You are responsible for reading the syllabus carefully!

This online course uses Blackboard 9.1 as its teaching and learning environment. You will have to have your NET ID to log into the course on Blackboard.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 825-2825.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please click the Adobe Reader link located in the Course Content tab of your Blackboard account.

The course is organized into six (6) instructional units. Access to the six units is provided through the Course Content link on the course Blackboard homepage.

Begin with Unit 1 and continue through Unit 6. You may also access the tasks by using the Assignment Tab, Discussion Forum Tab, or Assessment Tab.

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.
04 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
05 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.
06 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
07 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
08 The teacher provides appropriate instruction that actively engages students in the learning process.
09 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
10. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

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

12. 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.

13. 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:

1. Develop a foundation regarding concepts of legal and ethical implications related to a professional career as an educator. The outcome of this objective is based on the Current Events and Issues in Education reports. (TExES Competencies: 012, 013) (Curricular Topics: Code of Ethics and Standard Practices, Parent Conferencing & Communication Skills)

2. Examine personal beliefs concerning the impact of quality curriculum development, lesson planning, and teaching. The outcome of this objective will be based on the Current Events and Issues in Education reports. (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 based upon current educational issues and developmentally appropriate practices. The outcome of this objective will be based on the Classroom Management Procedure or Routine assignment. (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/encouragement in the classroom. The outcome of this objective will be based on The Teacher in Video Analysis assignment. (TExES competencies 003, 004, 007, 008, 009) (Curricular Topics: Pedagogy/Instructional Strategies, Learning Theories, Motivation, Curriculum Development and Lesson Planning)

5. Explore the relationship between child development, learning theories, and classroom climate. The outcome of this objective will be based on researching and reporting on a developmentally-appropriate 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. The outcome of this objective will be based on the Cultural Background Report (TExES competencies 002,010)(Curricular Topics: Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction)

7. Enhance professional knowledge by interacting with other members of the educational community. The outcome of this objective will be based on the Education Career Research Report (TExES competency (012); (Curricular Topic: Code of Ethics & Standard Practices)

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: (reading assignments and on-line delivery)
• Field Experiences: (field observations; value clarifications; community resource use)
• Quizzes and exams

VIII. Evaluation and Grade Assignment
Grading Scale:
A = 1000 – 900 pts.
B = 899 – 800 pts.
C = 799 – 700 pts.
D = 699 – 600 pts.
F = Below 600 pts.
**Course Requirements:**

<table>
<thead>
<tr>
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<th>Total Possible Points</th>
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<tbody>
<tr>
<td><strong>I. Traditional Experiences</strong></td>
<td></td>
</tr>
<tr>
<td>A. Reading/Discussion Forum Questions (5 @ 30 pts. ea.)</td>
<td>150</td>
</tr>
<tr>
<td>B. Current Event and Issue Reports (3 @ 50 pts. ea.)</td>
<td>150</td>
</tr>
<tr>
<td>C. Classroom Management Procedure</td>
<td>75</td>
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<tr>
<td><strong>II. Field Experiences</strong></td>
<td></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><strong>III. Exams</strong></td>
<td></td>
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<tr>
<td>A. Chapter Quizzes (4@50 pts ea.)</td>
<td>200</td>
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<tr>
<td>B. Mid-course Exam</td>
<td>100</td>
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<tr>
<td>C. Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total Possible Points 1000</strong></td>
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**Description of Course Requirements:**

**Special Note:**
The Blackboard helpdesk phone number is 825-2825. Each student is required to check their Blackboard account at least once daily for announcements, due dates, and/or assignments.

**A. Chapter Reading Assignments/Discussion Forum Questions on Blackboard**  
(5 @ 30 points each for 150 Total Points)

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. All of your writing in this class should be spell checked and proof read before being posted.

After reading all of your classmates’ responses. You are required to respond to at least **two** peer responses (**50 word minimum-each**) by the due date if you expect to receive full credit for the assignment. You are responsible for checking your calendar for discussion threads and due dates.

Please see the **full directions and grading rubric located in the Discussion Forum tab** in your Blackboard class.
B. Teacher in Video Analysis (75 points)
You are required to submit a detailed analysis of how a teacher is portrayed in a video.

Choose a movie that features a practicing classroom teacher (i.e., Freedom Writers, Mona Lisa Smile, Stand and Deliver, Mr. Holland’s Opus, Ferris Bueller’s Day Off, Boston Public, etc.)

Respond to the following questions in detail:
1. Briefly describe how the teacher is portrayed;
2. In what career stage (Chapter 1) would you place the teacher in the movie;
3. Do you see overlap across the career stages;
4. What career cycle overlaps occur in the movie;
5. How does the teacher portrayed in the movie encourage or discourage students to experience success?

Answer each of the above questions in detail using examples from the movie to support the positions you take in your answers. Post your completed analysis to Blackboard by the due date. (300 word minimum).

See the Teacher In Video PDF located in the Assignment tab for full directions and a grading rubric.

C. Current Event Reports (3 @ 50 points each for 150 points total)
It is very important for you to recognize and begin to understand the educational events/issues that are happening locally, nationally and globally.

