

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDUC 3320D-001 Foundations of Education: The School Curriculum 3 Hrs				
Department of		Human Services	School of	Education
Instructor Name:		Yolanda Graham		
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Office Hours:		Mondays 1:30 p.m. – 4:00 p.m. Tuesdays 3:00 p.m. – 5:00 p.m. Wednesdays 2:30 p.m. – 4:30 p.m. Thursdays 10:00 a.m. – 1:00 p.m. by appointment or email Fridays by appointment only		
<i>Instructor's Welcome</i>		<i>Welcome to Foundations of Education: The School Curriculum! Before reading this syllabus, take a moment to consider your plans for becoming an educator. I hope this gives you a sense of excitement. This course is designed for you to explore your plans within the context of factual information and developing professional dispositions critical to teaching success. Each assignment and course requirement is designed with the intention to give you the best preparation possible for a career in education. We will explore the connection between theory and practice each time we meet. I look forward to sharing in this learning journey with you.</i>		
Course Format/Structure:		Face-to-Face/Web Enhanced		
Classroom Location:		UNT-Dallas BLDG I Room 248		
Class Meeting Days & Times:		Wednesdays 11:30 – 2:20 p.m.		
Course Catalog Description:	Standards and foundations of curriculum for grades EC–12 in public schools. Includes the study of professional ethics and responsibilities, educational philosophies, the history of American education, schools and society, school and community, parent relationships, legal and political control, financial support, classroom organizational patterns, and curriculum development and 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.			
Co-requisites:	None			
Required Texts:	Freire, P. (2000). <i>Pedagogy of the oppressed</i> . New York, NY: Bloomsbury Publishing Inc. ISBN-13: 978-0826412768; ISBN-10: 0826412769 Lantieri, L. (Ed.). (2001). <i>Schools with spirit: Nurturing the inner lives of children and teachers</i> . Boston, MA: Beacon Press Books. ISBN: 978-0-8070-3133-9 Mccrea, P. (2015). <i>Lean lesson planning</i> :. Teacherly.co. ISBN:978-1503241459 Students <u>must</u> also purchase access to TK20. (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 second class session. The link to purchase TK20 is: https://payment.tk20.com/ctpayment/?id=untdallas All other required reading materials will be provided on Blackboard.			

Recommended Text and References:	Elliott, S. (2015). <i>Teaching and learning on the verge: Democratic education in action</i> . New York, NY: Teachers College Press ISBN: 978-0-8077-5641-6	
Access to Learning Resources:	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untDallas.edu/library e-mail: Library@untDallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com	
Course Goals or Overview: The goals of this course are as follows -		
<ol style="list-style-type: none"> 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 past and present educational philosophies that have influenced the development of our education structures and practices and evaluate their effects on present-day goals for student success. 4. Develop a comprehensive understanding of the lesson planning process, demonstrate an understanding of the Texas Essential Knowledge and Skills (TEKS), and be able to evaluate the alignment between a lesson's objective, procedures, and assessment. 5. Guide prospective teachers in the process of examining and developing research-based and innovative ways to influence learner development and motivation. 6. Introduce and explore the Teacher Advancement Program (TAP) Instruction rubric criteria through course activities according to National Institute for Excellence in Teaching performance standards. 		
Learning Objectives/Outcomes: Aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Professional Teaching Standards , At the end of this course, students will be able to:		
Analyze and discuss the components of student development and their impact on learning.	Standard 1: Learner Development	
Explain and elaborate on the influences of cultural diversity on the learning experience and how effective teachers address the needs of diverse learners.	Standard 2: Learner Differences	
Analyze and describe how the physical and social learning environment is developed to maximize the productivity and learning potential of all learners.	Standard 3: Learning Environment	
Demonstrate an in-depth understanding of content knowledge by evaluating state learning standards and creating instructional plans that include opportunities for critical and higher-order thinking.	Standard 4: Content Knowledge	
Explain processes and describe the steps involved in planning instruction for all learners. Synthesize the information to create formal instructional plans.	Standard 5: Application of Content	
Describe multiple ways to assess student learning and use the information to make instructional decisions.	Standard 6: Assessment	
Discuss and evaluate the process of planning for effective instruction	Standard 7: Instructional Planning	
Evaluate and describe multiple instructional strategies for a wide variety of learning experiences.	Standard 8: Instructional Strategies	
Discuss plans and opportunities for teacher professional development and evaluate the impact on professional growth.	Standard 9: Professional Learning and Development	
Explain how professional educators participate in leadership and collaboration throughout the educational communities. Evaluate specific examples provided in the course.	Standard 10: Leadership and Collaboration	

