

UNT DALLAS University of North Texas at Dallas
 Fall 2012
SYLLABUS

EDSE 3800: Legal, Organizational, and Professional Issues in Teaching 3Hrs			
Department of		Teacher Education & Administration	Division of
			Secondary Education
Instructor Name:		Dr. Jacqueline E. Romano	
Office Location:		Building 2-Founder's Hall, Office 257	
Office Phone:		972-338-1321	
Email Address:		Jacqueline.romano@unt.edu	
Office Hours:	Mondays: 12:00 pm – 1:00 pm 2:30 pm – 5:00 pm Tuesdays: 3:00 pm – 5:00 pm Wednesdays: 12:00 pm – 1:00 pm 2:30 pm – 5:00 pm And by special appointment		
Virtual Office Hours:	<i>Emails received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 951-500-6154 (mobile) are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i> Skype: Jacque.arroyo-romano		
Classroom Location:	UNT Dallas Campus - DAL1 204		
Class Meeting Days & Times:	Monday & Wednesday; 1:00pm-2:20pm		
Course Catalog Description:	An overview of American secondary education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success.		
Prerequisites:			
Co-requisites:			
Required Text:	Kridel, C. (Ed.) (2009). <i>Classic edition sources: Education (4th ed.)</i> Boston: McGraw Hill		
Recommended Text and References:			
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		

	<p>Building 1 (north side of campus) / First Floor <u>Phone:</u> 972-780-3652 <u>Fax:</u> 972-780-3689 <u>Email:</u> 1012mgr@fhcg.follett.com <u>Website:</u> untdallas.bkstr.com Texas Education Agency Website http://www.tea.state.tx.us/ Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase)</p>
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Course Goals or Overview:

	<p>The goal of this course is to...</p> <ul style="list-style-type: none"> • Analyze and compare critical events in the history and development of the American secondary education system • Develop an understanding of the legal and political influences on American secondary education • Examine and interpret the issues/barriers preventing equitable opportunity and achievement for students • Differentiate characteristics of teachers and administrators in a high quality education system
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Learning Objectives/Outcomes At the end of this course, the student will be able to...

1	Summarize the history and purposes of the American secondary education system [INTASC Standard 2; INTASC Standard 3; INTASC Standard 9; INTASC Standard 10]
2	Explain the legal issues surrounding secondary schools as well as school organization [INTASC Standard 2; INTASC Standard 3; INTASC Standard 5; INTASC Standard 8; INTASC Standard 9; INTASC Standard 10]
3	Illustrate and analyze theories of education as a profession [INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 8; INTASC Standard 9; INTASC Standard 10]
4	Compare and contrast the characteristics of a successful professional educator [INTASC Standard 1; INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 6; INTASC Standard 7; INTASC Standard 8; INTASC Standard 9; INTASC Standard 10]
5	Outline the historical and current trends and issues in school instruction and curriculum [INTASC Standard 1; INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 8]
6	Distinguish between and evaluate barriers and supports regarding race, class, disability and gender in American education [INTASC Standard 2; INTASC Standard 3; INTASC Standard 5; INTASC Standard 6]
7	Generalize and construct models of change in American education [INTASC Standard 1; INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 6; INTASC Standard 7; INTASC Standard 8; INTASC Standard 9; INTASC Standard 10]

