Please read the syllabus carefully!

This is an **online course**. You will need your NET ID to log into the course on Blackboard. There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard help desk phone number is 825-2692. Each student is advised to check their Blackboard account **every day** for announcements, due dates in the course calendar, and/or assignment directions.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu).

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

The course is organized in six units. The units can be accessed through the **Course Content** link in Blackboard. **Begin with Unit 1 and continue through Unit 6.** You may also access the tasks by using the Assignment Tab, Discussion Forum Tab, or Assessment Tab located in the left side menu of your Blackboard home page.

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.

**I will respond to email and Blackboard messages within 48 hours, with the exception of weekends and/or holidays.**

**I. Course Description:** EDUC 2307 Schooling in a Democracy
This course enables prospective professional educators to synthesize their general education experiences/courses with current issues and practices related to teaching and learning in the United States. Career opportunities and personal commitments to the teaching profession will be explored. The systematic process of admission to the teacher education program will be explored. Field observations will be required. No prerequisites

**II. Rationale:**
As today’s schools become more diverse, educators must promote an environment that welcomes all students, regardless of background, culture, language, or special need. The classroom now serves as an “inclusive” academic environment where teachers promote student success by
implementing a variety of instructional strategies, differentiating curriculum and diversifying assessment. This course provides a foundation in designing instruction that meets the needs of special student populations. Most states require a course such as this for teacher certification.

**III. State Adopted Proficiencies:**

**A. Learner-Centered Knowledge:** The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

**B. Learner-Centered Instruction:** The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

**C. Equity In Excellence for All Learners:** The teacher respects, addresses, and validates the needs of diverse learners.

**D. Learner-Centered Communication:** The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

**E. Learner-Centered Professional Development:** The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

**IV. TExES Competencies:**

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

02 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

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

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

05 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

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

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

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

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

10 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

11 The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
12 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

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

V. Student Learning Outcomes:

The student will:

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

2. Examine personal beliefs concerning the impact of quality curriculum development, lesson planning, and teaching. The outcome of this objective will be based on the Current Events and Issues in Education reports. (TExES Competencies: 001, 002, 003, 004, 005, 008)(Curricular Topics: Curriculum Development and Lesson Planning, Learning Theories, Motivation, and Child Development)

3. Develop instructional strategies and appropriate methods to increase student motivation and success based upon current educational issues and developmentally appropriate practices. The outcome of this objective will be based on the Classroom Management Procedure or Routine assignment. (TExES Competencies: 007, 009, 012)(Curricular Topics: Pedagogy/Instructional Strategies, Motivation, Learning Theories, and Special Populations)

4. Demonstrate an understanding of the pedagogical learning theories and how to apply techniques of motivation/encouragement in the classroom. The outcome of this objective will be based on The Teacher in Video Analysis assignment. (TExES competencies 003, 004, 007, 008, 009)(Curricular Topics: Pedagogy/Instructional Strategies, Learning Theories, Motivation, Curriculum Development and Lesson Planning)

5. Explore the relationship between child development, learning theories, and classroom climate. The outcome of this objective will be based on researching and reporting on a developmentally-appropriate Classroom Management Procedure or Routine. (TExES competencies 004, 005, 006, 007)(Curricular Topics: Classroom Management, Child Development, Learning Theories)

6. Understand how diversity in the contemporary classroom can influence instructional design and how to best meet the needs of special populations of students. The outcome of this objective will be based on the Cultural Background Report (TExES competencies 002, 010)(Curricular Topics: Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction)
7. Enhance professional knowledge by interacting with other members of the educational community. The outcome of this objective will be based on the Education Career Research Report (TExES competency (012); (Curricular Topic: Code of Ethics & Standard Practices)

VI. Course Topics:
EDUC 2307 considers the following Subject Matter Curricular Topics:
- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
- TEKS Organization, Structure & Skills
- TEKS in the Content Areas
- State Assessment of Students
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Classroom Management
- Special Populations
- Parent Conferences / Communication
- Instructional Technology
- Pedagogy / Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

