I. EDUC 3311 – School and Society
EDUC 3311 is a course emphasizing the professionalism of teaching, the connection of major philosophies along with the impact of educational theories on practice, historical foundations of American education, the legal framework of public schools and schooling in diverse, multicultural society.

II. Course rationale
This course is designed to orient students to the institution of the school and its integral relationship with society through the acquisition of a professional knowledge base. The increasingly diverse student population of our nation’s schools is emphasized.

III. State Adopted Proficiencies for Teachers
1. 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.

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

3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

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

5. 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. High Impact Educational Practices (within in EDUC 3311)
A. Common Intellectual Experiences
B. Learning Communities
C. Collaborative Assignments and Projects
D. Diversity/Global Learning
V. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)
The five TExES EC-12 PPR competencies (out of 13 total TExES EC-12 PPR competencies) that are emphasized in EDUC 3311 are listed below.

Domain I. Designing Instruction and Assessment to Promote Student Learning

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

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

Domain II. Creating a Positive, Productive Classroom Environment (No major emphasis on comps within Domain II)

Domain III. Implementing Effective, Responsive Instr. & Assessment (No major emphasis on comps within Domain III)

Domain IV. Fulfilling Professional Roles and Responsibilities

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.

VI. TAC §228.30(b): 17 Subject Matter Curricular Topics
The nine Subject Matter Curricular Topics (out of 17 total Subject Matter Curricular Topics) that are emphasized in EDUC 3311 are listed below.

* Code of Ethics & Standard Practices
* Special Populations
* State Assessment of Students
* Certification Test Preparation
* Motivation
* Learning Theories
* Parent Conferences/Communication
* Pedagogy/Instructional Strategies
* Certification Test Preparation
VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and individual professional competence
B. Gain familiarity of major philosophies and influence of educational theories on American education
C. Acquire a professional historical knowledge base of American education
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools
E. Expand awareness and understanding of teaching a diverse student population

Student learning outcomes (The student will . . .):

A-1. Identify characteristics that constitute a profession. Is teaching a profession?
A-2. Observe instruction and identify important aspects of public school classrooms.
A-3. Examine the ethics and standards of the teaching profession.

B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism.
B-3. Formulate a personal philosophy of education.

C-1. Gain understanding of the influence of persons and events from earlier times and distant locations upon American education that include the following: Aristotle/Greece, Quintilian/Rome, St. Thomas Aquinas/Middle Ages, Erasmus/Renaissance, Martin Luther/Reformation, Comenius, Pestalozzi, Froebel, and more.
C-2. Describe the contributions/impact of American individual/events upon U.S. education that include the following: Benjamin Franklin, Thomas Jefferson, Noah Webster, Emma Willard, Horace Mann, Catherine Beecher, W.E.B. Dubois, John Dewey, Ella Flagg Young, Brown vs. Topeka BOE, Elementary and Secondary Education Act, Title IX, P.L. 94-142, A Nation at Risk, No Child Left Behind Act and more.
C-3. Outline historic events in the development of education in the United States.

D-1. Gain understanding of the impact that the three branches of federal government have upon American education.
D-2. Identify sources of education law such as due process in the 14th Amendment.
D-3. Describe the certification process for teachers in the State of Texas.