You are required to complete three (3) current events assignments. This assignment consists of reading an article pertaining to education in a newspaper, magazine, or educational journal and to analyze the article. The purposes of this assignment are: 1) to increase your ability to research current events in education; 2) to increase your understanding of a particular area of education; and, 3) to be able to critically evaluate news articles regarding education.

Please see the Current Events/Issues PDF located in the Assignment tab for full directions and grading rubric.

D. Educational Career Research Project (50 points)
You will research five (5) school districts in which are considering future employment. You are required to include:
1. location of the district;
2. population of the community;
3. total number of schools in the district and how many of each grade level;
4. teacher salary schedule and descriptions of any stipends offered for special certifications or extra duty pay; and,
5. any special programs available to the students or teachers of the district.

Submit your report to the Educational Career Research Project assignment in Blackboard.

See the Educational Career Research Project PDF in the Assignment tab for full directions and a grading rubric.

E. Cultural Background Analysis  (100 points)
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.

Second, drive through a neighborhood different from the one you grew up in and 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.

See the Cultural Background Report PDF in the Assignment tab for full directions and a grading rubric.

F. Classroom Management Procedure  (75 points)
You are required to create a Classroom Management Procedure plan.

See the Classroom Management Procedure PDF in the Assignment tab for full instructions and a grading rubric.

G. Exams:
- **Chapter Quizzes (4 @ 50 points each for 200 possible points)**
  Four (4) chapter quizzes will be given over material covered in the textbook. All four quizzes are available in 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. Please refrain from asking for an exception. See the course calendar for due dates.

- **Mid-course Exam  (100 points )**
  The mid-course exam will be a combination of objective and short answer items. The mid-course exam is available in Blackboard at specified times and date(s). See the course calendar for times/dates of availability.
Final Exam  (100 points )
The final exam will be a combination of objective and short answer items. The final exam is available in Blackboard at specified times and date(s). See the course calendar for times/dates of availability.

IX:  Course Schedule Overview
Session 1  Unit 1- Read over Syllabus, Read Chapter 1
         Complete Discussion Forum Question #1

Session 2  Unit 1- Personal View of Teaching-Developing a Philosophy 
         Read Chapter 2
         Complete Teacher in Video Analysis
         Respond to 2 peers for Question #1
         Due-Quiz over Chapter 1 and 2

Session 3  Unit 2- Teacher Accountability and Ethical Issues
         Read Chapters 3 and 4
         Complete Discussion Forum Question #2
         Complete Current Event #1
         Due-Quiz over Chapters 3 and 4

Session 4  Unit 3- The Status of Contemporary Children
         Read Chapter 5
         Respond to 2 peers for Question #2
         Complete Cultural Background Report

Session 5  Unit 3- Midterm is due by midnight over Chapters 1-5
         Complete Discussion Forum Question #3

Session 6  Unit 4- Classroom Learning Theory
         Read Chapter 6
         Respond to 2 peers for Question #3
         Complete Current Event #2

Session 7  Unit 5- Successful Classroom Environments
         Read Chapter 7
         Complete Discussion Forum Question #4
         Complete Career Research Report over 5 school districts
         Due-Quiz over Chapters 6 and 7

Session 8  Unit 5- Complete Current Event #3
         Respond to 2 peers for Question #4
Session 9  Unit 6- Lessons in Today’s Classrooms
Read Chapter 8
Complete Discussion Forum Question #5
Complete Classroom Management Procedure/Routine
Due-Quiz over Chapter 8

Session 10  Unit 6- Respond to 2 peers for Question #5
Due-Final Exam

You are responsible for checking the Course Blackboard Homepage and Calendar for exact due dates and times!

Please note that some due dates and times may change due to circumstances beyond the instructor’s control. In every case, ample notice will be provided and any such change that creates an undue hardship on students will be avoided if at all possible.

X. Class Policies

• Written Assignments
  All written assignments must be typed or word-processed. 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 Work
  No late work of any type will be accepted. EDCI 2307 is part of a professional teacher education program, if you intend to become a teacher. You must learn to multi-task.
  **There are no exceptions to this policy.**

  The **No Late Work** policy includes 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.

• Online Behavior and Professionalism
  The study of education in America allows us a chance to dialogue and have an exchange of ideas and mores that may differ among colleagues and peers. Students in a professional teacher education program will provide and expect respect, courtesy, and open-mindedness. Participants in EDCI 2307 ought to exhibit mature online behavior. Online classroom responses should not be considered “chat room” activities. A professional 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, any postings that appear discriminatory, uncivil, unprofessional, harassing, or disorderly in any form or any posting that inhibits or interferes with the instructor’s professional
responsibility to students in the course, the Teacher Education Program, or the College of Education will not be tolerated. Student whose behavior is inappropriate will be removed from the course and reported to appropriate Texas A&M University—Corpus Christi faculty and administrators.

- **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 are unacceptable, unprofessional, and intolerable.

- **Academic Honesty**
  All TAMU—CC students, and especially students in a teacher education program are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

XI. **Textbook**

XII. **Selected References**

XIII. **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.

IVX. 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.