VII. High Impact Educational Practices (within EDUC 2307)
A. Common Intellectual Experiences
B. Learning Communities
C. Writing Intensive Course
D. Diversity/Global Learning

VIII. Instructional Methods and Activities
- Traditional Experiences: (reading assignments and on-line delivery)
- Field Experiences: (field observations; value clarifications; community resource use)
- Quizzes and exams

IX. Evaluation and Grade Assignment
Grading Scale:
A = 1000 – 900 pts.
B = 899 – 800 pts.
C = 799 – 700 pts.
D = 699 – 600 pts.
F = 599 – 0 pts.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule on Blackboard for due dates.
Course Requirements:

I. Traditional Experiences
   A. Reading/Discussion Forum Questions 5 @ 30 pts. each 150
   B. Current Event and Issue Reports 2 @ 50 pts. each 100
   C. Classroom Management Procedure 75 pts. 75

II. Field Experiences
   A. Teacher in Video Analysis 75 pts. 75
   B. Cultural Background Report 100 pts. 100
   C. Education Career Research/Report 50 pts. 50

III. Exams
   A. Syllabus Quiz 50
   B. Chapter Quizzes (4) on Blackboard 200
   C. Mid-course Exam on Blackboard 100
   D. Final Exam on Blackboard 100

Grand Total ____________/1000

Description of Course Requirements: Each student is advised to check their Blackboard account at least once daily for announcements, due dates in the Course Calendar, and/or assignments.

Chapter Reading Assignments/Discussion Forum Questions on Blackboard
Forum discussion threads will be provided for you to thoroughly discuss the topics from your reading and learning. For each assigned discussion question posted on Blackboard, follow the directions for the question(s) on each thread. The questions are located in the Units listed in your Course Content link.

Your initial response should be at least 300 words for total word count. Your response should be spell checked and proofread before being posted. Please read all of your classmates’ responses. You will need to respond to at least two peer responses (50 word minimum-each) by the due date for full credit of the assignment. To respond to a peer’s Chapter Reading Discussion Forum, just use the "reply" button in the discussion. Also, I strongly encourage you to type your Response to a peer and then copy and paste it into Blackboard to avoid losing your work in the event of a computer disconnect or issue. Be sure to identify the peer in which you are responding for each response.
Make sure to check your course content for discussion threads and course calendar for due dates. Please see the full directions and grading rubric located in the Units of your Blackboard class. 5 @ 30 points each (Total 150 Points)

**Teacher in Video Analysis** -- Submit a completed analysis over a teacher portrayed in a video on a given template. Choose a movie that features a practicing classroom teacher (for example, Freedom Writers, Mona Lisa Smile, Stand and Deliver, Mr. Holland’s Opus, Ferris Bueller’s Day Off, Boston Public, etc.) Answer each section of the video analysis on the template, save as a Word document, and post as an attachment to the assignment in Blackboard within Unit 2 titled "Teacher in Video Analysis".

(300 word minimum) Please use black ink to fill in the expandable boxes of your template. (Total: 75 points)

Failure to use this template to complete the assignment will result in a zero for the assignment.

**Current Event Reports** - It is very important for you to know and understand the educational events/issues that are happening locally, nationally and globally. You will be required to complete two (2) current events assignments. This assignment consists of watching a news report or reading an article pertaining to education in a newspaper, magazine, educational journal, or NBC Learn and to analyze the information as it pertains to current educational issues. The purposes of this assignment is to (1) increase your ability to research current events in education, (2) to increase your understanding of a particular area of education; and (3) to be able to critically evaluate news articles/reports regarding education. Please see the Current Events/Issues PDF located in the Assignment tab or in Unit 2 and Unit 4 for full directions and grading Rubric in your Blackboard class. 2 @ 50 points each (Total 100 points)

