EDCI 3311.WO1 is an Online Course:
EDCI 3311 uses Blackboard 9.1 (Bb9) as its only teaching and learning environment. All EDCI 3311 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires students to have their normal NET ID to log in.

Since EDCI 3311.WO1 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course has, or will quickly obtain, the technical expertise, hardware, and software required to be successful in this course.

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 361-825-2825.

Checking for dates and times of Bb9 updates will save you some frustration and anxiety throughout the semester. The Bb9 homepage (the page where you log in to Bb9) provides a wealth of information about what is happening in Bb9.

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

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

Begin this course by reading the syllabus very carefully. You can access the assignments, discussions, and assessments in this course by using the Course Content Tab, Assignment Tab, Discussion Forum Tab, Assessment Tab, or other tabs on the tool bar on the left side of the course homepage.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology or Distance Education for assistance. Links to IT and Bb9 can be found on the course homepage.

Neither TAMU-CC nor the course instructor assumes or accepts responsibility for any student’s inability to use the technology requires for successful completion of this course.

Online Office Hours:
The instructor’s office hours are through Bb9 messages and Islander email, and/or telephone. If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC email or the Blackboard mail message system. If you choose to contact me via telephone, please identify yourself and the course number clearly.
Email and Communication:
Use Islander email or Bb9 Message tools to contact the instructor about worries, questions, or concerns about the class.

It is much easier and less frustrating for me if you contact me through the communication tools in Bb9. Here’s why: if you contact me through the Islander email or Bb Message tool on the course homepage, the message includes information in the subject line that helps me identify you and the class about which you have a question or concern. Should you have a question or concern about the class, I can respond much faster if I know who you are and the class in question.

I normally respond to class related email very quickly, but please allow me at least 24 hours to respond to email.

Normally, I do not respond to email before 8:00 AM or after 5:00 PM Monday through Thursday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment in the discussion or an email that seems to be urgent. If I am going to be out of the online classroom for more than 48 hours (excluding weekends), I will post an announcement letting students know when I will return to the classroom. I generally do not respond to email or Bb9 messages on Fridays, Saturdays, Sundays, or holidays. There are exceptions to this practice of course, but not many.

If you contact me through regular Islander email (meaning that you did not use the Islander email on the course homepage), make sure that you include the course number and section in the subject line, and you must clearly identify yourself in the email. If I cannot identify you, I will not respond.

Telephone:
While it is much easier to reach me through email, you may choose to call. Please call my home phone (361-244-7486), since I am in my TAMU-CC office only a few hours each week.

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, Classroom Assessment, Special Populations, Parent Conferencing & Communication Skills, Pedagogy/Instructional Strategies, Differentiated Instruction, 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 the pervasive influence that major philosophies have had on education in the U.S (TEES 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 (TEES 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);


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. Syllabus Quiz (100 points/6%)
3. Autobiographical Sketch (100 points/6%)
4. Initial Responses to Assigned Readings (320 points/18%);
5. Response to Peers’ Responses to Assigned Readings (320 points/18%);
6. Statement of Beliefs about Public Education in the United States (200 points/10%);
7. Response to Peers’ Statement about Public Education in the United States (200 points/10%);
8. Teacher Education Interview (200 points/10%);
9. Field Experience (200 points/10%);
10. Mid-Term Exam (100 points/6%); and,
11. Final Exam (100 points/6%)

Grading Scale
1711 (93%) – 1840 pts. = A
1564 (85%) – 1710 pts. = B
1380 (75%) – 1563 pts. = C
1196 (65%) – 1379 pts. = D
Anything below 65% = F

Special Note about Grades:
You must earn a C or better in EDCI 3311 to be admitted to the TAMU-CC Teacher Education Program.

Policy for an Incomplete Grade:
The TAMU—CC policy for awarding a grade of Incomplete is as follows:

Incomplete - An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time.

The key words are “a student who is passing” and “for reasons beyond the student’s control other than lack of time.”
You must request a grade of “Incomplete” in writing before the last day of class (not during finals week) and the request must include acceptable written evidence that the reason for the request is that you have experienced circumstances beyond your control that have prevented you from completing the learning activities in the course, and you must be passing the course at the time of the request. Awarding a grade of Incomplete is at the instructor’s discretion. If the student believes that the instructor has been arbitrary or capricious in the grading policy, she or he may use the grade appeals process described in the syllabus and on the Student Affairs homepage.

