*

**Class Participation** – *Regular attendance and active participation in class discussions is essential to the successful achievement of the course objectives. I will deduct 10 discussion points for each class session missed. Only in **documented** emergency situations will make-up work be defined in order to earn back*

*the deducted points. This course is designed around interaction and in-class activities that are essential to the learning process; these in-class activities, by nature, cannot be replaced by an individual, out-of-class, assignment. Regular attendance is a minimum expectation.*

**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. If I see you texting in class I will drop your grade by a letter grade.*

**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.*

**TK20 Requirement:** *This course requires assignments (Portfolio; Teacher Interview, and the Teacher Disposition Index) that will be uploaded and graded in the UNT TK20 Assessment System. All students in this course must purchase access to TK20. This one time purchase provides access to TK20 for 7 years. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on the use of the TK20 system will also be posted on this website. <http://www.coe.unt.edu/tk20>*

**Grade of Incomplete, “I”**

*A grade of incomplete, “I” will be given only under extenuating circumstances.*



## **TE<sub>x</sub>ES PRACTICE EXAM SESSIONS**

The TExES Practice Exam sessions will be offered once a month. All testing will be conducted from 9:00 a.m. to 2:00 p.m. in Dallas 1, 262. There is no charge to participate. IT IS MANDATORY THAT YOU TAKE THE ec-6 GENERALIST PRACTICE TEST WHILE ENROLLED IN EDEE 3320.

BTLPT Practice Exams will be scheduled for the same dates but will take place in a computer classroom. Students will be notified before the scheduled testing sessions of the room location.

Registration required:

[https://unt.qualtrics.com/SE/?SID=SV\\_b4a0ic0qgV5HR5P](https://unt.qualtrics.com/SE/?SID=SV_b4a0ic0qgV5HR5P)

<b>Practice Testing Dates are:</b>		
<b>SEPTEMBER 28, 2013</b>	<b>SATURDAY</b>	<b>9:00 AM - 2:00 PM</b>
<b>OCTOBER 25, 2013</b>	<b>FRIDAY</b>	<b>9:00 AM - 2:00 PM</b>
<b>NOVEMBER 16, 2013</b>	<b>SATURDAY</b>	<b>9:00 AM - 2:00 PM</b>
<b>DECEMBER 13, 2013</b>	<b>FRIDAY</b>	<b>9:00 AM - 2:00 PM</b>