National Institute for Excellence in Teaching (NIET) and INTASC Standards Connections

NIET Instructional Indicators	INTASC Standards
1. Standards and Objectives	Standard 4: Content Knowledge
2. Motivating Students	Standard 4: Content Knowledge Standard 5: Application of Content
3. Presenting Instructional Content	Standard 5: Application of Content
4. Lesson Structure and Pacing	Standard 5: Application of Content Standard 7: Planning for Instruction
5. Activities and Materials	Standard 5: Application of Content Standard 8: Instructional Strategies
6. Questioning	Standard 5: Application of Content Standard 8: Instructional Strategies
7. Academic Feedback	Standard 6: Assessment Standard 8: Instructional Strategies
8. Grouping Students	Standard 3: Learning Environment
9. Teacher Content Knowledge	Standard 4: Content Knowledge Standard 8: Instructional Strategies
10. Teacher Knowledge of Students	Standard 1: Learner Development Standard 2: Learning Differences
11. Thinking	Standard 5: Application of Content Standard 6: Assessment
12. Problem Solving	Standard 5: Application of Content Standard 8: Instructional Strategies
13. Instructional Planning	Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies
14. Student Work	Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies
15. Assessment	Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies
16. Expectations	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments
17. Managing Student Behavior	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments
18. Environment	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments
19. Growing and Developing Professionally	Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration
20. Reflecting on Teaching	Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration
21. Community Involvement	Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration
22. School Responsibilities	Standard 9: Professional Learning and Ethical Practice Standard 10: Leadership and Collaboration

Course Outline

(Outline the major topics covered in the course with approximate timelines. Also include the schedule of tests and other graded events)

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

***The TAP Instruction Performance Big 6 Indicators are discussed and modeled weekly and continuously through class activities and online course assignments.**

Timeline	Topics	Related SLO's	Readings/Activities/Assignments
Week 1 August 24 – August 30	Class Introductions Introduction to the Course Introduction to the INTASC Standards Overview of Course requirements	1,2,3,4,5,6,7,8,9,10	Read Foundations for Young Adult Success – Executive Summary and Introduction Read Pedagogy of the Oppressed – Introduction and Foreward Read InTASC Standards pp's 2-12 Assignment One Reading Question Answers Week One Discussion Assignment Artifacts Chart Standard 1 Artifact and Reflection
Week 2 August 31 – September 6	Who am I as a Person? Who are your learners? Constructing theory and practice Student presentations sign-up sheet	1,2,3	Read Foundations for Young Adult Success – Chapter 1 Read Pedagogy of the Oppressed – Chapter 1 Read InTASC Standards p. 11 Assignment Two Reading Question Answers Week Two Discussion Assignment Standard 2 Artifact and Reflection
Week 3 September 7 - September 13	Psychological Reconstruction Education for freedom How will your students learn from you?	1,2,3	Read Foundations for Young Adult Success – Chapter 2 Read Pedagogy of the Oppressed – Chapter 2 Read InTASC Standards p. 12 Assignment Three Reading Question Answers Week Three Discussion Assignment Standard 3 Artifact and Reflection
Week 4 September 14 – September 20	Psychotherapeutic Ethics Student presentations	1,2,3	Read Foundations for Young Adult Success – Chapter 3 Read Pedagogy of the Oppressed – Chapter 3 Read InTASC Standards pp. 8, 10-12 Assignment Four Reading Question Answers Week Four Discussion Assignment Section Cover 1 Educational Autobiography/Self-Care Plan Check “My Grades” Section of Blackboard for graded TK20 Materials