E-1. Develop awareness of the relationship between poverty and student achievement.
E-2. Increase understanding of students with special learning needs.
E-3. Acquire professionalism in speaking and writing about persons with disabilities.
### Alignment of EDUC 3311 Course Goals and Assignments with State Learner Proficiencies and TExES EC-12 PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 3311 Course Goals</th>
<th>EDUC 3311 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>002</td>
<td>B. Gain familiarity of major philosophies and influence of educational theories on American education.</td>
<td>Reading Responses</td>
</tr>
<tr>
<td></td>
<td>004</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>012</td>
<td></td>
<td>Exams</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple intelligences module</td>
</tr>
<tr>
<td>Learner-Centered Instruction</td>
<td>004</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses</td>
</tr>
<tr>
<td></td>
<td>012</td>
<td></td>
<td>Quizzes</td>
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<td></td>
<td>Exams</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Multiple intelligences module</td>
</tr>
<tr>
<td>Equity in Excellence for All Learners</td>
<td>002</td>
<td>E. Expand awareness and understanding of teaching a diverse student population</td>
<td>Reading Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quizzes</td>
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<tr>
<td></td>
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<td>Exams</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students with disabilities module</td>
</tr>
<tr>
<td>Learner-Centered Communication</td>
<td>011</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td>Philosophy of teaching</td>
</tr>
<tr>
<td></td>
<td>012</td>
<td></td>
<td>Observations in public school classes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reading responses</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>Learner-Centered Professional Development</td>
<td>012</td>
<td>A. Improve understanding of teaching as a profession and individual professional competence.</td>
<td>Philosophy of teaching</td>
</tr>
<tr>
<td></td>
<td>013</td>
<td>C. Acquire a professional historical knowledge base of American education.</td>
<td>Observations in public school classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools.</td>
<td>Current events in U.S. education</td>
</tr>
</tbody>
</table>
VII. Instructional methods and activities

A. Class Participation

1. Attendance/punctuality – Class attendance, punctuality and participation are reflections of a future teacher’s commitment to his/her preparation for teaching. On time arrivals (and departures of all class sessions throughout the semester is worth 50 points – full credit. Twenty-five points is deducted for each class absence (other than university-approved). Ten points are deducted for each late arrival or early departure.

2. Current event – This assignment provides a brief teaching opportunity that connects the course content to what is happening in today’s schools and society. Prof Ward will assign “teams” of three to avoid duplication of events. Each individual is allotted five to seven minutes to describe his/her event and lead a short related discussion. This assignment will be graded as indicated below; 25 points possible.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 points</td>
<td>Well-informed description of event with accompanying handout</td>
</tr>
<tr>
<td></td>
<td>Well-constructed questions/statements written on board</td>
</tr>
<tr>
<td></td>
<td>Good use of allotted time (5-7 minutes)</td>
</tr>
<tr>
<td>20 points</td>
<td>Missing handouts OR written questions/statements on board</td>
</tr>
<tr>
<td></td>
<td>Good use of allotted time</td>
</tr>
<tr>
<td>15 points</td>
<td>Missing handouts AND/OR written questions/statements on board</td>
</tr>
<tr>
<td></td>
<td>Improvement need with use of allotted time</td>
</tr>
<tr>
<td>10 pts or less</td>
<td>Absence of both handouts and written questions/statements</td>
</tr>
<tr>
<td></td>
<td>Poor use of allotted time</td>
</tr>
</tbody>
</table>

B. Reading and writing

1. Philosophy of education – The professional educator’s philosophy of teaching is constantly evolving. New information and experiences shape the open-minded, well-informed teacher’s beliefs and practices. Even future teachers hold strong beliefs about what constitutes good or bad teaching and what should or should not be taking place in our nation’s classrooms. Complete the Philosophy of Education Response Paper (see “Assessments”) and submit via the Discussion Forum by midnight, Saturday, January 23. Thirty points possible.

The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The Philosophy of Education Response Paper Replies are written to four classmates assigned by Prof Ward. This assignment is due by noon TBD. Respond to any two items on your four assigned classmates’ papers (eight total responses). Forty (8 x 5) points possible.

2. Reading responses - Three Reading Responses will be assigned during the course to promote interaction among classmates and strengthen writing skills. Reading Response Guidelines are found in the “Assessments” section. Submit via the Discussion Forum by midnight on Saturdays, February 6, April 13 and April 27. Forty points each, 120 total points possible.

The Reading Response Reply to a classmate assigned by Prof Ward will be due noon on TBD Ten points each, 30 total points possible.
C. Collaboration and observation

1. *Top Twenty in American Education* - This assignment involves a collaborative process that culminates with each individual student’s personal selection of his/her top twenty most influential persons and events that have influenced American education beginning with the early Greeks to present day. The three parts of this assignment are as follows:

Part I – Develop tentative draft of personal *Top Twenty in American Education*
Submit Top 20 draft to group members and Prof Ward *(50 points possible)*

Part II – Formulate a collaborative Top 20 with assigned classmates *(50 points possible)*

Part III – Finalize/revise personal *Top Twenty in American Education* *(75 points possible)*

Assigned groups are found in the “Groups” section. Specific directions for this assignment are provided in the “Assessments” section. Each of the three parts to this assignment are due by noon TBD via the course website.

