

UNIVERSITY OF NORTH TEXAS AT DALLAS

COURSE SYLLABUS

Summer 2015

EDEE 3320D-020 Foundations of Education: The School Curriculum 3 Hrs			
Department of	Teacher Education	Division of	Education & Human Services
Instructor Name:	Dr. Gwendolyn Johnson		
Office Location:	Founders Hall (Building 2) room 232		
Office Phone:	972-338-1320		
Email Address:	Gwendolyn.johnson@untdallas.edu		
Office Hours:	Tuesdays and Thursdays: 10:00-12:00 and by appointment		
Classroom Location:	UNT-Dallas BLDG 1 Room 248		
Meeting Times:	Tuesdays and Thursdays: 8:00-9:50		
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 and completion of a child/adolescent/lifespan development (DFST) course.		
Required Text and Materials:	<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 which can be done online from www.coe.unt.edu/tk20-campus-tools</p>		

Course Goals and Learning Objectives
1. Students will become familiar with 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. Students will become familiar with current laws and issues in education (FERPA, No Child Left Behind, the Common Core State Standards, copyright law) and will demonstrate their understanding by writing and responding to posts in the discussion board.
3. Students will become familiar with four 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. Students will become familiar with a variety of lesson-plan formats, will understand the importance of the TEKS, and will be able to evaluate the alignment between a lesson's objective, procedure, and assessment.
5. Students will become familiar with the learning theories proposed by Dewey, Montessori, Erikson, Piaget, and Vygotsky and will demonstrate their understanding by writing a Learning Theories paper.
6. Students will complete the Texas Education Agency's Teacher Ethics training and will demonstrate their understanding by completing quizzes related to the material.
7. Students will become familiar with the benefits and challenges of teaching as a profession and will demonstrate their understanding by writing a Teacher Interview paper.

Course Evaluation Methods

Instrument	Points	Objective
TK20 Checkpoint 1	250	1
Discussion Board Posts	150	2
Philosophy of Education Paper	100	3
Lesson Plan Assignment	100	4
Learning Theories Paper	100	5
Completion of Ethics Videos	50	6
Teacher Interview paper	50	7
Final Exam	100	1,2,3,4,5,6
Attendance and Participation	100	1,2,3,4,5,6,7
Total:	1,000	

Assignment Guidelines

- All papers must be written in Microsoft Word.
- All papers must have an introduction that explains the purpose of the paper and/or gives an overview of the subject matter.
- All papers must have a conclusion that gives final thoughts and/or states what the author learned from doing the assignment.
- Spelling and 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 (artifacts) that relate to the ten InTASC Standards
- Ten essays (coversheets) that explain how each of the documents relates to a standard
- Each coversheet should be at least 250 words long
- These materials must be correctly uploaded to the student's TK20 portfolio.
- Students must successfully complete Checkpoint 1 to receive a passing course grade

Current Issues Research and Discussion Board Posts:

- Use the internet to research the topic that you were assigned.
- Post in Blackboard (200 words) what you learned about your topic.
- Read and respond to other students' posts (required).

Learning Theories Paper:

- Read about each of the five famous educators in the Mooney textbook.
- Use the internet to do additional research.
- Write a paper (1,000 words or 3-4 pages) about the learning theories.

Philosophy of Education Paper:

- Read the handout on the four philosophies of education.
- Use the internet to learn more about the four philosophies.
- Write a paper (1,000 words or 3-4 pages) that summarizes each of the four philosophies and describes your own beliefs about educating children.

Teacher Interview Paper:

- Interview a practicing (in-service) teacher about the rewards and challenges of teaching.
- Write a 500-word paper that summarizes the interview and explains what you learned.

Lesson Plan Assignment:

- Obtain a lesson plan from the internet, modify it to meet UNT Dallas lesson-plan requirements, and present the new lesson plan in two different formats.
- Write an introduction in which you discuss why you chose the lesson plan that you did and provide a working link to the website where you found the original lesson.
- Evaluate the alignment between lesson's objective, procedure, and assessment.

Course Outline

This schedule is subject to change by the instructor.

Tuesday and Thursday classes meet on campus.

