EDUC 6120: Theoretical Foundations for Educational Studies (Fall 2016)

Class Location: Languages Building, Room 223

Class Dates and Times: Wednesday, 5:30 p.m. – 8:20 p.m.

Office Hours: Wednesday, 12:00 – 1:00 p.m., 4:00 – 5:00 p.m., or by appointment

Instructor: Sarah Smitherman Pratt, Ph.D.
Office: Matthews 204-J
Phone: 940.565.2030 (office)
E-mail: sarah.pratt@unt.edu (Note: Please allow up to 24 hours for a response.)

Catalog Description:
Theoretical perspectives of major importance in educational studies today. Attention is given to the contexts in which the theories have developed, to the major claims that are made and to the means by which the claims are supported.

Required Texts:

Recommended Texts:

Course Objectives:
For students

- To become familiar with major theories in the field of education, including their histories, developments and impacts over time;
- To investigate debates in the field of curriculum studies, including debates over the relationship between curriculum theorizing and curriculum development; theory and practice; curriculum and pedagogy; and self and society;
- To explore various conceptions of curriculum, including currere, curriculum as “text,” and the institutional curriculum;
- To situate selves of study as ongoing constructions of curriculum and as sources for curriculum inquiry.

Grading:

Weekly Participation ................................................................. 15%
Weekly Readings Responses ...................................................... 25%
Discussion Leader ................................................................. 10%
Philosophical Auto/Biography .................................................. 25%
Theoretical Underpinnings Project ............................................. 25%

Grading Scale: A= 90-100%; B=80-89%; C=70-79%; D=60-69%; F< 60%
Assignments and Expectations:

Weekly Participation
You are expected to attend class every week, arrive on time, return from break as instructed, and stay through the entire class time. It is an expectation that you will engage in the activities for the class meeting, participate in the discussions related to the readings that will be led by classmates, and follow directives from the instructor. Your Weekly Participation will be graded on a 3-point scale:

3 – Participates in class activities, arrives promptly, engages in a professional manner, and contributes significantly during the class meeting
2 – Participates in some activities, arrives late/leaves early, contributes to the class to some degree
1 – Participates in few activities, arrives late/leaves early, not engaged in a professional manner
0 – Not present*

* If you are absent for a professional reason, you must inform the instructor prior to the event. The next class meeting, you may present to the class what you did to count as your attendance.

(Encouraging academic engagement is part of this course.)

Weekly Readings Responses
You are expected to read all class assignments and post your Weekly Readings Response on the weekly Discussion Board on Blackboard by Tuesday night, no later than 11:59 p.m. before the next class meeting (as outlined on the course calendar). You must also be prepared to discuss the readings in class. For all class sessions from August 31 until November 16 (except those during which you are responsible for a Discussion Lead – see assignment description below), you will write a “response assignment” representing your study and understanding of the readings for the day. Each response assignment is worth 4 points, using the rubric as follows:

4 – 1) Response addresses the analysis of key concepts, ideas, and perspectives that appear in the course readings; 2) Exploration of the issues you find most compelling; 3) Questions that will help you and your classmates develop further understanding of the readings; and, 4) At least one quote from the readings is provided and connects directly to response.

(i.e., overall, it is clear that you have read the assignment and understand the main idea conveyed.)

3 – One of the following is not addressed: – 1) Response addresses the analysis of key concepts, ideas, and perspectives that appear in the course readings; 2) Exploration of the issues you find most compelling; 3) Questions that will help you and your classmates develop further understanding of the readings; and, 4) At least one quote from the readings is provided (but may not directly relate).

(i.e., overall, you may have fully read the assignment and may understand the main idea conveyed.)

2 – Two of the following are not addressed: – 1) Response addresses the analysis of key concepts, ideas, and perspectives that appear in the course readings; 2) Exploration of the issues you find most compelling; 3) Questions that will help you and your classmates develop further understanding of the readings; and, 4) At least one quote from the readings is provided and connects directly to response.

