I. Course Description: EDCI 2307 Schooling in a Democracy

This course enables prospective professional educators to synthesize their general education experiences/courses with current issues and practices related to teaching and learning in the United States. Career opportunities and personal commitments to the teaching profession will be explored. The systematic process of admission to the teacher education program will be initiated. Field observations in communities and schools will be required. No prerequisites

II. Rationale:

As today’s schools become more diverse, educators must promote an environment that welcomes all students, regardless of background, culture, language, or special need. The classroom now serves as an “inclusive” academic environment where teachers promote student success by implementing a variety of instructional strategies, differentiating curriculum and diversifying assessment. This course provides a foundation in designing instruction that meets the needs of special student populations. Most states require a course such as this for teacher certification.

III. State Adopted Proficiencies:

A. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

B. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

C. Equity In Excellence for All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

D. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

E. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies:

01 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

02 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

03 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The teacher provides appropriate instruction that actively engages students in the learning process.

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**V. Student Learning Outcomes:**

**The student will:**


2. Examine personal beliefs concerning the impact of quality curriculum development, lesson planning, and teaching. (TExES Competencies: 001, 002, 003, 004, 005, 008)(Curricular Topics: Curriculum Development and Lesson Planning, Learning Theories, Motivation, and Child Development)

3. Develop instructional strategies and appropriate methods to increase student motivation and success by preparing a presentation based upon current educational issues and developmentally appropriate practices. Instructional technology methods must be implemented in this presentation. (TExES Competencies: 007, 009, 012)(Curricular Topics: Pedagogy/Instructional Strategies, Motivation, Learning Theories, and Special Populations)

4. Demonstrate an understanding of the pedagogical learning theories and how to apply techniques of motivation in the classroom. (TExES competencies 003, 004, 007, 008,
5. Explore the relationship between child development, learning theories, and classroom climate by researching and demonstrating a classroom management procedure or routine. (TExES competencies 004, 005, 006, 007)(Curricular Topics: Classroom Management, Child Development, Learning Theories)

6. Understand how diversity in the contemporary classroom can influence instructional design and how to best meet the needs of special populations of students. (TExES competencies 002, 010)(Curricular Topics: Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction)

VI. Course Topics:
EDCI 2307 considers the following Subject Matter Curricular Topics:
- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
- TEKS Organization, Structure & Skills
- TEKS in the Content Areas
- State Assessment of Students
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Classroom Management
- Special Populations
- Parent Conferences / Communication
- Instructional Technology
- Pedagogy / Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

VII. Instructional Methods and Activities
- Traditional Experiences: (lecture/discussion; demonstration; videos; reading assignments; literature circles; and on-line deliveries)
- Clinical Experiences: (simulations; cooperative groups; student demonstrations/presentations; role play; value clarifications)
- Field Experiences: (field observations; community resource use)
VIII. Evaluation and Grade Assignment

Grading Scale:
A = 1000 – 900 pts.
B = 899 – 800 pts.
C = 799 – 700 pts.
D = 699 – 600 pts.
F = 599 – 0 pts.

Course Requirements:

<table>
<thead>
<tr>
<th>Points Possible/</th>
<th>375</th>
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<tbody>
<tr>
<td>I. Class Participation</td>
<td></td>
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<tr>
<td>A. Attendance/Participation</td>
<td>50/_______</td>
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<tr>
<td>B. In-Class Activities</td>
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<tr>
<td>1. Investigating Current Educational Trends Presentation</td>
<td>100/_______</td>
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<tr>
<td>2. Classroom Management Product/Presentation</td>
<td>75/_______</td>
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<tr>
<td>3. Reading /Discussion Questions on Blackboard</td>
<td>150/_______</td>
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<tr>
<td>II. Field Experiences</td>
<td>225</td>
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<tr>
<td>A. Teacher in Video Analysis</td>
<td>75/_______</td>
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<tr>
<td>B. Cultural Background Report</td>
<td>100/_______</td>
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<tr>
<td>C. Education Career Research/Report</td>
<td>50/_______</td>
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<tr>
<td>III. Exams</td>
<td>400</td>
</tr>
<tr>
<td>A. Chapter Quizzes (4) on Blackboard</td>
<td>50pts. EACH /_______ _________ _________ _________</td>
</tr>
<tr>
<td>B. Mid-course Exam on Blackboard</td>
<td>100/_______</td>
</tr>
<tr>
<td>C. Final Exam on Blackboard</td>
<td>100/_______</td>
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</tbody>
</table>

Grand Total ____________/1000
**Description of Course Requirements:**
This a **web-enhanced course**. You will need your A number and PIN to log into the course on Blackboard (instructions will be provided). The Blackboard help desk phone number is 825-2825. Each student is advised to check their Blackboard account at least twice a week for announcements, due dates, and/or assignments.

