TECHNICAL UNIVERSITY-CORPUS CHRISTI
EDCI 3311: School and Society

Course/Sec: EDCI 3311  
Instructor: Dr. R. McConnell

Time/Room: 8:00 – 8:50 A.M.,  
Office: FC 249

Dates: Fall 2011; 8/24 – 12/14/2011  
Office Hours: Tues. 4:00 – 5:30 PM

Office Phone: 361-825-2674  
Wed. 9:00 AM – 12:00 Noon

E-Mail: Rodney.mcconnell@tamucc.edu  
Thurs. 4:00 – 5:30 PM

I. Course Description
EDCI 3311: School and Society examines our nation and state’s educational system including:
   a) teaching as a profession;
   b) major philosophies and educational theories;
   c) the history of the development of American and Texas schools;
   d) the teaching environment of our schools and classrooms;
   e) student diversity and the importance of understanding learners;
   f) legal and ethical issues; and,
   g) TExES-related observation experience in an area school.

II. Rationale
This course orients students to the institution of the school and schooling in America and its integral
relationship with society, with emphasis on the schooling process in the State of Texas.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
1. Learner – Centered Knowledge
2. Learner – Centered Instructions
3. Equity in Excellence for All Learners
4. Learner –Centered Communications
5. Learner – Centered Professional Development

IV. TExES Competencies (if applicable)
EDCI 3311 develops the following TExES competencies:

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

004 The teacher understands learning processes and factors that impact student learning and
      demonstrates this knowledge by planning effective, engaging instruction and appropriate
      assessments.

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

012 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.

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

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:
A. The teacher and the profession:
   1. Explain the characteristics that constitute a profession (TExES Competencies: 012, 013) (State
      Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child
      Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning,


5. Describe the certification process for teachers in the State of Texas (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation); and,


B. The history and development of the American school:

1. Recognize the pervasive influence that major philosophies have had on education in the U.S (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Certification Test Preparation);


3. Identify sources of education law such as due process in the 14th Amendment (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Special Populations, Parent Conferencing & Communication Skills, Differentiated Instruction, Certification Test Preparation);

4. Describe the contributions/impact of key individuals/events upon American education including, but not limited to: Thomas Jefferson, Horace Mann, John Dewey, Brown vs. Topeka BOE, Elementary and Secondary Education Act, P.L. 94-142, etc. (TExES Competencies: 002, 004,


C. The student and the curriculum:
1. Demonstrate familiarity with research concerning the characteristics of effective teaching (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);

2. Describe the influence of one’s cultural identity upon teaching and learning (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);


5. Develop awareness of instructional adaptations for students with special learning needs (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation); and,

VI. Course Topics
EDCI 3311 considers the following Subject Matter Curricular Topics:
- Code of Ethics and Standard Practices
- Child Development
- Motivation
- Learning Theories
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Special Populations
- Parent Conferencing and Communication Skills
- Pedagogy/Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

VII. Instructional Methods and Activities
EDCI 3311 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.
A. Traditional Experiences (lecture/discussion, demonstrations, drill, guest speakers, video, student discussions/presentations)
B. Field Experiences will involve observation, reflection, and teaching of individuals/small groups at the appropriate course level that matches the student’s desired level of teacher certification.

VIII. Evaluation and Grade Assignment

Overview of Course Requirements:
1. Class attendance and participation;
2. Initial Responses to Assigned Readings (240 points/20%);
3. Response to Peers’ Responses to Assigned Readings (240 points/20%);
4. Statement of Beliefs about Public Education in the United States (100 points/8%);
5. Response to Peers’ Statement about Public Education in the United States (100 points/8%);
6. Teacher Education Interview (100 points/8%);
7. Field Experience (200 points/20%);
8. Mid-Term Exam (100 points/8%); and,
9. Final Exam (100 points/8%)

Detailed Description of Course Requirements:
1. Class Attendance and Participation
   The Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

   Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count the absence as an excused absence and should not penalize the student for it. Students [absent
from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

Students in EDCI 3311 are expected to attend all scheduled class meetings on time unless they are on approved university business as described above. Each unexcused absence from a scheduled class meeting will reduce your final course grade by one letter grade. Two, unexcused, late arrivals will reduce your final course grade by one letter grade. Two or more unexcused absences or four unexcused tardies will place you in jeopardy of failing this course.