(i.e., it is not clear that you read the assignment or understand the main idea conveyed.)

1 – Three of the following are not addressed: – 1) Response addresses the analysis of key concepts, ideas, and perspectives that appear in the course readings; 2) Exploration of the issues you find most compelling; 3) Questions that will help you and your classmates develop further understanding of the readings; and, 4) At least one quote from the readings is provided and connects directly to response.

(i.e., it is unlikely that you read the assignment or understand the main idea conveyed.)
0 – No response is submitted.
Weekly Readings Responses should not be organized in the form of a thesis or argument nor be presented as an essay. Instead, they should represent the diverse range of thoughts, questions, and interpretations that emerge as you study an assigned text.

Discussion Lead
During two class sessions between August 31 and November 16, you will be responsible for leading a discussion for part of the readings for the day, on two separate occasions. You will be the discussion leader for 25 minutes. You must use the following structure for your discussion lead:

- Opening Summary (5 minutes): You will begin the discussion by summarizing the portion of the readings for which you are responsible. You may be dealing with a large number of pages so you will need to determine the overarching ideas, those essential for inclusion in an overview (rather than a detailed account) of the readings. You should provide the class with a handout (no more than one page) that lists the major topics you will discuss in this opening summary.
- Close Reading of a Passage (5 minutes): After your opening summary, you will direct the class to a passage in the readings that you believe is particularly important or compelling, a passage that requires careful, close reading to understand. You will then guide us through a reading of the passage, explaining precisely what the passages states, what the ideas in the passage mean, and what implications the passage has for our understanding of curriculum.
- Guided Inquiry (15 minutes): After your close reading of a passage, you will pose a question or questions designed to foster conversation among your classmates about the readings. Meaningful intellectual conversations require guidance, facilitation, and encouragement. Therefore, you must be prepared to support the conversation as it unfolds. Further, you must be prepared to elicit meaningful discussion if there is none.

Philosophical Auto/Biography
Each student will investigate the life and work of a particular theorist who was instrumental in the history of the field, and also select a contemporary theorist who is regarded as a current burgeoning leader in the field. Finally, the student will identify in what ways their work relates to the scholars selected and in what ways the student’s research is following as well as transforming the field. Included in this is the process of reading the scholars’ publications and also biographical pieces. This paper will be presented in condensed form to the class. It will be important for this report to be scholarly in nature and to make a major point. It should have a theme that provides for coherence.

Theoretical Underpinnings Project
Each student will develop some command of a theoretical orientation that is influential in his or her concentration (curriculum studies, early childhood studies, education leadership, language and literacy studies) by studying the scholarly literature. This will be the major project for the course, and it will take the form of an academic paper and presentation. [An alternative is to take a theory that is little known in that concentration area and to make a case for it.] This assignment will count as the “final exam.” Students will make presentations during the last two class meetings and will have an opportunity to discuss the papers.
### Proposed Course Schedule (subject to change):