Course Outline

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

TOPICS	TIMELINE	
Course Overview and Expectations; Key Issues in Secondary Education [INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 8; INTASC Standard 9; INTASC Standard 10]	August 29,	1
LABOR DAY - No Class	September 3,	2
American High Schools: Historical Context (Kridel Text: Selection 2 & Selection 34) [INTASC Standard 5; INTASC Standard 10]	September 5 , Student's Biography due	
Purpose of American Education (Kridel Text: Selection 1 & Selection 3) [INTASC Standard 10]	September 10,	3
Progressive Movement (Kridel Text: Selections 4 & 7) [INTASC Standard 9; INTASC Standard 10]	September 12, In the News Reflection #1	
Progressive Movement (Kridel Text: Selection 8) [INTASC Standard 9; INTASC Standard 10]	September 17,	4
Learning Theory (Kridel text: Selections 10 & 14) [INTASC Standard 4; INTASC Standard 7]	September 19,	
Teaching as a Profession (Kridel text: Selections 9 & 12) [INTASC Standard 9]	September 24,	5
Schools and Society (Kridel text: Selections 5 & 6) [INTASC Standard 9; INTASC Standard 10]	September 26,	
The Culture of Schooling (Kridel text: Selection 17) [INTASC Standard 9; INTASC Standard 10]	October 1, In the News Reflection #2	6
Caring in Schools (Kridel text: Selection 20) [INTASC Standard 2; INTASC Standard 3; INTASC Standard 5]	October 3,	
Tracking in American secondary schools (Kridel Text: Selection 18) [INTASC Standard 2; INTASC Standard 3; INTASC Standard 5]	October 8,	7
Multi-cultural Education (Kridel text: Selections 11 & 13) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	October 10,	
Synthesizing the Theory and Practice: A Review or Schools as Organizations of Learning [INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 9; INTASC Standard 10]	October 15, Interview Due/Interview Group Planning	8
Mid-term Exam [INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 9; INTASC Standard 10]	October 17,	
Bilingual Education (Kridel text: Selections 21 & 29) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	October 22,	9
Race Relations in American Schools (Kridel text: Selections 22 & 23) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	October 24, In the News Reflection #3	

Segregation (Kridel text: Selections 24 & 25) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	October 29,	10
Gender Issues in the Classroom (Kridel text: Selections 27 & 28) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	October 31,	
Disabilities in the Classroom (Kridel text: Selection 26) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	November 5,	11
Interview Group Presentations	November 7,	
Theory versus Practice in Education (Kridel text: Selection 19) [INTASC Standard 4; INTASC Standard 5; INTASC Standard 9] Curriculum Planning (Kridel text: Selections 15 & 16) [INTASC Standard 4; INTASC Standard 6; INTASC Standard 7]	November 12, In the News Reflection #4	12
Educational Leadership (Kridel text: Selection 30) [INTASC Standard 9] Standards based Accountability (Kridel text: Selection 33) [INTASC Standard 1; INTASC Standard 6; INTASC Standard 10]	November 14,	
Preparation time	November 19,	13
Independent work, Issues presentation planning	November 21,	
Thanksgiving Holiday	November 22,	
Educational Reform Movement (Kridel text: Selection 31) [INTASC Standard 6; INTASC Standard 9; INTASC Standard 10]	November 26,	14
- Reform Initiatives (Kridel Text: Selection 32) [INTASC Standard 6; INTASC Standard 9; INTASC Standard 10] Change Strategy (Kridel text: Selection 35) [INTASC Standard 6; INTASC Standard 9; INTASC Standard 10]	November 28, In the News Reflection #5	
Urban Education Models (Kridel text: Selection 37) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10] Urban Reform Initiatives (Kridel text: Selection 36) [INTASC Standard 3; INTASC Standard 5; INTASC Standard 10]	December 3,	15
Systemic Perspective (Review course content) [INTASC Standard 2; INTASC Standard 3; INTASC Standard 4; INTASC Standard 5; INTASC Standard 6; INTASC Standard 7; INTASC Standard 9; INTASC Standard 10]	December 5, Issues Presentations	
Finals Week- Final exam- TBA	December 10 & 12,	16

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 midterm and final exam over assigned readings, reflections, and classroom activities

Assignments -

- **In the News Reflections** - At the scheduled times during the semester, identify a current

newspaper or magazine article that relates to education. Write a brief (one page) summary and reflection on the article including connections to the class textbook topics and/or secondary education. Reflections will be submitted through Blackboard. Additionally, once throughout the semester (a schedule will be developed) students will share their news item during class and facilitate a discussion of the relevance and importance to secondary education.

