EDUC 3311: School and Society (call #73230)
Spring 2016

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Office Hours: to be determined

Class Meetings: Tuesdays as scheduled, 4:20--6:50 PM
Location: ECDC 219 A

NOTE: This is a hybrid course, meaning that it includes some face-to-face on-campus meetings and some fully online sessions. You are expected to devote quality study to all sessions, whether held in-person or online. See the course calendar in part VII of this document for the dates when we will meet face-to-face on campus.

I: COURSE DESCRIPTION:

This course examines our nation’s and state’s educational system including the following:

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,
g) teaching observations.

II: Rationale: This course is designed to orient you to the institution of the school and its integral relationship with society, with emphasis on the schooling process in the State of Texas.
III: Texts

**Required:**

**NOTE:** Please bring the required course text and your laptop or smartphone if you have one with you to all face-to-face sessions.

IV: Course Objectives, Student Learning Outcomes, Related State Standards

After completing this course, you should have done or be able to do the following:

1: **The teacher and the profession**

Explain the characteristics that constitute a profession; answer the question--is teaching a profession?

A: Investigate professional organizations and ongoing professional development opportunities.
B: Examine the ethics and standards of the teaching profession.
C: State a rationale for site-based management of schools.
D: Describe the certification process for teachers in the State of Texas.
E: Describe the functions of the Education Service Centers (ESC) in Texas.

2: **The history and development of the American school**

A: Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B: Outline historic events in the development of education in the United States.
C: Identify sources of education law such as *due process* in the 14th Amendment.
D: Describe the contributions/impact of key individuals/events upon American education including the following: Thomas Jefferson, Horace Mann, John Dewey, Brown vs. Topeka BOE, Elementary and Secondary Education Act, P.L. 94-142, and more.
E: Compare the educational theories of perennials, progressivism, behaviorism, cognitivist, constructivism, essentialism, existentialism, and social Reconstructionist
F: Formulate a personal philosophy of education.

3: **The student and the curriculum**

A: Gain familiarity of research concerning characteristics of effective teaching.
B: Describe the influence of one’s cultural identity upon teaching and learning.
C: Develop awareness of the relationship between poverty and student achievement.
D: Explore the benefits and disadvantages of labeling students.
E: Develop awareness of instructional adaptations for students with special learning needs.
F: Acquire professionalism in speaking and writing about persons with disabilities.

**Texas Examinations of Educator Standards (Taxes') Pedagogy and Professional Responsibilities (PPR):** go [here](#) for the prep manual for the related certification test.

**Domain I. Designing Instruction and Assessment to Promote Student Learning**

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.

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

**Domain III. Implementing Effective, Responsive Instruction and Assessment (No major emphasis on competencies within Domain and 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.

**V. Instructional Methods and Activities**

EDUC 3311 utilizes a variety of traditional instructional methods and Activities:

- Traditional Experiences (lectures/discussions, essays, demonstrations, guest speakers, tests, videos, cooperative group work, and student discussions/presentations.)

- Online activities: As this is a hybrid course, you will spend considerable
time completing online learning activities. These activities include utilizing appropriate Internet resources toward achieving course objectives. Specific activities include reading, writing, posting comments in the discussion forum and other hopefully engaging work.

- Field Experiences will involve observation and written reflection of teaching at the appropriate course level that matches the student’s desired level of teacher certification.

VI. Student Evaluation and Point Assignments

(500 points) Combined online assignments including limited discussion Forum posts—five online sessions in total @100 points each
(400 points possible for perfect attendance at live class sessions: 40 points x 10 sessions)
(200 points) Online, take home final exam
(200 points) Active Learning Workshop design and delivery
(200 points) Teaching observations and related written reports
(100) Statement of personal teaching philosophy
(50) Extra credit option as explained below

Total: 1,600-1,650

1,440 to 1,650 points or more = A
1,279 to 1,439 points = B
1,117 to 1,278 points = C
997 to 1,116 points = D
956 and below = F

NOTE: Please be on time to all live class sessions and do not leave early. You will lose ten points if you arrive late and ten points if you leave early. See your instructor in advance if you know you will be absent or have related issues. If you see a doctor, get a note. You are responsible for all material covered should you be absent.

Extra credit - Students who are current with all assignments as of the last week of class and have a perfect attendance record may earn 50 points extra credit by providing proof of membership in both the Texas Computer Education Association (free membership for students!) AND one of the following professional teaching organizations: Association of Texas Professional Educators (ATPE) or the American Federation of Teachers (AFT).