<table>
<thead>
<tr>
<th>Class:</th>
<th>Assignment(s) Due:</th>
<th>Class Topic:</th>
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<tbody>
<tr>
<td>August 31</td>
<td></td>
<td>Introductions; Identity Exercise</td>
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<tr>
<td>September 7</td>
<td><em>Understanding Curriculum (UC)</em> (Pinar et al, 1995): Preface &amp; Chapter 1</td>
<td>“Understanding” Curriculum</td>
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<tr>
<td>September 14</td>
<td><em>UC</em> (Pinar et al, 1995): Chapter 3 (pp. 142-185) &amp; Chapter 4</td>
<td>Complexifying Curriculum History</td>
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<tr>
<td>September 21</td>
<td><em>Curriculum Studies Handbook</em> (CSH) (Malewski, 2009), Chapters 1 &amp; 2</td>
<td>What is Curriculum Studies?</td>
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<td>October 5</td>
<td>CSH (Malewski, 2009), Chapters 4 &amp; 5</td>
<td>Inviting Creativity</td>
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<tr>
<td>October 12</td>
<td>CSH (Malewski, 2009), SELECT ONE CHAPTER EACH from Parts II and III</td>
<td>Past, Present and Future of Curriculum Studies</td>
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<td>October 19</td>
<td><em>Preparation of Theoretical Underpinnings Project Due</em> CSH (Malewski, 2009), SELECT ONE CHAPTER EACH from Part IV “Beyond Methods” &amp; “Crafting an Experience” (Trueit, 2013, Ch. 8 &amp; 9)*</td>
<td>“Method” and Experience</td>
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<tr>
<td>October 26</td>
<td>CSH (Malewski, 2009), SELECT ONE CHAPTER EACH from Parts V and VI</td>
<td>Contextualizing Curriculum</td>
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<td>November 2</td>
<td><em>UC</em> (Pinar et al, 1995): SELECT ONE CHAPTER from Chapters 5-8</td>
<td>Location of Self in Curriculum Studies</td>
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<td>November 9</td>
<td><strong>Philosophical Auto/Biography Project Due</strong></td>
<td>Philosophical Auto/Biography Presentations</td>
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<td>November 16</td>
<td>Approved Readings from YOUR DISCIpline due <em>UC</em> (Pinar et al, 1995): Chapter 13</td>
<td>Institutionalized Texts &amp; the Hidden Curriculum</td>
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<tr>
<td>November 23</td>
<td><strong>No Class – Happy Thanksgiving!</strong></td>
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<td>December 7</td>
<td>In-Class Presentations of Theoretical Underpinnings Project</td>
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<tr>
<td>December 14</td>
<td>In-Class Presentations of Theoretical Underpinnings Project</td>
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### Attendance, Participation, and Dispositions Policies:

This course is designed and organized to be highly collaborative and experiential. It will involve literature discussion groups, and small and large group discussions. Therefore, your attendance and participation are essential to your learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class. If you decide to miss an entire class period or part of it for any reason, then you will not receive full participation credit for that class session. Involvement in class activities cannot be made up, thus it is imperative that you are present and prepared for each class session. Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grade for this course. If you miss more than 30 minutes of a class, you will be counted as absent. Whether you have an excused or unexcused absence, you are still missing important components to the course. You are responsible for material covered during absences.

- 2 absences = final grade in the course will be lowered by one full letter grade
• 3 absences = final grade in the course will be lowered by two full letter grades
• 4 absences = F in the course
• 3 tardies = 1 absence, this means arriving to class late and/or leaving class early

If you miss class, you are responsible for all announcements, assignments and information presented or discussed in class. It is your responsibility to contact other members of the class or the instructor to obtain information missed during your absence. Please make an appointment to see the course instructor.

General Classroom Policies:

- All course readings must be read before class.
- Be punctual to class – if you are late, see the course instructor after class.
- Please be respectful by not speaking while others are presenting during class.
- Please do not eat in class.
- All grades/points for assignments are final.
- If you have any questions about grades/points awarded to assignments, make an appointment to see the course instructor during the course instructor’s office hours.
- Course instructor will not discuss grades/points during class time. Please make an appointment.
- All citations must be in the APA format.
- Do not upload draft copies of assignments onto Blackboard.
- All assignments are required to be uploaded onto Blackboard.
- All deadlines are final.
- NO CELL PHONE USE/CELL PHONE TEXTING during the scheduled class session!

Conceptual Framework:
The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas (1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, (2) incorporate the Texas Teacher Proficiencies for learner centered education, (3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and (4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

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Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator’s commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be
evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Teacher Education & Administration

*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.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

*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 Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.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 https://deanofstudents.unt.edu/conduct.

*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.

*SPOT:* The Student Perceptions of Teaching (SPOT) 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 SPOT 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-campus-tools. 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 information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. 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. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.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) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. 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.

This course syllabus is intended to be a guide and may be amended at any time by the instructor.