2. Initial Responses to Assigned Readings
(Twelve (12) initial responses at 20 points each for 240 total points)

We have two required texts for EDCI 3311. We will have assigned readings in each text each week of class. Your written responses to the assigned readings will be posted to Blackboard the week before we discuss the topics in class.

This learning activity requires you to read the assigned readings and post an initial response to each reading by the scheduled due date and time. Your initial responses to the readings and your peers’ responses to your initial responses will form the basis for our face-to-face discussions about the topics/issues addressed by EDCI 3311.

If you have difficulty organizing your thinking about an assigned reading you might want to keep the following questions in mind as you read, and use the questions in help you construct a response:

1. What parts of the reading were new ideas, concepts, or information for you? Based on your previous knowledge and understandings of teaching and schools, what questions or concerns do you have about the new ideas, concepts, or information you read in the text?

2. What parts of the reading did you agree or disagree with? Why did you agree or disagree with those parts?

3. As you read, did you get a sense that any of your previous concepts of or beliefs about teaching or schools were changing? Which ones and how were they changing?

4. What parts of the reading were most or least interesting to you? Why were they interesting or not interesting?

5. What is the most important concept in this reading for a classroom teacher to remember? Explain why you think this concept is the most important to be remembered.

You are not required to use any of these questions to help organize your response, or you may use all of these questions to drive your response to the reading.

Do not summarize the reading. We have all read the text and do not need a summary. The written reflections you share with the class are open ended conversations not summaries of the readings or formal essays. The thinking you share with colleagues does not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). However, it ought to represent your serious thinking about the reading.
Your initial response to the reading should be 300-400 words that demonstrate serious thinking about the reading. Responses that demonstrate serious thinking about the reading will receive full credit. Responses that demonstrate anything less than serious thinking will receive less than full credit. If you need help with determining the nature of serious thinking, please ask for help before posting the response to Blackboard.

For a detailed list of due dates and times for “Initial Responses to Assigned Readings” see the Course Schedule in this syllabus.

3. Response to Peers
(Twenty-four (24) responses at 10 points each for 240 total points)

You are required to post a written response to at least two (2) of your peer’s “Initial Responses to Assigned Readings” for each assigned reading.

While you are in not required to use the following questions to guide your response to a peer’s initial response to the assigned readings, you may find the following questions helpful:

1. With what did you agree/disagree as you read your colleague’s initial response to the reading? Why did you agree or disagree?

2. What is your experience relative to your colleague’s response? How does your experience inform, expand, or counter your colleague’s response?

3. What thoughts about the topic did your colleague’s response evoke?

4. How did your reading of the text differ from that of the peer to whom you are responding?

5. How did your understanding of the reading or your feeling about it change as you read your colleague’s thinking and feelings about the text?

Follow the above format for two (2) different peers for each assigned reading.

For a detailed list of due dates and times for “Response to Peers” see the Course Schedule in this syllabus.

Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:
If student A posts an initial response to the Chapter 4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, [20+10+10]) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Chapter 4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of thirty (30, [20+10+0]) points under the Chapter 4 tab in the Blackboard grade book.

If student C posts an initial response to the Chapter 4 reading assignment, and does not
post a response to any peer, student C will receive a maximum of twenty (20, [20+0+0]) points under the Chapter 4 tab in the Blackboard grade book.

4. **Statement of Beliefs about Public Education in the United States (100 points)**

This assignment calls for you to write a series of six mini-essays that reflect your personal beliefs about:

1. the purpose(s) of free, compulsory education in the United States;
2. the status of teaching as a profession;
3. the impact of different cultures on public education in the U.S.;
4. the funding plan/source for public education in the U.S.;
5. what students should learn and how teachers should teach; and,
6. the role of U.S. public education in a global society/economy.