2. *Classroom observations* – Arrangements have been made for EDUC 3311.001 students to observe for one hour/period in three different teachers’ classrooms on the TAMU-CC partner school campuses of TBD. *Observations must take place between the dates of TBD.* Directions for arranging observations and observations forms to be completed will be provided by Prof Ward.

D. Exams

1. *Syllabus quiz* – The syllabus represents a detailed plan for the course. Understanding of the syllabus promotes student success and enjoyment. The syllabus quiz is worth up to 10 points.

2. *Pre/post-test* – The pre-test will be taken in class and has no impact on a student’s grade. It provides EDUC 3311 students an overview of the course content. The post-test will be a collaborative in-class activity on TBD and is worth 20 points.

3. *Online Quizzes* - Five online quizzes will be assigned during the course (see the “Online Quizzes” folder in “Assessments”). Quizzes due by noon on the TBD. Forty points each, 200 total points possible.

4. *Mid-term and final exams* - The mid-term exam is be a combination of objective and short essay items. It will be taken in class on TBD. Two pages of personally handwritten notes will be allowed; 100 points possible.

The final exam (see the “Final Exam” folder in “Assessments”) will be an open-book, open-note short essay exam with a two-hour time limit (honor system). It will be submitted via the course website and is due by noon on TBD; 100 points possible.

Use of the course text and notes are permitted while writing the final exam. However, any two or more exams that are identical (word for word) will each receive ZERO CREDIT.
VIII. Evaluation and grade assignment

<table>
<thead>
<tr>
<th>Course requirements:</th>
<th>points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Class participation</td>
<td>75</td>
</tr>
<tr>
<td>A. Attendance and punctuality</td>
<td>50</td>
</tr>
<tr>
<td>B. Current event</td>
<td>25</td>
</tr>
<tr>
<td>II. Reading and writing</td>
<td>220</td>
</tr>
<tr>
<td>A. Philosophy of education</td>
<td>70 (30, 8 x 5)</td>
</tr>
<tr>
<td>B. Readings responses and peer feedback</td>
<td>150 (3 x 40, 3 x 10)</td>
</tr>
<tr>
<td>III. Collaboration and observation</td>
<td>275</td>
</tr>
<tr>
<td>A. <em>Top Twenty in American Education</em> group activity</td>
<td>175 (50, 50, 75)</td>
</tr>
<tr>
<td>B. Community Action Project - classroom observations</td>
<td>100 (2 x 50)</td>
</tr>
<tr>
<td>IV. Exams</td>
<td>430</td>
</tr>
<tr>
<td>A. Syllabus quiz</td>
<td>10</td>
</tr>
<tr>
<td>B. Pre/posttest</td>
<td>20 (*, 20)</td>
</tr>
<tr>
<td>C. Online chapter(s) quizzes</td>
<td>200 (5 x 40)</td>
</tr>
<tr>
<td>D. Exams – mid-term and final</td>
<td>200 (2 x 100)</td>
</tr>
<tr>
<td><strong>total points possible =1000</strong></td>
<td></td>
</tr>
</tbody>
</table>
IX. Course Policies and Schedule

Advice from Prof Ward

- Read and study the syllabus prior to beginning the course. Review the syllabus periodically so that you are able to “stay one step ahead.” Create your own EDUC 3311.001 work schedule by merging the course assignments/due dates into your own personal calendar.

- Consider these questions . . . “Is teaching a profession?” . . . “Does our society expect its professionals to undergo rigorous training to be effective in difficult, challenging situations?” If so, then you should expect an element of rigor in your preparation for becoming a professional educator. “Work hard, have fun!”

