I: Course Description

The characteristics, organization, and management of the American School System including: The history of the development of American schools, legal and ethical issues, teaching as a profession, influence of cultural background on instruction of students, characteristics and needs of special populations, and adapting curriculum and instruction for students from special populations. A student interview with Department of Teacher Education faculty will be required. Field experiences required.

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

III. CH 149 State Standards for Teachers and/or Administrators/Counselors

Note: See further detail to correlating State Standards in the PPR Standards section.

(1) **Standard 1: Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(2) **Standard 2: Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(3) **Standard 3: Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(4) **Standard 4: Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning
environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(5) **Standard 5: Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(6) **Standard 6: Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

IV. **TEExES Content Competencies (if applicable)**

Not applicable, since this is not a content-specific course.

V. **TEExES PPR Competencies with correlating CH 149 State Teacher Standards**

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)**

**PPR Alignment to CH 149 Teacher Standards (TS)**

<table>
<thead>
<tr>
<th>Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); <strong>TS3Ci Teachers teach both the key content knowledge and the key skills of the discipline.</strong></td>
</tr>
<tr>
<td>1.11k current research on best pedagogical practices. <strong>TS3Aii Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.</strong></td>
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<tr>
<td>1.13k the importance of developing instructional goals and objectives that can be assessed; <strong>TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.</strong></td>
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<td>1.17k the importance of knowing when to integrate technology into instruction and assessment;</td>
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<td>1.20k features of instruction that maximize students’ thinking skills;</td>
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<tr>
<td>1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;</td>
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<td>1.25k the role of assessment in guiding instructional planning;</td>
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<tr>
<td>1.26k the importance of creating assessments that are congruent with instructional goals and objectives; <strong>TS5Ai Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.</strong></td>
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<tr>
<td>1.11s use a variety of pedagogical techniques to convey information and teach</td>
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<td>1.17s use technological tools to promote learning and expand instructional options; and</td>
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<tr>
<td>1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities</td>
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<tr>
<td>1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and</td>
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</table>
1.25s communicate assessment criteria and standards to students;
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives; **TS1Cii Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.**
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.25s communicate assessment criteria and standards to students;

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<tr>
<th>Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)</th>
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<tbody>
<tr>
<td>2.1k the importance of creating a learning environment in which diversity and individual differences are respected; <strong>TS4Ai Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.</strong></td>
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<td>2.4k the importance of communicating enthusiasm for learning; and</td>
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<tr>
<td>2.5k the necessity of communicating teacher expectations for student learning;</td>
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<tr>
<td>2.8k the importance of time management for effective classroom functioning;</td>
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<tr>
<td>2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and</td>
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<tr>
<td>2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning; <strong>TS1Di Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.</strong></td>
</tr>
<tr>
<td>2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior; <strong>TS4Cii Teachers maintain a strong culture of individual and group accountability for class expectations.</strong></td>
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<tr>
<th>Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)</th>
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<tbody>
<tr>
<td>3.1k the importance of clear, accurate communication in the teaching and learning process;</td>
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<td>3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;</td>
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<td>3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions</td>
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<td>3.6k how to present content to students in relevant and meaningful ways</td>
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<tr>
<td>3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;</td>
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<tr>
<td>3.9k strategies and techniques for using instructional groupings to promote student learning;</td>
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<tr>
<td>3.14k how to use constructive feedback to guide each student’s learning.</td>
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<tr>
<td>3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;</td>
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<tr>
<td>3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;</td>
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<tr>
<td>3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions; <strong>TS1Dii Teachers validate each student’s comments and questions, utilizing them to advance learning for all students; TS1Eii Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.</strong></td>
</tr>
<tr>
<td>3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge; <strong>TS1Dii Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.</strong></td>
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</table>
3.7s create lessons with a clearly defined structure around which activities are organized;

3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process.

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; **TS1Eii Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.**

### Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)

4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;

4.11k characteristics, goals, and procedures associated with teacher appraisal;

4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments;

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

4.5s maintain supportive and cooperative relationships with colleagues; **TS6Dii Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.**

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations; **TS6Di Teachers adhere to the educators’ code of ethics in Chapter 247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).**

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

### Other State Requirements

**Code of Ethics**

### VI. Technology Standards addressed in the course

1.1k how to use innovative technology and electronic communication to create new knowledge;

1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;

2.1k how to design and format digital information for appropriate and effective communication;

2.2s participate in electronic communities as a learner, initiator, and contributor;

2.3s employ technological collaboration such as sharing information through online
communications to complete tasks;
2.4s use groupware, collaborative software, and productivity tools to create products;
2.5s use technology in self-directed activities to create products for and share products with defined audiences;
2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission;
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;
3.2k how to evaluate and validate acquired electronic information; and
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;

VII. Course Objectives/Learning Outcomes

1. Identify current issues related to teacher certification and describe the major elements of teacher compensation.
2. Discuss how the teaching profession has evolved and describe options for evaluation, professional development, and professional organization membership.
3. Identify the major philosophies of education.
4. Compare and contrast the major theories of education and the impact of these theories in the classroom.
5. Describe the influence and impact of ancient societies and early American culture on modern education.
6. Discuss the impact of contributions to education made by early Americans.
7. Identify the major economic, political and social forces affecting education in the 20th century.
8. Compare the educational achievement and attainment of major population groups.
9. Describe the major approaches to teaching students from diverse cultures.
10. Identify predictors of being an at-risk student.
11. Identify federal and state constitutional provisions that affect education.
12. Examine the legal rights of teachers and students.
14. Write a learning objective for a lesson.
15. Determine an appropriate assessment measure for an objective.

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
F. Write an effective objective and determine an appropriate assessment measure.
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.