This assignment is your opportunity to share your personal beliefs about issues that face every public school teacher in the United States. I am well aware of the tendency of many university students to write to please the professor. Please do not try to please me as you identify and articulate your beliefs about public education in the United States. I assure you that your grade for this assignment will not be influenced in any way by whether or not I agree or disagree with your personal beliefs. I expect you to write what you believe about public education, not what you think I believe.

Give each mini-essay the appropriate title (i.e. “The Purpose(s) of Free, Compulsory Education in the United States,” “The Status of Teaching as a Profession,” etc.) Once you have completed all six mini-essays, save them in one complete document titled “This Is What (put your name here) Believes about Public Education in the United States” and post the document to the Blackboard assignment drop box titled, “Personal Belief Statement about Public Education in the United States.”

You have two audiences for this assignment:

1. yourself; and,
2. your colleagues in this class.

The expectation for this assignment is that your writing will be clear, concise, and reflect the fact that you present yourself as a college level writer and thinker.

This assignment will be evaluated according to the following criteria:

1. Complete (all six personal essays are clearly titled and included in the posted document);
2. Each essay demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
3. Posted to the assignment drop box by the due date (no late assignments accepted); and,
4. The writing reflects the skill level expected of university students who are preparing to enter the teaching profession.

5. **Response to Peers’ Personal Belief Statement about Public Education in the United States**

(2 responses at 50 each for 100 total points)

This assignment requires you to read and respond to the “Personal Belief Statements” of at least two (3) of your colleagues in this class. The intent of this assignment is to make students aware of the wide range of beliefs that drive the social, political, and economic tensions that constantly surround public education in the United States.

While you are in not required to use the following to guide your response to a peer’s initial response to the reading, you may find the questions in the list below helpful:
1. What did you find interesting in your colleague’s Personal Belief Statement?

2. As you read your colleague’s Personal Belief Statement, what were your initial thoughts and/or reaction?

3. How were your beliefs different from your colleagues’ beliefs?

4. To what extent, if any, did your beliefs change as you read your colleague’s statement of beliefs?

Regardless of the focus of your response to a colleague’s belief statement, make certain that the tone and language of your response is civil, professional, thoughtful, and respectful.

To receive full credit for this assignment, use the following format in responding to a peer’s “Statement of Beliefs . . .”

1. Identify the peer to whom you are responding;
2. Provide a summary of the main points to which you are responding; and,
3. Write your personal response to your colleague’s initial response.

Do the above for two(2) “Statement of Beliefs about Public Education in the United States” from two different peers.

6. Teacher Education Interview (100 points)
EDCI 3311 students are required to participate in the interview process for admittance to the TAMUCC Teacher Education Program. Interviews will be conducted by Department of Teacher Education faculty over a period of several days and students will have a variety of date and time options to participate. Participation in the interview process will assure that you earn full credit for this assignment. Failure to participate will assure that you receive less than full credit for this assignment.

7. Field Experience (200 points total)
In order to provide an opportunity for EDCI 3311 students to gain classroom experience TAMUCC Department of Teacher Education has formed a partnership with Junior Achievement of South Texas/Corpus Christi and local school districts. Please go to the Junior Achievement URL (http://www.jast.org/) and peruse the website, especially the education resources.

This Field Experience requires students to teach between seven (7) (elementary) and nine (9) (high school) Junior Achievement lessons using the Junior Achievement curriculum and materials. Junior Achievement trainers will provide training in how to teach the lessons and use the materials during EDCI 3311 class time. Students will be matched with a school and a teacher who have asked for a Junior Achievement teacher, and will be trained in how to contact the school and teacher and how to deliver the scripted lessons to students.

The purpose of this assignment is to allow pre-service teachers an opportunity to interact with public school teachers and students as early as possible in the TAMUCC teacher education program.