<p>Week 5 September 21 – September 27</p>	<p>Narrative Craft Framing my story Resumes and Cover Letters What do I really teach? Student presentations</p>	<p>4,5</p>	<p>Read Foundations for Young Adult Success – Chapter 4 Read Pedagogy of the Oppressed – Chapter 4 Assignment Five Reading Question Answers Week Five Discussion Assignment</p>
<p>Week 6 September 28 – October 4</p>	<p>Hermeneutics Creating personal and instructional meaning Student presentations</p>	<p>4,5</p>	<p>Read Foundations for Young Adult Success – Chapter 5 Read InTASC Standards p. 13 Assignment Six Reading Question Answers Week Six Discussion Assignment Standard 4 Artifact and Reflection</p>
<p>Week 7 October 5 – October 11</p>	<p>Curriculum and Pedagogy The Power of Teacher Influence Student presentations</p>	<p>4,5</p>	<p>Read Kauchak and Eggen Chapter Excerpt on Blackboard Read InTASC Standards p. 14 Resumes and Cover Letters Standard 5 Artifact and Reflection</p>
<p>Week 8 October 12 – October 18</p>	<p>Poetics of a Relational Teaching Self Knowing History and Making History Student presentations</p>	<p>4,5</p>	<p>Read Radical Hope and Teaching Read Lean Lesson Planning Act I Read InTASC Standards pp. 8, 13 - 14 Assignment Seven Reading Question Answers Week Seven Discussion Assignment Section 2 Cover Sheet Check “My Grades” Section of Blackboard for graded TK20 Materials</p>
<p>Week 9 October 19– October 25</p>	<p>Restorative Education Seeing the Unseen Preparing to Plan Instruction Student presentations</p>	<p>6,7,8</p>	<p>Read How Educational Foundations Can Empower Tomorrow’s Teachers Read Lean Lesson Planning Act II Read InTASC Standards p. 15 Assignment Eight Reading Question Answers Week Eight Discussion Assignment Standard 6 Artifact and Reflection Restorative Education Plan</p>
<p>Week 10 October 26 – November 1</p>	<p>Imparting Knowledge and Fostering Learning Potential Student presentations</p>	<p>6,7,8</p>	<p>Read John Dewey and the seven-eyed teacher Read Lean Lesson Planning Act III Read InTASC Standards pp. 16 - 17 Assignment Nine Reading Question Answers Week Nine Discussion Assignment Standard 7 and 8 Artifacts and Reflections</p>

Week 11 November 2 – November 8	Student presentations	6,7,8	Read Schools with Spirit – Souls of Students, Souls of Teachers: Welcoming the Inner Life to School Read InTASC Standards pp. 9, 15 – 17 Section 3 Cover Sheet Lesson Plan Due
Week 12 November 9 – November 15	Examining U.S. History from a Historical Context Student presentations	9,10	Read Schools with Spirit – The Courage to Teach: A Program for Teacher Renewal Read InTASC Standards pp. 18 - 19 Standard 9 & Standard 10 Artifacts and Reflections
Week 13 November 16 – November 22	Lesson Plan Presentations	9,10	Read Schools with Spirit – The Gift of the Arts Read InTASC Standards p. 9, 18 - 19 Section 4 Cover Sheet Assignment Ten Reading Question Answers Week Ten Discussion Assignment All TK20 <u>Checkpoint One Items</u> uploads must be finished by Thursday, November 24th
Week 14 November 23 – November 29	Online Class – Thanksgiving Holiday Thursday,	9,10	Read Schools with Spirit – Nurturing Meaningful Connections with Young Children All TK20 <u>Lesson Plan Key Assignments and Checkpoint One</u> uploads must be finished by Thursday, December 1st Philosophy Paper Due
Week 15 November 30 – December 6	Lesson Plan Presentations	1,2,3,4,5,6, 7,8,9,10	All TK20 <u>Philosophy Paper</u> uploads must be finished by Thursday, December 8th Read Schools with Spirit – The Circle of Courage: Children as Sacred Beings