**Class Participation**

*Attendance* – Class attendance and punctuality are required. The pace of this course is accelerated, so making up work is difficult. A sign-in sheet will be provided during each class. It is your responsibility to sign in daily. A student missing a class day will lose all 50 points unless the criteria in the Attendance/Make-up policy are met. Please see the Attendance/Make-Up Policy below. (50 points possible for perfect attendance and no tardies/leave early)

*In-Class Activities* - Classroom participation is critical. Guidelines will be provided for each activity.

*Current Educational Trends Project* - In small groups, prepare an engaging and thorough power point presentation based upon an assigned educational issue addressed in current media. Please provide a brief history of the issue during the presentation. Provide a handout for the class that summarizes the details of the educational issue. Be sure to include the pros and cons of the issue. The handout must be creative, show significant effort, and based upon factual information. This presentation should be at least 15 minutes long and no longer than 20 minutes. **If a student misses any of the assigned group project presentations, that absence will translate to a zero for the presentation.** A rubric will be provided to facilitate planning. **100 points**

*Classroom Management Product/Presentation* As a small group, create an innovative classroom management product and present a skit that demonstrates its function to the class. The presentation must describe the connection to educational theorists, the grade levels most appropriate for the use of the product, and variations for implementation in other areas. A handout describing the management technique and product must be provided for the rest of the class. A rubric will be provided to facilitate planning. **75 points**

*Chapter Reading Assignments/Discussion Questions on Blackboard*
Focus discussion threads will be provided for you to thoroughly discuss the topics from your reading and learning. For each assigned discussion question posted on Blackboard, follow the directions for the question(s) on each thread. Your initial response should be 300 to 400 words total word count. Your response should be spell checked and proof read before being posted. Please read all of your classmates’ responses. You will need to respond to at least two peer discussions by the due date for full credit of the assignment. Make sure to check your calendar for discussion threads and due dates. **6 @ 25 points each (Total 150 Points)**
Field Experiences

Teacher in Video Analysis - Submit a completed analysis report over a teacher portrayed in a video. Choose a movie that features a practicing classroom teacher (for example, Freedom Writers, Mona Lisa Smile, Stand and Deliver, Mr. Holland’s Opus, Ferris Bueller’s Day Off, Boston Public, etc.) Briefly describe the teacher portrayed. Can you place the teacher appearing in the movie in one of the career stages identified in the Chapter 1 section? Please explain. Do you see overlap across the career stages? Please explain. What overlaps occur in the movie? Please explain. How does this portrayed teacher encourage or discourage the students to experience success? Please explain. Answer each of the questions in the analysis report and post to Blackboard by the due date. (300 word minimum) 75 points

Educational Career Research/Report - You will research 5 school districts. You will need to know the location of the district; population of the community; number of schools in the district; beginning teacher salary; any stipends they may offer and for what certification; and any special programs available to the students or teachers of the district. Submit your report on Blackboard. Professor will provide format information in class. (200 word minimum) 50 points

Cultural Background Report- This experience can help you identify the range of cultural differences represented in your future classroom and compare it with your own experiences. First, describe your cultural background and that of your family. Include a description of the community and school where you grew up. Then, take a drive through a neighborhood different from the one you grew up in. Next, describe the community and school you observed while driving through the neighborhood. Finally, compare and contrast these two different communities. What similarities did you see? What differences? What experiences have you had that might help you relate to today’s students? Be sure to identify cultural and community factors that should be considered by teachers. (400 word minimum) 100 points

Exams:

Chapter Quizzes – Four chapter quizzes will be given during the semester over material covered in selected chapters on Blackboard. You will be given ample time to take the quiz. Therefore, you will not be able to make-up any quiz. There are no exceptions to this statement. Please refrain from asking for an exception. 50 points possible each. 200 points

Mid-course Exam – The mid-course exam will be a combination of objective and short answer items. This will be available on Blackboard. 100 points
**Final Exam** – The final exam will be composed of a combination of objective and short answer items. This will be available on Blackboard. **100 points**