To receive credit for this assignment, students must complete all components of the Field Experience, including timely submission of the Teacher Confirmation Form, Mandatory Verification Form, and teaching all of the lessons as scheduled.
8. **Mid-Term Exam** (100 points)
The Mid-Term Exam will consist of multiple-choice and short answer questions from the course texts.

9. **Final Exam** (100 points)
The Final Exam will consist of multiple-choice and short answer questions from the course texts.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1180 – 1097 pts.</td>
<td>(100 – 93%)</td>
</tr>
<tr>
<td>B</td>
<td>1096 – 1003 pts.</td>
<td>(92 – 85%)</td>
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<tr>
<td>C</td>
<td>1002 – 885 pts.</td>
<td>(84 – 75%)</td>
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<tr>
<td>D</td>
<td>884 – 767 pts.</td>
<td>(74 – 65%)</td>
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<td>F</td>
<td>767 and below</td>
<td>(64 – 0%)</td>
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**IX. Course Schedule**

**Wed. Aug. 24** Syllabus Quiz; Expectations; Chapter 1 in *Foundations*
Blackboard: Post Initial Response to Chapter 2 in *Foundations* by 6:00 P.M.

**Fri. Aug. 26** Blackboard: Post Response to 2 peers’ Initial Response to Chapter 2 by 11:00 P.M.

**Mon. Aug. 29** Junior Achievement training

**Wed. Aug. 31** Chapter 2 in *Foundations*
Blackboard: Post Initial Response to Chapter 3 in *Foundations* by 6:00 P.M.

**Fri. Sep. 2** Field Experience
Blackboard: Post Response to 2 peers’ Initial Response to Chapter 3 by 11:00 P.M.

**Mon. Sep. 5** Labor Day: No Class

**Wed. Sep. 7** Chapter 3 Discussion
Blackboard: Post Initial Response to Chapter 4 in *Foundations* by 6:00 P.M.

**Fri. Sep. 9** Field Experience
Blackboard: Post Response to 2 peers’ Initial Response to Chapter 4 by 11:00 P.M.

**Mon. Sep. 12** Introduction to PR for Educators and Code of Ethics

**Wed. Sep. 14** Chapter 4 in *Foundations*
Blackboard: Post Initial Response to Chapter 5 in *Foundations* by 6:00 P.M.

**Fri. Sep. 16** Field Experience
Blackboard: Post Response to 2 peers’ Initial Response to Chapter 5 by 11:00 P.M.

**Mon. Sep. 19** PR for Educators and Code of Ethics

**Wed. Sep. 21** Chapter 5 in *Foundations*
Discussion of Statement of Beliefs about Public Education in the United States assignment
Blackboard: Post Initial Response to Chapter 6 in *Foundations* by 6:00 P.M.