Course Evaluation Methods

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

Description of Assignments

- Each week you have assigned readings (**approximately 1 – 2 articles or chapters per week**). **Start these assignments immediately after the face-to-face class and work on these daily as much as possible. Begin by checking the Discussion Boards so you can complete the reading required to post your discussion two days after the class meets. Conclude by completing the rest of the weekly questions before the next face-to-face class.** You will be expected to communicate your ideas about the readings to peers and instructors continuously. See Blackboard and class presentation notes for specific due dates for your answers to the reading questions. **Answers to all weekly reading questions are due before the next class.**

TK20 Checkpoint 1: Portfolio Assignments

- Ten electronic “documents” (articles, photos, etc.) that relate to the ten InTASC Standards. **These are referred to as Artifacts.**
- Ten evaluative essays that explain how each of the documents clearly shows an in-depth understanding of each standard. **These are referred to as Standard Reflections.**
- Four section “reflections” written as an evaluative summary of each section of the InTASC standards. **These are referred to as Section Cover Sheets.**
- 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 (TK 20 Introductory Materials)

- **Cover Letter**
 - **Write a one - page professional cover letter. It should be written as if it is for a real certified teaching position at a K – 12 institution, not a teaching assistant, substitute, child care leader, or anything else.** The letter should include a strong opening paragraph describing why you are the perfect candidate for the position. In the middle paragraph, explain your reasons for wanting to be a teacher and describing your strengths for a teaching job (such as previous experience with children or strong teaching philosophy). Your final paragraph should request an interview. Be sure to adhere to directions given in class before finalizing your assignment. **The cover letter is one document for the introduction section of the TK20 portfolio.**
- **Resume**
 - **Create a professional resume** including your professional objectives, relevant teaching and work experience, education, awards, volunteering, etc. It should be written as if it is for a real certified teaching position at a K - 12, not a teaching assistant, substitute, child care leader, or anything else. Examples will be available on blackboard. Be sure to adhere to directions given in class before finalizing your assignment. Address your resume to a principal and target a specific teaching position on a specific campus. **The resume will become a document in the introductory section of the portfolio in TK20.**

Philosophy of Education and Teaching Paper

- You will develop and share your education philosophy throughout the course. Your initial aspirations to make a difference should be further developed with the readings and activities from the course. As a practicing professional, you will learn to support your theories and practice with existing and practicing research. With these thoughts in mind, you will write an education and teaching philosophy paper. Write a paper of approximately 1,000 words that expresses your educational philosophy. Use the APA format for a cover sheet, citing, and references. The use of **limited citations is required** to show evidence of knowledge accuracy and thorough study.
 - **This is a TK20 Key Assignment.**

Educational Autobiography/Self-Care Plan

You will write a self-care plan that highlights your level of self-awareness about your strengths and possible weaknesses as you develop your “teacher self.” The plan will include a personal SWOT analysis and an action plan to work on personal growth and be proactive towards potential challenges you could face as a teacher without early intervention. Your plan should be just 1-2 pages. More details about the assignment will be given in class. See the Rubric provided here on the syllabus and on Blackboard for evaluation details.

Restorative Education Action Plan

It is exciting to think about all of the things we want to do with our students in the classroom. This assignment is intended to help you consider more of “why” you want to do those things, and what you are ultimately hoping for your student’s futures far beyond the time you will have them in your class for a year. Consider your course readings and class activities to develop an action plan that includes specific details about what you will do to help your students develop the skills and attributes necessary for life-long learning and success. This plan will also be just 1-2 pages. See class notes and the rubric for more details.

Discussion Board Posts – Responses to Weekly Readings

- The text-based and article readings in this course are designed for you to comprehend and analyze information about the many facets of philosophical thought in the field of education. After reading, you are expected to evaluate the information and use it to develop your own core beliefs about yourself as a teacher, educational theorists, and educational practitioner.
- Response posts should be long enough to explain your position without being too lengthy. Generally, 5 - 7 sentences should suffice. **Your initial post that answers the Discussion Board questions is due just two days after your class meets each week. Responses to at least two classmates are due according to the course schedule, and posting due dates are strictly enforced.** Here are a few ideas for responding to classmates:
 - Sharing an insight gained from the post
 - Validating someone’s point of view
 - Making a suggestion

Be sure to respond in ways that show evidence of “deep” reflection on the assigned readings and peer conversations. Please avoid surface level responses such as “I like the way,” or “My favorite part” and avoid one-liners of agreement. Make sure you put your response directly in the forum. Do not send an attachment for a discussion response.