**Educational Career Research/Report** - One of the primary concerns of students pursuing teaching certification in Texas is their future salaries. Teachers in training want to know what kind of income they can expect once they have fulfilled the teaching requirements in Texas and go on to pursue a teaching career. The salary you receive as a teacher is determined by a number of factors, including whether you are a postsecondary, K-12, or preschool teacher; how much experience you have; your degree level; how difficult your position is to fill; and the property taxes collected by the school district to fund the state's minimum teacher salary. Keep in mind that this minimum salary by law must be paid to Texas teachers, and that many school districts pay teachers in excess of the minimum. (Thank goodness!)

This assignment will help you discover the salary you can anticipate to receive at the school districts you are considering for future employment. By the end of the
assignment, you will see that the larger, urban school districts are able to pay their teachers far more than rural schools.

You will research 5 school districts that you are considering for future employment. The district can be local, state, national, or even international, such as the schools run by the Department of Defense on military bases around the world. The school can be public, private, or charter. The best way to find the salary schedule is go to the district's website and search "salary schedule". It's usually located in the "Human Resources" link on the district's webpage. You can also call the district's human resource department and find out the information the old fashioned way.

This assignment is worth 50 points. There is a 200 word minimum. On the template located in Unit 5 in your Blackboard course, type your research inside the boxes. When you are ready to submit your template with all of your salary research, please proofread, save the template as a Word document, and submit as an attachment in the Unit 5 assignment titled, "Educational Career Research/Report."

Failure to use this template to complete the assignment will result in a zero for the assignment.

**Cultural Background Report** - This experience can help you identify the range of cultural differences represented in your future classroom and compare it with your own experiences. First, describe your cultural background and that of your family. Include a description of the community and school where you grew up. Then, take a drive through a neighborhood different from the one you grew up in. It can even be a different neighborhood in your own hometown. Next, describe the community and school you observed while driving through the neighborhood. Finally, compare and contrast these two different communities. What similarities do you see? What differences? What experiences have you had that might help you relate to today's students? Be sure to identify cultural and community factors that should be considered by teachers. Answer each section of the background report on the template, save as Word document, and post as an attachment to the assignment in Blackboard within Unit 3 titled, "Cultural Background Report". (400 word minimum) Please use black ink to fill in the expandable boxes of your template. (100 points Total)

Be sure to proofread your writing before submitting the template on Blackboard.

Failure to use the template to complete the assignment will result in a grade of zero.

**Classroom Management Procedure** - You will create a classroom management procedure lesson plan. Please see the Classroom Management Procedure PDF in Unit 6 for full instructions and a rubric in your Blackboard Course Content link. (Total 75 points)
Exams:

**Syllabus Quiz** – The Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Calendar. **50 points possible. (Total 50 points)**

**Chapter Quizzes** – Four chapter quizzes will be given over material covered in the textbook chapters on Blackboard in the Assessment link. You will be given ample time to take the quiz. Therefore, you will not be able to make-up any quiz. There are no exceptions to this statement. Please refrain from asking for an exception. See Course Calendar for due dates. **50 points possible each. (Total 200 points)**

**Mid-course Exam** – The mid-course exam will be a combination of objective and short answer items. This will be available on Blackboard in the Assessment link. See calendar for due date. (Total 100 points)

**Final Exam** – The final exam will be composed of a combination of objective and short answer items. This will be available on Blackboard in the Assessment link. See Course Calendar for due date. (Total 100 points)

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Calendar for due dates.

All Due Dates are located in "Course Calendar" on your Blackboard Account.