F-1. Effectively write an objective for a lesson.
F-2. Determine appropriate assessment measures to address objectives and learning outcomes.

VIII. Course Topics

The major topics to be considered are as follows:
1. teaching as a profession,
2. major philosophies and educational theories,
3. the history of the development of American and Texas schools,
4. student diversity and the importance of understanding learners,
5. legal and ethical issues,
6. the teaching environment of our schools and classrooms.

IX. 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, Google Drive collaborative document activities, and other 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.
X. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Totaling 1,000 Points:

All assignments will be described in depth on Blackboard.

100 points: Participation/Attendance
50 points: Current Events Presentation and Discussion from Topics Table
100 points: In-class Activities/Discussion Board
100 points: Philosophy Paper
100 points: Group Presentation
100 points: Active Technology Workshop (Group)
200 points: Teacher Observation/Try Teach with presentation and reflection
100 points: Flipped Instruction Chapter Quizzes (+50 optional bonus points)
50 points: Midterm take-home exam
100 points: Final take-home exam

B. Grading Scale
Note: All grades are based upon total points earned. To calculate your current progress, calculate the percentage of total points accumulated.
A = 90-100 %
B = 80-89 %
C = 70-79%
D = 60-69%
F = 59% and below

XI. Textbook(s)

### XIII. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Homework/Assignment</th>
</tr>
</thead>
</table>
| Week One 1  | Introduction to Course  
Google Drive  
Criminal Background Checks | Read Syllabus  
Create Introductory Slide on Google Document.             |
| Week Two    | Unit 1 – The Teaching Profession  
Philosophy Paper Discussion | Read Chapter 1                                            |
| Week Three  | Unit 2 Development of the Profession | Read Chapter 2  
Read Ethics Book Pages 1-23                                |
| Week Four   | Unit 3 Curriculum Instruction and Assessment                              | Read Chapter 14 and 15                                   |
| Week Five   | Unit 4 Philosophy and Impact on Schools                                  | Read Chapter 3  
Take Chapter 3 Quiz prior to class                          |
| Week Six    | Unit 5 The Impact of Educational Theories on Educational Practices        | Read Chapter 4                                            |
| Week Seven  | Unit 6 Historical Foundations of Education                               | Read Chapter 5  
Read Ethics Book pages 65-81, 95-100                        |
| Week Eight  | Mid-Term Exam                                                             |                                                          |
| Week Nine   | Unit 7 Growth of the Education System                                      | Read Chapter 6  
Read Ethics Book Pages 156-207                             |
| Week Ten    | Unit 8 Modern American Education                                         | Read Chapter 7                                            |
| Week Eleven | Unit 9 Schooling in a Diverse and Multicultural Society                  | Read Chapter 8 & 9                                        |
| Week Twelve | Unit 10 Students at Risk                                                  | Read Chapter 10                                           |
| Week Thirteen | Unit 11 Legal and Political Control                                       | Read Chapter 11                                           |
| Week Fourteen | Unit 12 –Teachers, Students and the Law                                 | Read Chapter 12 & 13                                      |
| Week Fifteen | Final Exam Review and Final                                               |                                                          |
XIV. Course Policies

**Attendance/tardiness**
Students are given 100 participation points, or 10% of your total grade, at the beginning of the course. Each absence results in a deduction of 25 points. Each tardy, which is arriving late or leaving early, merits a deduction of 10 points. Excessive absences could lead to failing the class.

**Late work and Make-up Exams**
Late work and make-up exams need to adhere to the attendance policy (above). Any other supportive documentation, such as a TAMUCC athlete’s game or meet schedule, needs to be requested *in advance* from the student. Due to the online and take-home nature of the midterm and final, no late assignments will be accepted, unless arrangements are made with the professor PRIOR to the due date of the assignments (no exceptions).

**Extra Credit**
The only extra credit points available are the flipped instruction quizzes. EDUC 3311 students have the expectation to read all chapters and the opportunity to complete all chapter flipped instruction quizzes for up to 50 points extra credit. You are expected to read each chapter and complete the quiz by midnight on the night before class. There are 15 chapters, each requiring a 10-question quiz for a total of 150 points. All points earned over 100 will be considered extra credit. *Quizzes cannot be made up after the deadline.* Quiz questions are verified from the publisher; discussions are possible, but no contestation of questions.

**Cell Phone/Electronic Device Usage**
Please demonstrate respect to your instructor / professor and your classmates. Your cell phone (calls and texts) should remain off; please instruct family to text you in case of emergencies only.

Please do bring a laptop computer (desired) or personal device (tablet, Surface, iPad, etc.) with you to each class. You will be using Blackboard’s learning management system for discussion threads during class. You will also be using Google Drive, which is used in nearly every school district.

**Technical Difficulties**
Since this class is a hybrid class, there will be class meetings that will be online. You must have the ability to connect to the Internet, download required material, and post required materials as needed. TAMUCC provides wireless connectivity support. It is your responsibility to make sure your device is fully Wifi enabled upon entering class. [https://it.tamucc.edu/wifi_network/wireless.network.html](https://it.tamucc.edu/wifi_network/wireless.network.html)

**Class Conduct**
The study of education in America allows us a dialogue and thus, an exchange of ideas and mores that may differ from 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 a 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 are available in the TAMU-CC Student Handbook and through the website http://judicialaffairs.tamucc.edu/studentcofc.html

**Academic Integrity/Plagiarism**
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 a zero and possibly a report to an academic officer.

**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 TAMUCC’s academic calendar for the term regarding the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations: MLA**

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
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 sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://registrar.tamucc.edu/Academic%20Policies/Grades/Grade_Changes.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane 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.

*Required by SACS or HB2504