Teaching Observation Activity (125 points)
With the assistance of your instructor, you are required to complete two classroom observations and submit a written reflection on the experience. More information will of course be provided when timely.

**VII: Tentative Course Calendar**

**Overview**

We will meet face-to-face in class as follows. Keep in mind that you will automatically earn 40 points for each session you fully attend. You will earn zero points if you are absent.

- **Week 1:** 1/26: live session
- **Week 2:** 2/2: live session
- **Week 3:** 2/9: live session
- **Week 4:** 2/16: live session
- **Week 5:** 2/23: online: no face-to-face meeting
- **Week 6:** 3/1: live session
- **Week 7:** 3/8: live session
- **Week Break:** 3/15: SPRING BREAK
- **Week 8:** 3/22: online: no face-to-face meeting
- **Week 9:** 3/29: live session
- **Week 10:** 4/5: online: no face-to-face meeting
- **Week 11:** 4/12: live session
- **Week 12:** 4/19: live session
- **Week 13:** 4/26: live session
- **Week 14:** 5/3: online: no face-to-face meeting: last class session

<table>
<thead>
<tr>
<th>Session #s and dates</th>
<th>Major Learning Goals</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> live, face-to-face</td>
<td>Describe expectations and course policies; meet peers; describe major characteristics of public school teachers; describe the teacher certification process in Texas.</td>
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<td>Course orientation, policies, &amp; introductions; What is a teacher? What is teaching? Characteristics of public school teachers; common reasons for becoming a teacher; what are your reasons? Teacher certification process in Texas.</td>
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<td>Week 2</td>
<td>Week 3: <strong>live, face-to-face</strong></td>
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<td>Is teaching a profession? NEA Code of Ethics; Development of the profession; professional associations for teachers; teacher evaluation; Educational Service Centers in Texas.</td>
<td>Determine why teaching is or isn’t a profession; describe and apply the NEA’s Code of Ethics; identify state and national professional associations for teachers; describe the teacher evaluation process in Texas and related evaluation criteria; discuss the functions of Educational Service Centers in Texas.</td>
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<td>Week 3: <strong>live, face-to-face</strong></td>
<td>Week 4: <strong>live, face-to-face</strong></td>
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<td>Read Chapter 3 in the Foundations text prior to class; philosophies related to teaching. Teaching observation assignment: do’s and don’ts</td>
<td>Introduction to learning theories, ethics, morality, education law, and history continued.</td>
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<td>Describe and thoughtfully compare the educational theories of perennials, progressivism, essentialism, existentialism, and social reconstructionist. Key persons in the history of American education. Identify procedures and guidelines for completing teaching observations.</td>
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<td>Describe behaviorism, cognitivist, and constructivism and the implications of these theories for teaching; explain the idea of ethics and related basic concepts; describe various views of the roles of morality in teaching and professional ethics in education. Key persons in the history of American education.</td>
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<td>Week 5: <strong>online</strong></td>
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<td>Complete assignment in Blackboard on Curriculum and Instruction. Learning theories revisited. Texas Essential Knowledge and Skills; unit and lesson design considerations; fundamental principles of learning; lesson design models; practice,</td>
<td>Explain the use of curriculum and related standards in teaching; Texas Essential Knowledge and Skills; Describe ways to apply learning theories in the classroom. Describe fundamental principles of learning.</td>
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<tr>
<td>Assessment, and feedback.</td>
<td>Identify the relationship between instructional units and individual lessons; apply a lesson design model addressing objectives, practice, feedback, and assessment.</td>
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<td><strong>Week 6: live, face-to-face</strong></td>
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<td>Site-based management.</td>
<td>Explain site-based management of schools and state a rationale for it.</td>
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<td>History of SBEC</td>
<td>Describe the history of SBEC.</td>
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<td>More on ethics; other to-be determined</td>
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<td><strong>Week 7: live, face-to-face</strong></td>
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<td>Introduce Active Learning Workshop assignment; Learning principles and characteristics of effective teaching.</td>
<td>Describe key research findings concerning characteristics of effective teaching. Describe established principles of learning.</td>
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<td><strong>Week 8: live, face-to-face</strong></td>
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<td>Read Chapters 9 and 10 prior to class. Responding to diversity; students at risk and at-risk behaviors. What is diversity? Role and influence of one’s cultural identity on teaching.</td>
<td>What is diversity? Identify strategies for responding to diversity in the classroom; explain what is meant by “students at risk;” identify at-risk behaviors. Role and influence of one’s cultural identity on teaching.</td>
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<td><strong>Week 9: Online</strong></td>
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<td>Complete assignments readings as per Session 9 in Blackboard. Legal framework for public schools. Introduction and development of personal philosophy of teaching paper. The influence of one’s cultural identity upon teaching and learning. The relationship between poverty and student achievement. Benefits and disadvantages of labeling students. Instructional adaptations for students with special learning needs.</td>
<td>Describe the organizational relationships among federal courts; describe the role of federal and state-level laws on education. Identify sources of education law such as due process in the 14th Amendment. Describe the influence of one’s cultural identity upon teaching and learning. Develop awareness of the relationship between poverty and student</td>
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<td>Professionalism in speaking and writing about persons with disabilities.</td>
<td>achievement. Explore the benefits and disadvantages of labeling students. Develop awareness of instructional adaptations for students with special learning needs. Acquire professionalism in speaking and writing about persons with disabilities.</td>
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<td><strong>Week 10:</strong> live, face-to-face</td>
<td><strong>Week 10:</strong> live, face-to-face</td>
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<td>Complete assignments in Session 12 in Blackboard. Historical roots of modern American education. Develop personal philosophy of teaching paper.</td>
<td>Describe the impact of relevant historical events on education in America from the Progressive to the present.</td>
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<td><strong>Week 11:</strong> online</td>
<td><strong>Week 11:</strong> online</td>
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<td>Learning theories redux; your personal philosophy of teaching statement</td>
<td>Describe principles of learning. Develop a personal statement of your teaching philosophy.</td>
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<td><strong>Week 12:</strong> live, face-to-face</td>
<td><strong>Week 12:</strong> live, face-to-face</td>
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<tr>
<td>Deliver your team’s Active Learning Workshop</td>
<td>Instructional goals will depend upon the topics you address.</td>
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<td><strong>Week 13:</strong> live, face-to-face</td>
<td><strong>Week 13:</strong> live, face-to-face</td>
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<tr>
<td>Deliver your team’s Active Learning Workshop</td>
<td>Instructional goals will depend upon the topics you address.</td>
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<td><strong>Week 14:</strong> Online</td>
<td><strong>Week 14:</strong> Online</td>
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<tr>
<td>Final exam</td>
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**VIII. Course Policies and Resources**

