**EDSE 3800**

 **Professional Issues in Education**

**UNT,**

*Course Description:*

3 hours. An overview of American secondary education, including history, purposes, legal bases, school organization, education as a profession, and analysis of characteristics required for professional success.

*Learning Objectives:*

By the end of this course, students should be able to:

 Demonstrate an understanding of the education system in the United States with emphasis on education in Texas.

 Demonstrate an understanding of the history of education in the United States.

 Demonstrate an understanding of the impact of diversity in the classroom.

 Be able to identify and discuss current issues in education in the United States generally and Texas specifically.

 Demonstrate an understanding of the uses of technology in the classroom for both the teacher and student.

 Demonstrate an understanding of the process of becoming a teacher in Texas.

 Be able to make an informed choice about teaching as a profession.

 Demonstrate an understanding of the principal philosophers and philosophies discussed in class.

*Texas PPR Standards:*

This course addresses the following Texas PPR standards:

*Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

*Standard IV****.*** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

*Texas State Standards***:** TEKS addressed by the course include (1) English language arts and reading related to comprehension of informational/expository text (10) and informational/procedural text (12), reading/media literacy (13), writing personal (16) and expository text (17), research/gathering sources (23), research/synthesizing information (24), research/presenting information (25), and listening and speaking/teamwork (28); 20 Mathematics related to evaluation of predictions and conclusions based on statistical data (13); and social studies related to understanding the organization of government (11) as it pertains to schools, understanding the similarities and differences within and among cultures as a basis for multiculturalism (15), application of critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology (21), and communicating in written, oral, and visual forms (22).

*Required Text:*

Kridel, C. (2009). *Classic edition sources: education*. New York: McGraw Hill.

*Course Requirements:*

*Class Participation, Preparation, Activities, and Group Work*

Active involvement in discussions and activities constitute emergent learning experiences and cannot be made up. Reading the assigned materials prior to class is essential and indispensable to your learning. Please be prepared.

*Assignments:*

 *Class preparation, formative assessment, contribution, and discussion*: Students take on roles during group discussion such as discussion director, literary luminary, connector, biographer, and quizzer.

 *Teacher First Year Interview group presentation:* Your purpose for this project is to gain an understanding of what teachers experience during their first year of teaching by interviewing a current or former teacher about his/her first year.

 *Educational Biography*: Your purpose for this project is to apply what you have learned about the history and philosophy of education by conducting an interview with and analyzing the experiences of a person whose educational experiences were likely different than your own.

 *Educational Autobiography*: Your purpose for this project is to apply what you have learned about the history and philosophy of education by describing and analyzing your own educational experiences. The format and expectations are similar to that of the biography paper, but you will not need to interview someone else.

*Tests/Exams:*

 *Mid Term Exam*: Over first half of the course content.

 *Final Exam*: Over entire course content.

*Evaluation and Grading System:*

Grades will be based on:

Class preparation, contribution, and in-class work (discussion groups) 60 points (4 X 15 discussions)

*Active* Participation 30 points (one per class period)

Teacher First Year Interview and group presentation (rubric grade x 3) 60 points (see rubric)

Teacher Disposition Index 10 points (completed/uploaded)

Educational Biography 50 points (see rubric)

Educational Autobiography 50 points (see rubric)

Midterm 40 points (40 questions)

Final Exam 50 points (50 questions)

Total Points Possible 350 points

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = below 60%

315 – 350 = A

280 – 314 = B

245 – 279 = C

210 – 245 = D

Less than 209 = F

*Tentative Course Calendar*

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| *Class* *Meeting*  | *Topic*  | *Assignments* *For the date specified*  |
| Week 1    | Introductions Review Syllabus  Create discussion groups - divide up roles for first discussion   |   |
|      | Learning to Teach: What Does It Mean?  Reflections on teachers, teaching, and education.   |  Discussion Group: [http://www.education.com/reference/article/Ref\_Teacher\_Centered/](https://webmail.unt.edu/OWA/redir.aspx?C=18e19c3d7b8b48a3b3dcd6de2bc917e1&URL=http%3a%2f%2fwww.education.com%2freference%2farticle%2fRef_Teacher_Centered%2f)  [http://www.education.com/reference/article/Ref\_Student\_Centered/](https://webmail.unt.edu/OWA/redir.aspx?C=18e19c3d7b8b48a3b3dcd6de2bc917e1&URL=http%3a%2f%2fwww.education.com%2freference%2farticle%2fRef_Student_Centered%2f)   |
| Week 2    | Philosophy of Education: What is it and why is it important?  Generate Teacher Interview questions    |  Discussion Group: What is Your Philosophy of Education?    |
|    | *The First Year* DVD and discussion  |    |
| Week 3    | Aims of Education   | Discussion Group: Jefferson, from “Notes on the State of Virginia, first paragraph only: <http://press-pubs.uchicago.edu/founders/documents/v1ch18s16.html> Benjamin Rush: <http://chronicles.dickinson.edu/resources/Rush/mode_of_education.html>    |
|    | Aims of Education *Video: Common School 1770-1890* And Discussion  |   |
| Week 4   | Aims of Education  | Discussion Group: Dewey, Conant, and The Committee… pp. 1-21  |
|   | Work Day: Interview Presentations   | Interviews should be complete, bring transcripts to work with group.  |
| Week 5   | Conceptions of Schooling Teaching and Learning: Progressive Education     | Discussion Group: Counts, p. 38; Barzun, p. 49; Darling-Hammond, p. 54    |
|   | First year interview presentations Dispositions Instrument (TDI)  | Presentations in class Upload ppt and TDI to Tk20 BY MIDNIGHT  |