- **A summary and reflection of interviews with teacher** - A protocol focused on the first year of teaching for interviews with a practicing or former teacher will be provided. Teachers selected for the interview should have at least one year of experience. This interview report will be entered into TK20 as a **key assessment**; a scoring rubric will be provided.
- **Interview Group Presentation** - As a member of the class group, a compilation of the information and insights from the interviews will be developed and shared with the class. Key concepts and the relevance and implications for the class topics and secondary education should be included in the presentation as well as strategies for planning for the first year of teaching.

Projects -

- **Group Discussions** - Discussion groups will be formed and meet each class period to discuss the current selection readings. Members of the group will rotate role responsibilities each session to facilitate the discussion of the material. Roles include:
 - **Facilitator** - Leads the discussion including making sure everyone in the group has the opportunity to participate and keeps the group on task to ensure all major points of the selection are reviewed.
 - **Questioner** - Develops questions related to the selection(s) to focus the discussion. The questions will be sent to the group at least 3 days prior to the class period. Group members will be expected to review the questions prior to class.
 - **Researcher** - Finds resources relevant to the topic in the current selection(s) and distributes a reference to the resources to the discussion group. Researcher selects one resource to share with the group that he/she feels is significantly related to the current topic or to teaching in secondary schools.
 - **Reporter** - Responsible to report to the class what major ideas the group discussed as well as any questions or concerns the group had about the material.
- **Group Facilitation** - ~~Twice~~ during the semester, each individual/group will lead/facilitate the class discussion on the reading selections and topic for that class period. The plan for the day should include the introduction of supplementary resources/information on the topic, an opportunity for the class groups to engage in dialogue about the topic, challenging questions to push the conversation to deeper cognitive complexity, and a strategy to culminate the class discussion with a meaningful summary of the ideas shared by the groups.
- **Issues Presentation** - With a partner, each student will identify an issue related to secondary education in the US and present the issue to the class using PowerPoint. Research the issue including various aspects of the issue such as pros/cons, different viewpoints, differences in different parts of the country. Some possible topics include curriculum control, school choice, charter schools, standardized testing, multicultural studies, bilingual education, etc. Pairings and topics will be coordinated by the instructor to ensure relevance and avoid redundancy. PowerPoints will be submitted through Blackboard prior to the presentation in class. Presentations will be ~~October 13 or December 1~~ December 3 depending on the topic and relevance to course topics.

Class Participation - Regular attendance and active participation in class discussions is essential to the successful achievement of the course objectives. Students will deduct 3 participation/discussion points for each class session missed. In documented emergency situations, make-up work will be defined in order to earn back the deducted points.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Teacher Interview Summary & Reflection	25	25
Interview Presentation (Individual/Group- depending on the number of students enrolled in class)	25	25
Chapter Discussion Roles	4 at 10	40
Individual/Group Facilitation (depending on the number of students enrolled in class)	2 at 25	50
Issues Presentation	30	30
Current News Reflections	5 at 10 pts each	50
Mid Term Exam	50	50
Class Participation/ Discussion	30	30
Final Exam	100	100
Total:		400

Grade Determination:

A = 400 - 360 pts; i.e. 90% or better

B = 320 - 359 pts; i.e. 80 - 89 %

C = 280 - 319 pts; i.e. 70 - 79 %

D = 240 - 279 pts; i.e. 60 - 69 %

F = 239 pts or below; i.e. less than 60%

University Policies and Procedures**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

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. Corrected work that is resubmitted on the class date immediately following the original due date will be graded for full credit. Late work will be deducted 5% for each class period beyond the original due date.

Exam Policy:

EDSE 3800 Fall 2012

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 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 expected 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 essential to the integration of course material and your ability to demonstrate proficiency. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. 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.) 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.*

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 an assignment 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>