On Mondays and Wednesdays, we will have independent and/or online activities and assignments.

Week 1: Learner Development and Learning Differences			
Date	Activity and/or Discussion Topics	Reading Assignment	Writing Assignment
Mon. June 8 ONLINE	Optional Blackboard Discussion: Questions about the course	Read the syllabus, the InTASC Standards, and competencies 1 and 2 of the PPR Prep manual.	After researching your Learning Differences topic, write a short description for the Discussion Board.
Tues. June 9	Stages of play; Piaget's theories of conservation and cognitive development PPR questions related to child development	Search the internet for information on your Learning Differences topic	
Wed. June 10 ONLINE	Required Blackboard Discussion: Learning Differences	Chapters 1 and 2: Dewey and Montessori	Write the coversheet for Standard 2.
Thurs. June 11	Student Diversity PPR questions related to learning differences	Chapter 3: Erik Erikson	
Friday June 12: TK20 standard 2 is due			
Week 2: Learning Environments and Classroom Management			
Date	Activity and/or Discussion Topics	Reading Assignment	Writing Assign.
Mon. June 15 ONLINE	TEA Ethics Module 1 (three videos)	Chapter 4: Jean Piaget competencies 5 and 6 of the PPR Prep manual.	After researching your topic, write a short description for the Discussion Board.
Tues. June 16	Learning environment; classroom management PPR questions related to the above	Search the internet for information on your Learning Environ. topic	
Wed. June 17 ONLINE	Required Blackboard Discussion: NCLB and the Common Core Standards	Chapter 5: Lev Vygotsky	Write the Learning Theories paper and coversheets for Standards 1 and 3.
Thurs. June 18	Educational Philosophies	Classroom management reading assignment	
Friday June 19: Learning Theories paper and TK20 Standards 1 and 3 due			

Week 3: Content Knowledge and Assessment

Date	Activity and/or Discussion Topics	Reading Assignment	Writing Assign.
Mon. June 22 ONLINE	TEA Ethics Module 2 (two videos)	Educational philosophies reading assignment	After researching your topic, write a short description for the Discussion Board.
Tues. June 23	Assessment PPR Questions related to assessment	Search the internet for information on your Technology Laws topic	
Wed. June 24 ONLINE	Discussion Board: Copyright and Technology Laws and Policies	Use the internet to research Educational Philosophies	Write the Educational Philosophies paper.
Thurs. June 25	Lesson planning, backward design, universal design (continued next Tuesday) PPR questions related to technology	Read competencies 3, 4, 7, 8, 9, 10 of the PPR Prep manual.	

Friday June 26: Education Philosophies Paper is due

Week 4: Planning for Instruction and Writing a Lesson Plan

Date	Activity and/or Discussion Topics	Reading Assignment	Writing Assignment
Mon. June 29 ONLINE	TEA Ethics Module 3 (three videos)	Lesson Planning Reading Assignment #2	Lesson Plan Assignment
Tues. June 30	Lesson planning, backward design, universal design PPR questions related to instruction		
Wed. July 1 ONLINE	Send draft of one of your coversheets to Dr. Johnson for feedback.		Coversheets for standards 4, 5, 6, 7, 8
Thurs. July 2	Teacher Interview		

Friday July 3: Lesson Plan Assignment, Teacher Interview, and TK20 Standards 4, 5, 6, 7, 8 are due

Week 5: Professional Learning, Leadership, and Collaboration

Date	Activity and/or Discussion Topics	Reading Assignment	Writing Assignment
Mon. July 6 ONLINE	TEA Ethics Module 4 (two videos)	Edutopia website: New Teacher Academy: How to Work With Parents	After researching your topic, write a short description for the Discussion Board.
Tues. July 7	Working with Parents and Special-education Teachers PPR questions related to collaboration	Search the internet for information on your Employment Law topic	
Wed. July 8 ONLINE	Discussion Board: Employment Law	Read competencies 11 and 12 of the PPR Prep manual.	Coversheets for standards 9 and 10
Thurs. July 9	Final Exam		

Friday July 10 at noon: TK20 must be complete

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.

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.

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.