**Fri. Sep. 23** Field Experience
Blackboard: Post Response to 2 peers’ Initial Response to Chapter 6 by 11:00 P.M.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Mon. Sep. 26</td>
<td>PR for Educators and Code of Ethics</td>
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<tr>
<td>Wed. Sep. 28</td>
<td>Chapter 6 in <em>Foundations</em></td>
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<td><strong>Blackboard: Post Initial Response to Chapter 7 in <em>Foundations</em> by 6:00 P.M.</strong></td>
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<td>Fri. Sep. 30</td>
<td>Field Experience</td>
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<td><strong>Blackboard: Post Response to 2 peers’ Initial Response to Chapter 7 by 11:00 P.M.</strong></td>
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<td>Mon. Oct. 3</td>
<td>PR for Educators and Code of Ethics</td>
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<td><strong>Due:</strong> Statement of Beliefs about Public Education in the United States assignment</td>
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<td>Wed. Oct. 5</td>
<td>Chapter 7 in <em>Foundations</em></td>
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<td><strong>Blackboard: Post Initial Response to Chapter 8 in <em>Foundations</em> by 6:00 P.M.</strong></td>
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<td>Fri. Oct. 7</td>
<td>Field Experience</td>
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<td><strong>Blackboard: Post Response to 2 peers’ Initial Response to Chapter 8 by 11:00 P.M.</strong></td>
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<td>Mon. Oct. 10</td>
<td>PR for Educators and Code of Ethics</td>
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<td>Wed. Oct. 12</td>
<td>Chapter 8 in <em>Foundations</em></td>
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<td><strong>Blackboard: Post Initial Response to Chapter 9 in <em>Foundations</em> by 6:00 P.M.</strong></td>
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<td>Fri. Oct. 14</td>
<td>Field Experience</td>
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<td><strong>Blackboard: Post Response to 2 peers’ Initial Response to Chapter 9 by 11:00 P.M.</strong></td>
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<td>Mon. Oct. 17</td>
<td>PR for Educators and Code of Ethics</td>
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<td><strong>Mid-term Exam Study Guide posted to Blackboard by 5:00 P.M.</strong></td>
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<td>Wed. Oct. 19</td>
<td>Chapter 9 in <em>Foundations</em></td>
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<td><strong>Blackboard: Post Initial Response to Chapter 10 in <em>Foundations</em> by 6:00 P.M.</strong></td>
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<td><strong>Peer Response to:</strong> Statement of Beliefs about Public Education in the United States</td>
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<td>Fri. Oct. 21</td>
<td>Field Experience</td>
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<td></td>
<td><strong>Blackboard: Post Response to 2 peers’ Initial Response to Chapter 10 by 11:00 P.M.</strong></td>
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<tr>
<td>Mon. Oct. 24</td>
<td>PR for Educators and Code of Ethics</td>
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<td><strong>Mid-Term Opens on Blackboard at 5:00 P.M.</strong></td>
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<tr>
<td>Wed. Oct. 26</td>
<td>Chapter 10 in <em>Foundations</em></td>
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<td><strong>Blackboard: Post Initial Response to Chapter 11 in <em>Foundations</em> by 6:00 P.M.</strong></td>
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<tr>
<td>Fri. Oct. 28</td>
<td>Field Experience</td>
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<td><strong>Mid-term Exam Closes at 5:00 P.M.</strong></td>
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<td><strong>Blackboard: Post Response to 2 peers’ Initial Response to Chapter 11 by 11:00 P.M.</strong></td>
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<tr>
<td>Mon. Oct. 31</td>
<td>PR for Educators and Code of Ethics</td>
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<td><strong>Study Guide for Final Exam posted to Blackboard by 5:00 P.M.</strong></td>
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<td>Wed. Nov. 2</td>
<td>Chapter 11 in <em>Foundations</em></td>
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<td><strong>Blackboard: Post Initial Response to Chapter 12 in <em>Foundations</em> by 6:00 P.M.</strong></td>
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<td>Fri. Nov. 4</td>
<td>Field Experience</td>
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<td><strong>Blackboard: Post Response to 2 peers’ Initial Response to Chapter 12 by 11:00 P.M.</strong></td>
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Class Policies

- **Written Work in EDCI 3311**
  All written work in EDCI 3311 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.

  All written work submitted in hard-copy form must be stapled (if more than one page) and paginated.
• **Submission of Late Work**
Assignments submitted one class session past the due date will be accepted for a maximum of 50% credit. Any assignment submitted beyond one class session from the date it was due will not be accepted. There will be no exceptions to this policy.

• **Cell Phone Usage During Class**
Absolutely no cell phone usage of any type will be tolerated in EDCI 3311.001. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDCI 3311 is a professional development course in the Department of Teacher Education at TAMUCC, and all of your behaviors in this class ought to reflect a level of level of professional maturity beyond the typical social/emotional behaviors of your personal life.

• **Class Attendance and Participation**
The degree to which you attend and participate in all of the learning activities in EDCI 3311 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

> Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count the absence as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the approved university absence in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office for clarification.

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• **Academic Honesty**
University students 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)

• **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

**Disabilities**

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute 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.

**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. http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

**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 Rule 13.02.99.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.

X. **Textbook(s)**

The following textbooks are required for EDCI 3311:


Additional Readings for EDCI 3311 may be assigned and provided by the instructor.