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 in the K-12 system and set up an interview. You will need about 20 - 30 minutes. **The interview must be a face-to-face meeting. No phone interviews, or sending the questions to the teacher through email to fill in the answers.**

During the interview, feel free to ask any follow-up questions that occur to you. Make sure you THANK the teacher for taking the time to help you.

Sample Questions for the Teacher Interview:

1. What type of professional development activities have you participated? Which were most helpful to you?
2. How do you use self-assessment to continue to improve your teaching? Can you give a specific example?
3. How do you think your personal identity (gender, race, background) and prior experience affect your perceptions and expectations?
4. What legal and ethical requirements exist for teachers? (For example, can you talk about confidentiality?)
5. Do you belong to an instructional team? If so, how do you take an active role on that team?
6. In addition to the instructional team, what other school professionals do you work? How do you establish and maintain good relationships with other teachers and with school administrators?
7. How do you establish communication with families? Is it difficult when families come from a different culture or speak a different language?
8. Do you ever find it necessary to advocate for students? If so, can you give a specific example?

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.

The Teacher Interview paper should be submitted to TK20 as one of the artifacts (documents) for Section 4 Standard 9 or 10. Consider whether the emphasis of your interview was more towards professional development, leadership, family communications, etc. and decide which standard it best describes. **The Teacher Interview is NOT a Key Assignment**, so it does NOT go in the Courses tab.

Lesson Plan Assignment

- Decide the approximate age and grade level that you want to write your lesson.
- **Examine the Texas Essential Knowledge and Skills (TEKS)** for your grade level of interest.
- **Use the TEKS as the basis for your objectives.**
- Create a “Pinterest” board titled “Lesson Plans” or simply search through lesson ideas in Pinterest or other teacher resource websites. **Keep in mind that these are sources for ideas, and you will need to add to these lesson ideas to make them thorough, professional, and effective enough to promote in-depth learning according to what you will learn about instructional planning from the course.** We will dedicate a class time when you will be expected to bring drafts of your lesson ideas to class to review with peers and the instructor.
- Select a lesson from your web search and modify it to
 - Address specific content TEKS
 - Meet UNT Dallas lesson-plan requirements.
- Based on your Program of Study, you have the following options for your Lesson Plan assignment:
 - Option One – English Language Arts focus with Social Studies Integration
 - Option Two – Mathematics focus with Science Integration
 - Option Three (4-8 or High School Majors) Write a lesson for your specific content area. Integration from other content areas is encouraged but not required.

Be sure to review the rubric for your lesson plan before you submit it to blackboard.

- **Prepare to deliver your lesson to peers as if you were teaching it to students in a K-12 classroom. More details about lesson delivery will be provided and discussed in class.**

Class Presentation

Each student will select a topic shown on the Class Discussion Boards and prepare a 10-minute presentation using a PowerPoint or similar technology. You will include in your presentation a brief description of the topic and discuss connections from the course readings and activities as it relates to your topic. For example, does this philosophy, theorist, current issue etc. align with the theories and principles found in our course readings? Why or why not? How can you as a present-day theorist and practitioner address what is missing or needs adjusting to meet the needs of today's learners with your chose topic? Please see the rubric and class notes for additional details.

Final Class Presentation – Modified Microteaching Presentation

The final presentation will be your opportunity to teach the lesson you wrote for your Key Assignment to your classmates as if they were your students in a classroom. You will

TEXES Practice Exam Sessions

All students in the 3320 Foundations of Education course are expected to go to the practice test sessions for their Core Content offered throughout the semester. If you are an elementary major, you must go to your EC – 6 Core Subjects TEXES Practice Test. If you are a secondary major, you must go to your Content Area Exam. Please watch for date and time schedules and plan accordingly. Students who fail to do this during the semester will receive a grade of Incomplete for this course until we have a record of your attendance and scores for your practice session.