**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].

2. **Syllabus Quiz** (100 points)
   The EDCI 3311 Syllabus Quiz is available in Blackboard. You are required to complete the quiz by the date and time in the Course Schedule Overview.
   
   While you may search for answers to the quiz in any manner you choose, I encourage you to print the syllabus so you will have a hard copy to look through as you take the quiz.
   
   The Syllabus Quiz consists of ten (10) questions worth ten (10) points each for a total of 100 points.
   
   You will have 30 minutes to take the quiz, and you will have only one chance to take it, so be sure you are ready to take it when you open it.

3. **Autobiographical Sketch** (100 points)
   In 300—600 words, tell your classmates something about you. As a way for all of us to learn something about you, share whatever you think appropriate about:
   
   - your personal life and family;
   - your work;
   - your hobbies;
   - your school experiences;
   - any honors or awards you have earned; and,
   - your plans for the future.
   
   Post your sketch to the “Autobiographical Sketch” discussion on the Discussion Board by the due date and time in the Course Schedule Overview.
Evaluation of the “Autobiographical Sketch” assignment is all or none. If you follow the above assignment and post it to the appropriate place in Blackboard by the date and time in the Course Schedule Overview, you will receive full credit. If you do not follow the above assignment, or if you do not post by the date and time in the Course Schedule Overview, you will receive no credit for the assignment.

4. Initial Responses to Assigned Readings
(Sixteen (16) initial responses at twenty (20) points each for 320 total points)

This activity requires you to read the learning module’s reading assignment and post an initial reflection/response to the reading.

All postings, Initial Responses to the Reading are required to add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:

- Agree with the author and explain why you agree.
- Disagree with the author and explain why you disagree.
- Provide a different perspective to the reading.
- Provide a different reference for the reading.
- Provide a different perspective of the ideas in the reading.
- Provide a different example for the application of the ideas in the reading.
- Apply the ideas in the reading to a different set of circumstances.
- Tell a story about how the topic relates to your life.
- Explain how you will apply the ideas in the reading to your future classroom or students.
- Explain how the ideas in the reading might have unintended consequences in the future.

Remember that the written reflections you share with us are open ended conversations shared with classmates, not summaries of the readings BUT a discussion about your understanding of the reading. The thinking you share with the class does not have to have a clear beginning, middle, and end, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking. Responses that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

5. Response to Peers
(Thirty-two (32) responses at ten (10) points each for 320 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.

This activity requires you to read your classmate’s Initial Responses to the assigned reading and post responses to at least two (2) of your classmates.

All Responses to Peers, should add value and substance to the online conversation. Rather than just writing “I agree,” write “I agree because....” It is the explanation of the “because” that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any of the authors we read—but any university student should be able to explain the reason for their agreement or disagreement.

In every Response to a Classmate, do one or more of the following:

- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different perspective about the topic.
- Provide a different frame of reference for the topic.
- Provide a different example.
- Apply your classmates’ ideas to a different by related topic.
- Tell a story about how your classmate’s response to the reading relates to your life.
- Explain how your classmate’s response to the reading will affect your teaching in the future.
- Explain how your classmate’s ideas, if applied, might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do 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). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted.

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.

6. **Statement of Beliefs about Public Education in the United States** (200 points)

   This assignment calls for you to write a collection 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. 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.

7. **Response to Peers’ Personal Belief Statement about Public Education in the United States**  
   (Two (2) responses at one-hundred (100) points each for 200 total points)
This assignment requires you to read and respond to the “Personal Belief Statements” of at least two (2) of your classmates. 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.

All responses to your peers’ “Statement of Beliefs” should add value and substance to the online conversation. Rather than just writing “I agree,” write “I agree because . . . .” It is the explanation of the “because” that adds value and substance to the conversation. Participants in this class will not always agree with the instructor or their classmates’ beliefs—but any university student should be able to explain the reason for their agreement or disagreement.

In each response to a peer’s “Statement of Beliefs,” do one or more of the following:

- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different frame of reference for your classmate to consider.
- Provide a different perspective for your classmate to consider.
- Provide a different example for your classmate to consider.
- Tell a story about how your classmates’ beliefs relate to your life.
- Explain how your classmates beliefs might influence the future of teaching or education.

Remember that the written responses you share are open-ended conversations. Your responses to your peers do not have to have a clear beginning, middle, and end. Nor does it have to read like a coherent formal essay (though it may, if you so choose). It ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses that demonstrate serious thinking about the reading will receive full credit. Responses that seem superficial and do not seem to demonstrate serious thinking will receive no credit.

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 very brief 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.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

8. Teacher Education Interview  (200 points)
EDCI 3311 students are required to participate in an 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 do not continue in the Teacher Education program, since the interview is a requirement for continuation.

9. **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/](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, you must submit the Teacher Confirmation Form and the Mandatory Verification Form by the date and time specified in the Course Schedule Overview.

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

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

**IX. Course Schedule Overview**

**Weeks 1 – 3: Wednesday, August 22 – Sunday, September 9**
1. Syllabus Quiz due Sunday, 9/2 @ 11:30 PM
2. Autobiographical Sketch due Sunday, 9/2 @ 11:30 PM
3. Post Initial Response to Chapters 1, 2, 3, & 4 by Sunday, 9/2 @ 11:30 PM
4. Post Response to at least 2 peers’ Chapters 1, 2, 3, & 4 by Sunday, 9/9 @ 11:30 PM
5. Begin work on Mid-Term Study Guide (Mid-Term available 10/8 – 10/12)
6. Begin “This I Believe Statement” due 9/23
Weeks 4 – 7: Monday, September 10 – Sunday, October 7
1. Post “This I Believe Statement” by Sunday, 9/23 @ 11:30 PM
2. Post Initial Response to Chapters 5, 6, 7, & 8 by Sunday, 9/23 @ 11:30 PM
3. Attend JA Training Monday, October 1 @ 4:00 Location to be Announced
4. Complete Teacher Education Interview by Friday, 10/5 @ 5:00 PM
5. Post Response to 2 peers’ “This I believe Statements” by Sunday, 10/7 @ 11:30 PM
6. Post Response to 2 peers’ Chapters 5, 6, 7, & 8 by Sunday, 10/7 @ 11:30 PM
7. Continue work on Mid-Term Study Guide (Mid-Term available 10/8 – 10/12)

Weeks 8 – 11: Monday, October 8 – Sunday, November 4
1. Mid-Term Exam (Chapters 1 – 8) opens Monday, 10/8 @ 12:30 AM
2. Submit “Pink” JA form to Teri Ruiz by Monday, 10/8 @ 5:00 PM
3. Mid-Term Exam closes Friday, 10/12 @ 11:30 PM
4. Post Initial Response to Chapters 9, 10, 11, & 12 by Sunday, 10/21 @ 11:30 PM
5. Post Response to at least 2 peers’ Chapters 9, 10, 11, & 12 by Sunday, 11/4 @ 11:30 PM
6. Begin work on Final Exam Study Guide (Final Exam available 12/6 – 12/12)

Weeks 12 – 15: Monday, November 5 – Sunday, December 2
1. Post Initial Response to Chapters 13, 14, 15, & 16 by Sunday, 11/18 @ 11:30 PM
2. Post Response to at least 2 peers’ Chapters 13, 14, 15, & 16 by Sunday, 12/2 @ 11:30 PM
3. Continue work on Final Exam Study Guide (Final Exam available 12/6 – 12/12)

Week: 16 Monday, December 3 – Tuesday, December 4
1. Submit signed JA Mandatory Verification form to Teri Ruiz by Tuesday, 12/4 @ 5:00 PM
2. Continue work on Final Exam Study Guide (Final Exam available 12/6 – 12/12)

Finals Week: Thursday, December 6 – Wednesday, December 12
1. Final Exam opens Thursday, 12/6 @ 12:30 AM
2. Final Exam closes Wednesday, 12/12 @ 5:00 PM

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.

  I strongly suggest that you create all of your discussions as a separate document in Word and use the “copy and paste” feature in Word to post your initial responses to the readings and your responses to peers’.

• Submission of Late Work
  No late work will be accepted in this class. You may work ahead, but you cannot work backwards. If you miss an assignment due to a university excused absence, please provide me with a copy of appropriate documentation.

• Class Attendance and Participation
  The degree to which you 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].

- **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

- **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](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](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:
  