

UNIVERSITY OF NORTH TEXAS AT DALLAS
Summer 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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Office Hours:	After 1pm M-Th
Classroom Location:	UNT-Dallas BLDG 1 Room 248
Class Meeting Times:	M-Th 8am-9.50 am
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...	INTASC Standards
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.

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.*