

UNIVERSITY OF NORTH TEXAS AT DALLAS
Spring 2012 - COURSE SYLLABUS

EDEE 3320:Foundations of Education: The School Curriculum 3 Hrs	
Department of	Teacher Education
Division of	Education & Human Sciences
Instructor Name:	Dr. Ratna Narayan
Office Location:	Dallas 1 room 210 N
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Email Address:	Ratna.narayan@unt.edu
Office Hours:	Monday and Wednesday 5 - 6 pm, Tuesday 4 - 5.30 pm or by appointment
Classroom Location:	UNT-Dallas BLDG 1 Room 248
Class Meeting Times:	Mondays and Wednesdays 6.30 – 7.50 pm
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 Texts:	Kauchak, D. & Eggen, P. (2011). <i>Introduction to teaching: Becoming a professional</i> . (4 th ed.) Upper Saddle River, NJ: Pearson.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm 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 http://www.tea.state.tx.us/
Course Goals or Overview:	
	The goal of this course is to... <ol style="list-style-type: none"> 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 learning. 3. Identify teacher response to changes in the American family, to socioeconomic differences, and to risk factors that influence elementary school children. 4. Identify important people, events, and movements in the history of American education.

	<ol style="list-style-type: none"> 5. Apply knowledge of educational philosophies in constructing a personal teaching philosophy. 6. Compare and contrast the overall organization of schools with that of effective schools. 7. Construct models of school governance and school funding. 8. Examine ethical and legal issues in schools and predict their implications for teachers and students in elementary schools. 9. Define curriculum and interpret forces that influence its development in public elementary schools. 10. Infer influences in the development of productive learning environments. 11. Exemplify effective instruction and assessment as they relate to children's learning. 12. Illustrate uses of technology and analyze issues in the use of educational technology.
Learning Objectives	The student will...
Explain how developmental differences influence students as well as teachers	Standard 2: Student Development
Explain how cultural diversity and gender differences influence learning and how effective teachers respond to this diversity	Standard 3: Diverse Learners
Describe instructional strategies and identify applications of these in learning activities	Standard 4: Multiple Instruction Strategies
Describe how effective teachers plan for classroom management	Standard 5: Motivation and Management
Describe basic steps in planning for instruction	Standard 7: Planning
Describe the process of assessment and explain how it promotes student learning	Standard 8: 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.

Date	TOPICS	Homework Assignment
Jan 18	Chapter 1	Read Chapter 1
Jan 23	Writing a Resume Career Services at UNTD	Read Chapter 2
Jan 25	Chapter 2: Developing as a Professional	Create a resume (see page 42)
Jan 30 Resume due	Changes in American Families The Influence of Socioeconomic Factors	Read Chapter 3
Feb 1	Changes in Our Students At-Risk Students	Read Survival Guide Section Sixteen
Feb 6	Student Diversity: Culture, Language, Gender	Read Chapter 4
Feb 8	Student Diversity: Culture, Language, Gender	Study for Test #1
Feb 13	Test #1 covers Chapt. 1, 2, 3, 4 and Section 16	

Feb 15	Developmental Differences in the Classroom	Read Chapter 5
Feb 20	Differences in Ability Learners with Exceptionalities	Read Survival Guide Section Thirteen
Feb 22	The Colonial Period The Early National Period The Common School Movement	Read pages 162-172
Feb 27	The Evolution of the American High School Searching for Equality The Modern Era	Read pages 172-188
Feb 29	Philosophy and Philosophy of Education Branches of Philosophy	Read Chapter 7
March 5	Philosophies of Education Developing Your Philosophy of Education	Read Chapter 8
March 7	The Organization of American Schools	Study for Test #2
March 12	Test #2 covers Chapt. 5, 6, 7, 8 and Section 13	Read Chapter 9
March 14	Governance: How are schools regulated and run? School Finance: How are schools funded?	Have a good Spring Break!
March 26	Emerging Issues in School Governance	Write your Philosophy of Education
March 28 First Draft of Philos. due	Law, Ethics, and Teacher Professionalism The U.S. Legal System Teachers' Rights and Responsibilities	Read Chapter 10
April 2	Religion and the Law Students' Rights and Responsibilities	Read Chapter 11
April 4	The Relationship Bet. Curriculum & Instruction Components of the Curriculum	Revise your Philosophy of Education
April 9 Final Draft of Philos. due	Forces that Affect the Curriculum Controversial Issues in the Curriculum	Read Chapter 12
April 11	Productive Learning Environments Creating Productive Learning Environments	Write the Portfolio Artifact
April 16 First Draft of portfolio due	Involving Parents Intervening with Misbehavior Occurs	Study for Test #3
April 18	Test #3 covers chapters 9, 10, 11, 12	
April 23	Student Motivation and Effective Teaching Planning for Effective Teaching	Revise the Portfolio Artifact
April 25 Final Draft of portfolio due	Implementing Instruction Instructional Strategies	Read Survival Guide Section Ten
April 30	The Need for Assessment in an Era of Reform	Read Chapter 13
May 1	Grading and Reporting Standards, Accountability, and Assessment	Read Chapter 14
May 3	Review	Study for the Final Exam
May 7	Final Exam covers all chapters with emphasis on chapters 13 and 14 and Section 10	

Course Evaluation Methods

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

Exams – *written tests over assigned readings, reflections, and classroom activities; Exams will consist of a combination of selected response (multiple choice, and short answer/short essay items.)*

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 artifact** – *A paper based on the field experience that will become part of the student’s TK20 portfolio*

Grading Matrix:

Instrument	Total
Why I Want to Be a Teacher	50
Resume	50
Attendance and Participation	100
Philosophy of Education	100
Portfolio Artifact	100*
Tests (3 tests at 100 points each)	300
Final Exam	300
Total:	1,000

Grade Determination:

- A = 90% or better
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = less than 60%

***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.

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 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. 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.

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.*