### IX: Course Schedule and Class Policies

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<tr>
<th>Session</th>
<th>Topics and Presentations</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Welcome, Syllabus, calendar, Presentation by EDCI 4311 students, Group formation, Personality profile</td>
</tr>
<tr>
<td><em>Mandatory</em></td>
<td></td>
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<tr>
<td><strong>Session 2</strong></td>
<td>Teacher Career cycle, Can I afford this? Teacher in Video Analysis Personal View of Teaching</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>Educational History and Philosophy Current Trend Group Presentations</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>Era of Accountability and Change Current Trend Group Presentations Classroom Observations overview</td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td>Legal and Ethical Issues Current Trend Group Presentations</td>
</tr>
<tr>
<td><strong>Session 6</strong></td>
<td>Status of Contemporary Students Cultural Background Report Current Trend Group Presentations</td>
</tr>
<tr>
<td><strong>Session 7</strong></td>
<td>Midterm Exam</td>
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<tr>
<td><strong>Session 8</strong></td>
<td>Classroom Learning Theory Current Trend Group Presentations</td>
</tr>
<tr>
<td><strong>Session 9</strong></td>
<td>Successful Classroom Environments Current Trend Group Presentations</td>
</tr>
<tr>
<td><strong>Session 10</strong></td>
<td>Lessons in Today’s Classrooms Current Trend Group Presentations</td>
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<tr>
<td><strong>Session 11</strong></td>
<td>School Context, Organization, and Leadership Current Trend Group Presentations</td>
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<tr>
<td><strong>Session 12</strong></td>
<td>Teacher Career Fair Research and Report</td>
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<tr>
<td><strong>Session 13</strong></td>
<td>Families and Communities Current Trend Group Presentations</td>
</tr>
<tr>
<td><strong>Session 14</strong></td>
<td>Classroom Management Skills/Skits/Presentations</td>
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</tbody>
</table>
Session 15              Final Exam

Be sure to check your Blackboard Calendar for exact due dates and times!

Note: Even though I reserve the right to alter this syllabus, assignments, and due dates, I will provide you with ample notification of any changes. To see a list of assigned readings, other assignments, and due dates, check Blackboard’s course calendar.

Class Policies:
Attendance/Make-up: -20 points will be deducted for each tardy and leave early. There are no absences allowed. Students missing a class meeting must complete a research make-up assignment for each class missed. This assignment will involve finding three articles (related to the topic(s) of the missed class) from professional education journals; copying the articles, highlighting critical passages with the text, and writing a half-page summary and a half-page critique (including both positive and negative reactions) of each article. If a student misses any of the assigned group project presentations, that absence will translate to a zero for the presentation. It is the responsibility of the student to clarify instructions and due date. All make-up assignments are due one week following the missed class meeting. For each make-up assignment not completed, the student’s grade will be lowered by one letter grade. A student missing 2 class periods will be advised to drop the course.
*A student on university related business will not need to complete this makeup assignment provided I have been notified of the absence by the department’s chairperson.*

**Notification of an absence by email, phone call, etc. does not constitute a class attendance waiver.**

Written Assignments must be typed or word-processed. Please use 12-point font and double space. Points will be deducted for spelling, mechanical, and grammatical errors. When submitting writing to Blackboard, please copy and paste text from your word processor to Blackboard. Using the word processor this way allows you to take advantage of spell-check, save, and other features that are not available in Blackboard.

Late assignments – No late assignments will be accepted. You are going to be a teacher. You must learn to multi-task. There will be no exceptions to this policy. You should understand that I will not accept technology excuses. If your computer is not working or an Internet connection is unavailable, it is your responsibility to find an alternative method for submitting work. You may always use my personal email: annette.guerra@tamucc.edu

CELL PHONE POLICY: To receive the full benefit from this course, the use of electronic devices for unrelated activities (i.e. text messaging, instant messaging, internet surfing, etc) is prohibited. If I suspect improper use of your electronic device, I will ask you to leave the room.

ONLINE CLASS CONDUCT: The study of education in America allows us a dialogue and thus, an exchange of ideas and mores that may differ than the individual’s own. I provide and expect respect, courtesy, and open-mindedness among all of us. Students, therefore, should exhibit
mature online behavior. Online classroom responses should not be considered “chat room” activities. A classroom level of formality should be maintained in all email and discussion board communication. Students should refrain from text messaging style of writing or “chat speak”. While the nature of the course requires the expression of divergent opinions, discrimination, abuse, harassment, or disorderly conduct in any form that inhibits or interferes with my educational responsibility to my students will not be tolerated in the classroom or online.

**Classroom Conduct**-Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.

[http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

**Statement of Civility**-Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**X. Textbook**

**XI. Bibliography**


XII. Grade Appeals-As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities
“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.” http://disabilityservices.tamucc.edu
The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.
If you are a returning veteran and experience cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.