**Attendance Policy**
Attendance is crucial to your success in this program and your development as a professional. **Attendance is expected.** Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. Anyone who misses two face-to-face sessions (without a valid excuse) will have their final course grade reduced by one full letter grade. Any combination of arriving late or leaving early constitutes one absence. Contact your instructor as
necessary in this regard.

You may be excused from attending a given class session if you are attending a school-sanctioned activity or if you have a written doctor’s excuse. You must provide written authorization for University-sanctioned absences. It is your responsibility to check with fellow classmates for any missed work or assignments. If you are going to be tardy or absent, contact your instructor.

Make-up Policy
You are personally responsible for all material discussed in class, even if you have a doctor’s excused absence. You will need to make your own arrangements for material covered during the time you are absent from class. The instructor does not provide lecture notes for student use.

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- Check your Islander email at least every two days.
- Post online assignments on time.
- Respect and be sensitive toward other classmates by choosing your words carefully.
- Don’t get behind. If you get behind in a hybrid course, it is very difficult to get back on track.
- Keep up with assignments and grades. Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
- You are expected to demonstrate maturity and self-direction and to manage your own affairs.
- Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 48 hours at the very latest—and usually much sooner.

Late Work:
If you submit any assignment including online course work late, you are subject to a 20% reduction of your grade for the late work.

Academic Integrity and Working with Other Students
Please know and adhere to copyright laws. The work you submit must be your own. It must also be work completed specifically for this course.

Do not plagiarize another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

**Help with Blackboard, Technical Issues, and Learning Online:**

Call (361) 825-2692;  
URL: [http://iol.tamucc.edu](http://iol.tamucc.edu)  
URL: Island Online Student Resources Webpage: [https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html)

**Technology Requirements**

To prepare your computer for using Blackboard 9.1, go to [https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html) and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.


To view flash (.flv) files from sites such as You Tube, download the Flash player at [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/)

**Library resources** (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan ([http://rattler.tamucc.edu/distlearn/](http://rattler.tamucc.edu/distlearn/)). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact

**Classroom/professional behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).

**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.

**Dropping the Course:** Even if you never attend or start then stop attending—it is your responsibility to formally drop the course through the University Registrar’s Office. You will **not** be automatically dropped if you “fail to appear.” If you have concerns about completing the course and are considering dropping or withdrawing, contact your instructor first.

**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.

**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 CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
*Required by Southern Association of Colleges and Schools (SACS)*

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.