X: Course Schedule and Class Policies (All sessions on Blackboard)

| Session 1 | Unit 1- Read over Syllabus, Read Chapter 1  
|           | Complete Syllabus Quiz  
|           | Complete Discussion Forum Question #1 |
| Session 2 | Unit 1- Personal View of Teaching-Developing a Philosophy  
|           | Read Chapter 2  
|           | Respond to 2 peers for Question #1  
|           | Due-Quiz over Chapter 1 and 2 |
| Session 3 | Complete and Submit Teacher in Video Analysis |
| Session 4 | Unit 2- Teacher Accountability and Ethical Issues  
|           | Read Chapters 3 and 4  
|           | Complete Discussion Forum Question #2  
|           | Due-Quiz over Chapters 3 and 4 |
| Session 5 | Complete and Submit Current Event #1 |
Respond to 2 peers for Question #2

Session 6  Unit 3- The Status of Contemporary Children
Read Chapter 5
Complete Discussion Forum Question #3

Session 7  Complete and Submit Cultural Background Report
Respond to 2 peers for Question #3

Session 8  Unit 3- Midterm is due by midnight over Chapters 1-5

Session 9  Unit 4- Classroom Learning Theory
Read Chapter 6

Session 10  Unit 4- Complete Current Event #2

Session 11  Unit 5- Successful Classroom Environments
Read Chapter 7
Complete Discussion Forum Question #4

Session 12  Complete and Submit Career Research Report (5 school districts)
Unit 5- Respond to 2 peers for Question #4
Due-Quiz over Chapters 6 and 7

Session 13  Unit 6- Lessons in Today’s Classrooms
Read Chapter 8
Complete Discussion Forum Question #5
Due-Quiz over Chapter 8

Session 14  Complete and Submit Classroom Management Procedure
Unit 6- Respond to 2 peers for Question #5

Session 15  Due- Final Exam ( see University schedule for due date)

Be sure to check your Blackboard Course Calendar for exact due dates and times!

Note: Even though I reserve the right to alter this syllabus, assignments, and due dates, I will provide you with ample notification of any changes.

XI. Class Policies:

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Calendar for due dates.
Written Assignments must be typed or word-processed. Please use 12-point font. Points will be deducted for spelling, mechanical, and grammatical errors. When submitting writing to Blackboard, please copy and paste text from your word processor to Blackboard. All students are expected to follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMUCC writing center.

Late assignments – No late assignments will be accepted. You are going to be a teacher. You must learn to multi-task. There will be no exceptions to this policy. You should understand that I will not accept technology excuses. If your computer is not working or an Internet connection is unavailable, it is your responsibility to find an alternative method for submitting work. Please note: All tests and quizzes will close at 11:59 p.m. on the due date. Make sure to allow yourself enough time to complete the assessments before the close time.

Do not Email assignments - Absolutely no assignments will be accepted through regular TAMUCC email.

Extra Credit and End of Semester Negotiations - I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Your grade in the course is a direct reflection of your engagement in your own learning process. Please complete all assignments as instructed and submit them by the due date. There will be NO extra credit assignments under any circumstances.

Technical Difficulties - Since this class is 100% online, you must have the ability to connect to the Internet, download required material, and post required materials as needed. I will not entertain excuses emerging from last minute computer troubles.

CLASS CONDUCT: The study of education in America allows us a dialogue and thus, an exchange of ideas and mores that may differ than the individual’s own. I provide and expect respect, courtesy, and open-mindedness among all of us. Students, therefore, should exhibit mature online behavior. Online classroom responses should not be considered “chat room” activities. A classroom level of formality should be maintained in all email and discussion board communication. Students should refrain from text messaging style of writing or “chat speak”. While the nature of the course requires the expression of divergent opinions, discrimination, abuse, harassment, or disorderly conduct in any form that inhibits or interferes with my educational responsibility to my students will not be tolerated in the classroom or online. . Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html

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.

XII. Textbook

XIII. Bibliography


XIV. 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://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XV. 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 CCH 116.” [http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

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.

XVI. 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. Check the
university academic calendar website for dates related to dropping a class with an automatic
grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

XVII. 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 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. See website http://judicialaffairs.tamucc.edu/

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

XIX. 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.