- **Class Participation and Attendance**
 - You class attendance and participation grade include coming to class and online participation. **Although this is a Face-to-Face course, you are still required to use Blackboard weekly and participate in online discussions and activities. Students who are absent for any reason will have attendance points deducted for that day.** If you are late to class by more than 10 minutes, it will affect your attendance grade. Please arrive to class on time and ready to participate in discussions and class activities. The course is designed for everyone to be very interactive. Discussions, group sharing, and presentations are included with each class session. Your input is valued and sought after each class period.

Grading Matrix:

Instrument	Measures SLO's	Value (points or percentages)	Total
TK20 Checkpoint 1 (Including Portfolio Artifacts and Reflections) <ul style="list-style-type: none"> • 10 Individual Artifacts (1 per InTASC Standard) (10 pts each) • 10 Written Reflection (1 per InTASC Standard) (10 pts each) • 4 Section Reflections (also referred to as Cover Sheets) (1 per InTASC Standard Section) (10 pts each) 	3, 4	250 points	1,2,3,4,5,6,7,8,9,10

• *Artifacts Chart (10 pts)			
Cover Letter and Resume (50 pts each) TK20 Introductory Materials		100 points	4,5, 9,10
Philosophy of Education and Teaching - TK20 Key Assignment	1, 2	100 points	1,2,3,5, 6,7,8
Reading Question Answers (10 Assignments)		100 points	
Teacher Interview – (can be used as an Artifact for Standard 9 or 10)		50 points	7,8,9,10
Lesson Plan Assignment – TK20 Key Assignment		50 points	1,2,3,4,5,6, 7,8
Educational Autobiography/Self-Care Plan		50 points	2,9
Restorative Education Action Plan		50 points	2,3,8,9,10
Class Presentation (Historical or Current Topic)		50 points	2,8,9
Discussion Board Assignments		100 points	1,2,3
Final Class Presentation (Modified Lesson Study or Modified Microteaching)		50 points	4,5,6,7,8
Attendance and Participation		50 points	1,2,3,4,5,6, 7,8,9,10
Total:		1000 points	

Grade Determination:

- A = 900 - 1000 pts; i.e. 90% or better
- B = 800 – 899 pts; i.e. 80 – 89 %
- C = 700 – 799 pts; i.e. 70 – 79 %
- D = 600 – 699 pts; i.e. 60 – 69 %
- F = 599 or below; i.e. less than 60%

Assignment Submission Guidelines

Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format. Assignments that are submitted to the wrong place or in the wrong format will not be accepted.

All assignments must be submitted to Blackboard unless the instructor gives other directions in the syllabus or in class.

The following assignments must be submitted to Blackboard and TK20:

- 10 Standard Artifacts and Standard Reflections
- 4 Sections Reflections
- Philosophy of Education and Teaching Paper – **Key Assignment**
- Lesson Plan Assignments **in two formats** – **Key Assignment**

Students who need help with Blackboard should contact UNTD Distance Learning and Instructional Technologies at 972-338-1606. Students who need help with TK20 should contact **Genell McClendon at 972-338-1364 or genell.mccclendon@untdallas.edu**.

Difficulty with technology is not an excuse to turn an assignment in late. Please plan ahead.

All assignments must be submitted as Microsoft Word documents. PDFs and other formats will not be accepted.

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.

As future educators, spelling errors on assignments are not acceptable. Your assignment will receive an automatic 10% off of the final grade if a spelling error is found. A grade of 0 may be assigned for numerous spelling errors. Resubmission for a late grade will be at the professor's discretion.

Late Assignments

A late penalty of at least 10% per day will apply to papers or assignments submitted after the due date.
Papers or assignments that are more than two weeks late will not receive points. Too many missing and late assignments will put you at risk of not passing the class.

No assignments will be accepted after the final exam or after the last day of class without prior permission from the instructor.

Deadlines and Incompletes: Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of a medical emergency or similar extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNT Policy 7.004)

CoursEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (*Discuss any special instructions relating to exams-sample given*): Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf

Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

Attendance and Participation Policy: (*Discuss your attendance and participation policy.*)

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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 Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)