<table>
<thead>
<tr>
<th>TBD</th>
<th>Welcome, introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH 160</td>
<td>EDUC 3311.001 pre-test</td>
</tr>
<tr>
<td></td>
<td>Course syllabus and perusal of texts</td>
</tr>
<tr>
<td></td>
<td>Current events – Prof Ward</td>
</tr>
<tr>
<td></td>
<td>Syllabus Quiz</td>
</tr>
</tbody>
</table>

Syllabus Quiz

Philosophy of Teaching Response Paper (due by midnight, Saturday, January 23)
Philosophy of Teaching Response Paper Replies (due by noon, TBD)
Read: Chapter 1 – Status of the Profession
      Chapter 2 – Development of the Profession

<table>
<thead>
<tr>
<th>TBD</th>
<th>The profession of teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH 160</td>
<td>Current events – __________PAY. __________. __________</td>
</tr>
</tbody>
</table>

Quiz (1) – Chapters 1 & 2 (due by noon, Tuesday, TBD)
Read: Chapter 3 – The Major Philosophies
      Chapter 4 – The Impact of Educational Theories on Ed. Practice

<table>
<thead>
<tr>
<th>TBD</th>
<th>Major philosophies and educational theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH 160</td>
<td>Current events – __________PAY. __________. __________</td>
</tr>
</tbody>
</table>

Quiz (2) – Chapters 3 & 4 (due by noon, Tuesday, TBD)

<table>
<thead>
<tr>
<th>TBD</th>
<th>Historical foundations of American education</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH 160</td>
<td>Current events – __________PAY. __________. __________</td>
</tr>
</tbody>
</table>
Reading Response (1): Chapter 4 (due by midnight, Saturday, TBD)
Reading Response Reply (1): to assigned classmate (due by noon, TBD)
Read: Chapter 5 – European Heritage and Colonial Experience
Chapter 6 – From Revolution to the Twentieth Century

TBD
IH 160  Historical foundations of American education (continued)
IH 160  Current events – ______________, ______________, ______________
IH 160  Top Twenty in American Education assignment

Quiz (3) – Chapters 5 & 6 (due by noon, Tuesday, TBD)
Read: Chapter 7 – From the Progressive Movement to the Present

Date - TBD  Top Twenty in American Education

Initial, tentative Top 20 (submit via Discussion Forum by noon, TBD)
Collaborative Top 20 (submit via Discussion Forum by noon, TBD)
Individual Final Top 20 (submit via Bb Messages by noon, TBD)

TBD
IH 160  Mid-term exam (in class with two pages of personally prepared notes)

Date - TBD  Classroom observations

Spring Break

Read: Chapter 11 – Legal Framework for the Public Schools
Chapter 12 – Teachers, Students, and the Law

TBD
IH 160  Teachers, students and the law
IH 160  Current events – ______________, ______________, ______________
Quiz (4) – Chapters 11 & 12 (due by noon, TBD)
Read:  *Professional Responsibility for Educators and the Texas Code of Ethics*
Pages – 1-12, 65-81, 95-100 and 156-200

TBD
Submit classroom observations
IH 160
Educational law continued
Current events – ___________, ___________, ___________

RR (2):  Ethics text – pgs 1-12, 95-100 and 156-200 (due by midnight, TBD)
RR Reply (2): to assigned classmate (due by noon, TBD)

TBD
Multicultural education
IH 160
Introduction to diverse student populations
Current events – ___________, ___________, ___________

Read:  Pages 219 – 221 (found in Chapter 8)
       Chapter 9 – Responding to Diversity
       Chapter 10 – Students at Risk and At-Risk Behaviors

Date - TBD  Online Quizzes

Quiz (5) – Chapters 9 & 10 (due by noon, TBD)

TBD
The evolution of special education
IH 160
Multiple Intelligences
Current events – ___________, ___________, ___________

RR (3):  Pgs 218-21; 231-46 (see Chapters 8 & 9; due midnight, TBD)
RR Reply (3): to assigned classmate (due by noon, TBD)

TBD
Extra credit current events?
IH 160
EDUC 3311.001 Post-test

Final exam (submit via Bb Messages by noon, TBD)
X. **Textbooks**


XI. **Bibliography**


XII. 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 Website at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination. http://disabilityservices.tamucc.edu

XIV. 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