I. Course Description
EDCI 3311: School and Society examines our nation’s 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) requires a TExES-related teaching/observation experience in an area school and/or organization.

II. Rationale
This course is designed to orient students to the institution of the school 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. Texas Examinations of Educator Standards (TExES) Pedagogy and Professional Responsibilities EC 12 (PPR)

Domain I—Designing Instruction and Assessment to Promote Student Learning (31% of TExES Test)

Competency 001 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.

Competency 002 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.

Competency 003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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

Domain II—Creating a Positive, Productive Classroom Environment (15% of TExES Test)

Competency 005 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.

Competency 006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III—Implementing Effective, Responsive Instruction and Assessment (31% of TExES Test)

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008 The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
Domain IV—Fulfilling Professional Roles and Responsibilities (23% of TExESTest)

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

**Competency 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.

**Competency 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 so that the student will be able 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, Certification Test Preparation);


3. Examine the ethics and standards of the teaching profession (TExes Competencies: 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Certification Test Preparation);


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 influence that major philosophies have had on education in the United States and Texas (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 and Lesson Planning, Classroom Assessment, Certification Test Preparation);

2. Outline historic events in the development of education in the United States (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 1, 2, 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices);

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, Differentiated Instruction, Certification Test Preparation);

Assessment, Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation);

5. Compare the educational theories of idealism, Realism, neo-thomism, pragmatism, post-modernism, perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism (TExES Competencies: 002, 004, 011, 012, 013) (State Proficiencies: 3, 4, 5) (Curricular Topics: Code of Ethics and Standard Practices, Child Development, Motivation, Learning Theories, Curriculum Development & Lesson Planning, Classroom Assessment, Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction, Certification Test Preparation); and,


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: 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);


4. Explore the benefits and disadvantages of identifying special needs students (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);

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 **TAC §228.30(b) 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 (Junior Achievement of America Curriculum) of individuals/small groups at the appropriate course level that matches the student’s desired level of teacher certification.

VIII. Evaluation and Grade Assignment and Overview of Course Requirements
1. Class attendance and Participation 10%.
2. Course Homework Assignments 25%
   a. Personal Philosophy Statement
   b. Why I Want to be a Teacher
   c. Educational Philosophies
   d. Current Educational Programs
   e. Professional Associations
   f. NCLB Perspectives
   g. Code of Ethics Worksheet
   h. Perspectives of Social Media in the Educational Environment
3. Class Activities
   a. Junior Achievement Teaching 10%
   b. Teacher Education Interview 10%
4. Daily Class Quizzes 5%
5. Exams
   a. Exam #1 – 10%
   b. Exam #2 – 10%
   c. Exam #3 – 10%
   d. Exam #4 – 10%

Descriptive Summary 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. Unexcused absences from a scheduled class meeting will affect the grade for attendance and participation, and your final course grade. Multiple unexcused absences or leaving class early can place you in jeopardy of failing this course.

2. Course Homework Assignments

Each assignment will be given during class with appropriate discussion and instructions for completion of each assignment. Assignments and related information sheets will be posted to the appropriate class section using BlackBoard. Below is a tentative listing of the assignments as currently planned with a very brief description for each. A more detailed assignment sheet will be distributed in class as each assignment discussed.

All Assignments are required to be in a professional style format using the APA Manual, sixth edition. Professional style includes a coversheet exhibiting appropriate information related to each individual assignment, and without any special decorations or oversized print. The cover sheet is the only place your name should appear in your paper.

a. Personal Educational Philosophy Statement - The purpose of this assignment is to identify your beliefs and ideas about education. See Assignment Sheet #1.

b. Why I Want to be a Teacher - The purpose of this assignment is for you to present information about why you want to become a teacher. Information you are writing into this paper help you to gain a better focus related to choosing teaching as a possible profession. See Assignment Sheet #2.

c(1). Educational Philosophies - The purpose of this assignment is to present information and ideas related the various educational philosophies. An additional purpose of this report is to present a variety of viewpoints for discussion purposes within the course, rather than examining only the instructor’s viewpoint. See Assignment Sheet #3.

c(2). Current Educational Programs - Within the education community there are a variety of delivery methodologies and organizational programs for the delivery of education. Some are very well known and others are more obscure. Some information about these educational systems and programs is accurate, while other information is inaccurate and surrounded my myths. The purpose of this assignment is to provide a sharing of information using a variety of recognized resources to dispel myths about different programs. An additional purpose of this report is to present a variety of viewpoints for discussion purposes. See Assignment Sheet #3.

c(3). Professional Associations - Within the education profession, there are some 200 plus organizations that representing education and the teaching profession. Some organizations are very specific for teachers they represent, while other associations are very broad based. The purpose of this assignment is to present information about the various professional education associations. An additional purpose of this report is to present a variety of viewpoints for discussion purposes. See Assignment Sheet #3.

d. NCLB Perspectives - The purpose of this assignment is for you to present information from several sources related to reactions from several different professionally recognized entities, as it relates to the educational requirements within the NCLB legislation. See Assignment Sheet #4.

e. Code Of Ethics Worksheet - The purpose of this assignment is to provide you some information about the enforcement as well as implications and other important factors related to the Texas Teacher Code of Ethics. Your responses to the questions below and the classroom discussion will provide you with insights about how this can affect your career as an educator. See Assignment Sheet #5.
f. Social Media and the Educational Environment - The purpose of this assignment is for you to present your viewpoints as related to recent legislation and policies as they pertain to the social media being used by a significant portion of the population within the United States. See Assignment Sheet #6.

3. Course Activities

(a) Junior Achievement Field Experience

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. It may be beneficial to explore the Junior Achievement URL (http://www.jast.org/) and peruse the website, especially the education resources prior to your teaching.

This Field Experience requires students to teach 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. Depending upon how you decide to teach the JA curriculum, with or without a partner, you will teach all lessons (alone or team teaching). If at all possible, conduct one observation of your “teaching setting” prior to the time you teach. You will need to meet with the teacher/adult supervisor of the group of students you teach prior to the day(s) of your teaching to complete the “Teacher Confirmation Form.”

Students will be matched with a school, or agency, and a teacher, or adult supervisor, who has asked for Junior Achievement curriculum instruction. JA training will be announced the first night of class.

The purpose of this assignment is to allow pre-service teachers an opportunity to interact with 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 of all lessons as scheduled.

(b) Teacher Education Interview

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. Participation in the interview process is a course requirement.

4. Daily Class Quizzes

Short quizzes will be given spontaneously during class meetings over previous required readings, presentations and discussions of course information. Missed quizzes due to an unexcused absence are not allowed to be taken at an earlier/late date. The missed quiz will result in a grade of 0.

5. Major Exams #1 thru 4

Each exam will consist of multiple-choice questions from the required readings, presentations, class lecture and discussions. Some course information will be cumulative for each exam, but will primarily focus on the section of the course prior to each exam.

IX. Textbook(s)


Other sources identified during the semester.
X. COURSE POLICIES

Academic Integrity/Plagiarism
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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 12, 2013 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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.

Disabilities Accommodations*
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 call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS