EDUC 3311.WO1 is an Online Course:
EDUC 3311 uses Blackboard 9.1 (Bb9) as its only teaching and learning environment. All EDUC 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 EDUC 3311.WO1 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, 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 toolbar on the left side of the course homepage.

Technical Difficulties:
See “5 Steps to Preparing Your Computer for Using Blackboard” on the course homepage to make sure your computer is ready to go with Blackboard. If, after checking your computer for compatibility with Blackboard, you still have a technical difficulty, 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.

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.

Virtual Office Hours:
The instructor’s virtual office hours are through Blackboard messages, Islander email (rodney.mcconnell@tamucc.edu), WebEx (by appointment) and/or telephone (361-244-7486). If you have difficulty accessing any of the Course Content, please let me know as quickly as possible.

Contacting the Instructor:
Use Islander email to contact the instructor. You can access Islander Email through Blackboard when you are in the course, through Webmail, or through Outlook.

It is much easier and less frustrating for me if you contact me through the Islander email in Bb9. Here’s why: if you contact me through the Islander email 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.

If you contact me by email (rodney.mcconnell@tamucc.edu), make certain that you:
   1. clearly identify yourself by name; and,
   2. clearly identify the course number.

If you contact me by phone (361-244-7486), make certain that you:
   1. clearly identify yourself by name;
   2. clearly identify the course number; and,
   3. provide a phone number if you expect a return phone call.

Normally, I do not respond to email before 8:00 AM or after 5:00 PM Monday through Thursday. I normally respond within 24 hours, and 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.

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.

Textbook(s):
You will need a textbook the first day of class. The following textbooks are required for EDUC 3311:


I. Course Description
EDUC 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)

EDUC 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);


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, Child

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);


C. The student and the curriculum:
1. Demonstrate familiarity with research concerning the characteristics of effective teaching (TEExS 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 (TEExS 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 (TEExS 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
EDUC 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
EDUC 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. Syllabus Quiz (100 points/4.1%)
2. Autobiographical Sketch (100 points/4.1%)
3. Initial Responses to Assigned Readings (340 points/13%);
4. Response to Peers’ Responses to Assigned Readings (340 points/13%);
5. Initial Statement of Beliefs about Public Education in the U.S. (100 points/4.1%);
6. Response to Peers’ Initial Statement about Public Education in the U.S. (100 points/4.1%);
7. End-of-Course Statement of Beliefs about Public Education in the U.S. (100 points/4.1%)
8. Response to Peers’ End-of-Course Statement about Public Education in the U.S. (100 points/4.1%);
9. Group Research Project (300 points/12.5%)
10. Teacher Education Interview (200 points/8%);
11. Teacher Code of Ethics (100 points/4.1%);
12. Emotional Intelligence Survey (100 points/4.1%)
13. Classroom Observation (300 points/12.5%);
14. Mid-Term Exam (100 points/4.1%); and,
15. Final Exam (100 points/4.1%)
Grading Scale
2306 (93%) – 2480 pts. = A
2108 (85%) – 2305 pts. = B
1860 (75%) – 2107 pts. = C
1612 (65%) – 1859 pts. = D
Anything below 65% = F

Special Note about Grades:
You must earn a C or better in EDUC 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. **Syllabus Quiz** (100 points)
The EDUC 3311 Syllabus Quiz is available in Blackboard. You are required to complete the quiz by the date and time in the Course Schedule found in on the course homepage in Blackboard.

   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.

2. **Autobiographical Sketch** (100 points)
   As a way for all of us to learn something about you, in 300-600 words, share:
   - your cultural background;
   - your experiences as a student in grades K-12;
   - why you want to be a teacher; and,
   - what you will do to make a positive difference in the lives of your students.

   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.

3. **Initial Responses to Assigned Readings** (340 points total)
   (Seventeen (17) initial responses at twenty (20) points each)

This activity requires you to read the reading assignments and post an initial response to the reading on the discussion board.

**Initial Responses to the Reading must add value and substance** to the online conversation about the readings. If you expect to receive any credit for your response to the reading, you must explain to the class why you responded to the reading as you did. It is your explanation of your response to the reading that adds value and substance to the discussion. We all want to know what drives your thinking about the reading.

In each Initial Response to the Reading, do one or more of the following:

- Agree with the author and explain why you agree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with the author?

- Disagree with the author and explain why you disagree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to disagree with the author?

- Put your spin on the reading and explain to the rest of us why your thinking is the right way to think about the reading.

- Provide a different perspective of the ideas in the reading. If you have a view of the issues addressed by the reading that does not seem to match the author’s view of the issues, circumstances, and/or consequences, share that different view with the rest of us. Explain how you came to have that view. What experiences have you had that brought you to this view of the issue?

- 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 not summaries of the readings, but are your personal responses to the reading.

The thinking you share with the class about the readings 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.

4. Response to Peers (340 points total) (Thirty-four (34) responses at ten (10) points each)

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

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 for each assigned reading.

Responses to Peers must add value and substance to the online conversation about the readings. If you expect to receive any credit for your response to a peer, you must explain to your peer (and the rest of the class) why you responded as you did. It is your explanation of your response to your peer that adds value and substance to the discussion. We all want to know what drives your thinking about your peers’ responses.

In each Response to a Peer, do one or more of the following:

• Agree with your peer and explain why you agree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with your colleague’s initial response to the reading?

• Disagree with your peer and explain why you disagree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with your colleague’s initial response to the reading?

• Put your spin on your peer’s response to the reading and explain to the rest of us why your spin is the right way to consider your colleague’s response to the reading.

• Provide a different perspective on your classmate’s response to the reading. If you have a view of the reading that does not match your peer’s response to the same reading, share that different view with the rest of us, and explain how you came to have your view. What experiences have you had that brought you to this perspective?
• Apply your classmate’s ideas to a different set of circumstances.

• Tell a story that relates your peer’s experiences to your life.

• Explain how you will apply your colleague’s ideas to your future classroom or students.

• Explain how your classmate’s ideas might have unintended consequences in the future.

Remember that the written reflections you share with us are not summaries of your colleague’s initial response, but are your personal responses to your classmate’s postings to the class discussions.

The thinking you share with the class about your peers’ initial responses does not have to have a clear beginning, middle, and end, but it must demonstrate that you have reflected on what your classmates posted to the class discussion.

Your Response to a Peer will receive full credit if it 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.

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.

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

5. Initial Statement of Beliefs about Public Education in the United States (100 points)

This assignment is the first part of a two part activity.

Your Initial Statement reflects what you believe about six aspects of public education at the beginning of EDUC 3311.
The second part of this assignment will be completed at the end of the course, after you have participated in activities that may solidify or alter your current beliefs.

This assignment calls for you to write a collection of six mini-essays that reflect your personal beliefs about the following at the beginning of the course:

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.

The Statement of Beliefs is your opportunity to share your personal beliefs about issues in education. I am well aware of the tendency of many university students to write to please the professor. Please do not do so in this course. I assure you that your grade for this assignment will not be influenced in any way by you being honest about your personal beliefs. You should write what you believe about public education, not what you think the professor believes.

To complete this assignment, use the template found on the left side of the course homepage under the “This I Believe Statement” tab, and post it as an attachment to the Initial Statement of Beliefs discussion. The due date for this learning activity is listed in the Course Schedule Overview.

You have two primary 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. The template is complete;
2. All instructions are followed;
3. Each essay demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
4. Posted to the assignment drop box by the due date (no late assignments accepted); and,
5. The writing reflects the skill level expected of university students who are preparing to enter the teaching profession.

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

6. Response to Peer’s Initial Statement of Beliefs about Public Education in the United States (100 total points)

This assignment requires you to read and respond to the “Initial Statement of Beliefs” of at least one (1) 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 peer’s “Initial Statement of Beliefs” should add value and substance to the discussion about these aspects of public education.

Rather than just writing "I agree," write "I agree because . . . ." It is the explanation of the "because" that adds value and substance to the discussion. Participants in this class will not always agree with the instructor or their classmates’ beliefs—and university students 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:

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

Remember that the written responses you share with the class are open-ended conversations. Your responses to your peers do not have to have a clear beginning, middle, and end. Nor do they have to read like a coherent formal essay (though it may, if you so choose). Your response to your classmates Statement of Beliefs ought to represent your serious thinking about the potential consequences of teacher beliefs, and it ought to demonstrate that you have reflected on what you have read, and, finally, it ought to add value to the conversation about the reading.

Responses that demonstrate serious thinking 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 Statement of Beliefs, 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 one (1) “Initial Statement of Beliefs about Public Education in the U.S” from a peer.

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

7. **End-of-Course Statement of Beliefs about Public Education in the United States** (100 points)

This assignment is the second part of a two part activity.

Your End-of-Course Statement of Beliefs reflects what you believe about six aspects of public education at the end of the course.
This assignment calls for you to write a collection of six mini-essays that reflect your beliefs about the following at the end of the course:

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 part of the assignment continues your opportunity to share your personal beliefs about issues that face every public school teacher in the United States. Even though you may have picked up on some of my beliefs about public education over the semester, 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.

To complete this assignment, use the exact same document you saved to your computer when you completed the Initial Statement of Beliefs for the first part of this assignment. Simply retrieve that document, complete the Final

The due date for this assignment is listed in the Course Schedule Overview.

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. The template is complete;
2. All instructions are followed;
3. Each essay demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
4. Posted to the assignment drop box by the due date (no late assignments accepted); and,
5. The writing reflects the skill level expected of university students who are preparing to enter the teaching profession.

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

8. Response to Peers’ End-of-Course Statement of Beliefs about Public Education in the United States
   (100 total points)

This assignment requires you to read and respond to the “End-of-Course Statement of Beliefs” of at least one (1) 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 peer’s “End-of-Course Statement of Beliefs” should add value and substance
to the discussion about these aspects of public education.

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 university students ought to 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 potential consequences of teacher beliefs, it ought to demonstrate that you have reflected on what you have read, and, finally, it ought to add value to the conversation.

Responses that demonstrate serious thinking 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 one (1) “End-of-Course Statement of Beliefs about Public Education in the U.S” from a peer.

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

9. Group Research Project (300 points)
Groups will be assigned after the Add/Drop date. The purpose of this project is to help EDUC 3311 students put into perspective some of the economic factors that influence national decisions about public education.

The amount of work for this project is considerable and groups ought to plan their time accordingly. Groups can use any and all of the collaboration tools available in Blackboard to communicate, including the course wiki, blog, journal, and/or discussion board.
All group members must contribute to the group effort. Failure to contribute to the group effort will result in a zero for the group member who did not contribute. Group leaders will report the degree to which the group is collaborative to the instructor on a regular basis.

Group leaders will be selected by the group and will be responsible for submitting the final document to the assignment drop box. Group leaders will receive 40 extra-credit points for taking a leadership role.

The final written project must be:
1. Submitted in the Group Research Project Template;
2. Posted to the Group Research Project Assignment drop box by the due date in the Course Schedule Overview.

The group’s task is to:

Choose a country from the following list: 1) United States; 2) Germany; 3) Switzerland; 4) Canada; 5) Japan; 6) Mexico; 7) China; 8) Taiwan; 9) Russia; 10) France; 11) Spain; or, 12) A country of the group’s choosing and approved by the instructor.

And:
1. Research and report the current national budget for public education in the country under investigation;
2. Research and report the current aggregate number of students in all grade levels and the number of students in each of the following: 1) elementary schools; 2) middle/junior high school; and, 3) high school;
3. Research and report the current teacher/student ratios for public schools in the country under investigation.
4. Research and report the current aggregate average compensation provided teachers in public schools in the country under investigation.
5. Research and report a breakdown of the compensation into salary and any fringe benefits (i.e. health insurance, child care, taxes, etc.).
6. Determine the cost of public education to each tax payer in the country under investigation. To do this, you will have to discover the system by which the nation under investigation collects and redistributes money to pay for public education. Use the correct name for the unit of money (i.e. yen, pound, dollar, etc.) and provide a conversion into US dollars (i.e. 2.3/1; .8/1; .1.2/1).
7. Research and report the international standing of the country under investigation regarding student achievement in math, science, and reading (i.e. 12/100, 3/50, etc.). Provide the source of this information.
8. Provide a detailed narrative in which your group draws conclusions and implications about the relationships between national budgets, teacher/student ratios, teacher compensation, student achievement, and international standing. Be specific and detailed. Use the data from your research to support your conclusions. Use the accepted conventions of written English.

Groups may work ahead, but cannot work backward in this course. No late work will be accepted.
10. **Teacher Education Interview**  (200 points)

EDUC 3311 students are required to participate in an interview process for admittance to the TAMUCC Teacher Education Program. For the EDUC 3311 online class, the interview process requires students to respond to written prompts and to submit the written document as an attachment to the assignment drop box in the Teacher Education Program link on the course tool bar.

The Teacher Education Interview Template is located in the Teacher Education Program link on the course tool bar. You must use the Template to complete this assignment.

Your written responses to the prompts will be reviewed by members of the Department of Teacher Education. You may be contacted to provide additional information.

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

11. **Teacher Code of Ethics**  (100 Points)

EDUC 3311 students are required to submit a signed Teacher Code of Ethics as part of the admission process to the Teacher Education Program. For the EDUC 3311 online class, students must submit a signed copy of this document.

Signed copies must be submitted as a PDF document attached to the Code of Ethics Assignment drop box in the Teacher Education Program link in the course tool bar by the due date in the course schedule.

The Teacher Code of Ethics Form is located in the Teacher Education Program link on the course tool bar. You must use the Code of Ethics Form to complete this assignment.

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

12. **Emotional Intelligence Survey**  (100 points)

The Emotional Intelligence Survey is part of the Teacher Education Interview process and must be completed for acceptance into the Teacher Education Program.

The Emotional Intelligence Survey is located in the Teacher Education Program link on the course tool bar.

You must complete the survey and follow the directions to submit it to the appropriate assignment drop box, found in the Teacher Education Interview link on the tool bar.

13. **Classroom Observation**  (300 points total)

The purpose of the Classroom Observation assignment is to provide you an opportunity to interact with public school teachers, students, and administrators as early as possible in the process of becoming a teacher.
This assignment requires you to:

1. Find a K-12 teacher who will agree to allow you to observe in her or his classroom for at least nine (9) hours. The teacher you observe must be currently teaching in a K-12 classroom, public or private;
2. Successfully complete whatever background check the school district requires;
3. Submit contact information for the teacher and the building administrator in the building where you plan to observe;
4. Submit a Verification Form signed by the teacher that verifies the dates/times you were observing and that you have done at least nine (9) hours of observation in his or her classroom;
5. Submit three written observations that address topics specified by the instructor; and,
6. Submit all required forms and paperwork by the due dates/times.

This assignment is graded “All or none.” You must complete all parts of the assignment in a satisfactory manner to receive any credit for the assignment.

All forms for this assignment, including instructions for observations, are available on the course homepage under the Classroom Observation link in the course toolbar.

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

14. **Mid-Term Exam** (100 points)
The Mid-Term Exam will consist of multiple-choice and short answer questions from the course texts.
The Mid-Term exam is entirely online. Once you open the exam online, you will have only once chance to complete it, so do not open it unless you are ready to complete it.

I will not reopen the exam if there is a technology problem on the student end of the connection. If there is a problem with technology on the TAMU-CC end of the connection, I will reopen the exam if necessary and appropriate. I will not reopen the exam if a student opened the exam unless TAMU-CC’s technology has somehow failed while the student was taking the exam. Each case of reopening the exam will be determined on an individual basis.

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

The Final exam is entirely online. Once you open the exam online, you will have only once chance to complete it, so do not open it unless you are ready to complete it.

I will not reopen the exam if there is a technology problem on the student end of the connection. If there is a problem with technology on the TAMU-CC end of the connection, I will reopen the exam if necessary and appropriate. I will not reopen the exam if a student opened the exam unless TAMU-CC’s technology has somehow failed while the student was taking the exam. Each case of reopening the exam will be determined on an individual basis.
Class Policies

- **Written Work in EDUC 3311**
  All written work in EDUC 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 writing, please contact the TAMCC writing center.

  It is suggested that you create all of your “discussion” documents 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.

- **Class Participation**
  The degree to which you participate in all of the learning activities in EDUC 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/jahndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/jahndbk_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 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.