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|  |  GROUP FOLDER DUE—BEGINNING OF CLASS  |  |
| Week 6   | First year interview presentations  | Presentations in class  |
|   | First year interview presentations  | Presentations in class  |
| Week 7   | Conceptions of Schooling, Teaching and Learning  | Discussion Group: Nieto, p. 59; Delpit, p.69; Bullough, p.74  |
|   | *Video: School 2 1900-1950* And Discussion  |   |
| Week 8   | Race and Education  | Discussion Group: DuBois, p. 127; Washington, p. 132; U.S. Supreme Court, p. 138.  |
|   | *Midterm Review*  |    |
| Week9   | Race, Class, Gender, and the American Constitutional Tradition in Education – cont.   | Discussion Groups: How Schools Shortchange Girls, p. 148; Greene, p.153;  The Problem with Gender-Based Education <http://www.newamerica.net/blog/early-ed-watch/2008/problem-gender-based-education-2517>  Boys are struggling: http://www.usatoday.com/news/opinion/2004-12-02-boys-girls-academics\_x.htm  The Truth About Boys and Girls <http://www.educationsector.org/usr_doc/ESO_BoysAndGirls.pdf>  |
|   | MIDTERM  |   |
| Week10    | Civil Rights and Schools *Video: School 3 1950 –1980* And Discussion     |       |
|   | Language and Education. Texas Demographics—Implications for Educators    | Discussion Groups: Commission on Civil Rights, p. 159; Valenzuela, p 121    |
| Week 11   | Equity in Education. Texas School Finance.  | Discussion Groups: Kozol, p. 141; Meier, p. 201  |
|   | Disability and Education Special Education  | Discussion Groups: US Congress, PL 94-142, p. 145 Educational Biography draft due  |

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| Week 12   | Special Education *Educating Peter DVD* and Discussion  | Educational Biography due   |
|   | Instruction and Curriculum  | Discussion Group: Taba, p. 83; Apple, p. 95; Noddings, p. 115  |
| Week 13   | *Video: School 4 1980 and beyond* Local, State, and National Standards   |   |
|   | Concepts of Educational Change     | Discussion Group: A Nation at Risk, p. 169; Tyack and Cuban, p. 175; Berliner and Biddle, p. 190   |
| Week 14   | Standards and Accountability NCLB—For better or for worse? NCLB test: <http://www.rethinkingschools.org/special_reports/bushplan/test191.shtml>  | Educational Autobiography draft due Discussion Groups: No Child Left Behind, p. 180 Justice Talking NCLB broadcast (1 hr): <http://www.justicetalking.org/ShowPage.aspx?ShowID=601>   |
|   | Legal Issues in the Work of Teaching; Constitutional Issues; Legal issues for Texas Teachers    | Educational Autobiography due  |
| Week 15   | *Final Exam Review*   |    |
|   | Video—School Prayer   | Readings as posted  |
| Week 16  | FINAL EXAM  | Final Exam will be held at the time listed here: <http://essc.unt.edu/registrar/schedule/spring/final.html>   |

*Class Policies:*

1. Arrive on time and do not leave until the class period ends, or until you are dismissed.

2. Cell phones and other mobile devices must be turned off before entering class!

3. No late assignments will be accepted.

4. There will be no make-up tests! Emergency situations may be considered.

5. Preparation and participation are imperative. Active involvement in discussions and activities constitute learning experiences and cannot be made up. Reading the assigned material and preparing handouts for your group is essential and indispensible to your learning.

6. Communication with your instructor is important. If you need to schedule a conference, please do not hesitate to do so. You may contact me via Blackboard e-mail or by phone.

7. No eating is allowed during class as it interferes with active participation. Water bottles and other types of beverages are permitted.

**Departmental Policy Statements**

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Observation of Religious Holidays:* If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf>. Academic dishonesty, in the form of plagiarism, cheating. or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Acceptable Student Behavior:* Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

*Attendance:* See the instructor’s attendance policy*.*

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

*Comprehensive Arts Program Policy.* The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.* The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

*“Ready to Test” Criteria for Teacher Certification Candidates* . Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.* The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Take control; (4) Be prepared; (5) Get involved; and (6) Be persistent. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.

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