

**EDEE 3320**  
**FOUNDATIONS OF EDUCATION: THE SCHOOL CURRICULUM**



UNIVERSITY OF NORTH TEXAS®  
**COLLEGE OF EDUCATION**

SPRING 2020 – Section .005

Blended – Canvas/WH 215

Teddi Martin, Ph.D.

Office Hours: Before or after face-to-face class; Zoom appointments as requested

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**FACE-TO-FACE MEETINGS**

5:30-8:20pm: 1/29, 2/12, 3/18, 4/15, 4/29 in WH 215

**COMMUNICATION WITH INSTRUCTOR**

Either send a message to the instructor using Canvas (to access this course, log in at <https://unt.instructure.com/login/ldap> and/or download the Canvas student app) OR email.

**REQUIRED TEXTBOOK**

Kauchak, D., & Eggen, P. (2017). *Introduction to Teaching: Becoming a Professional* (6<sup>th</sup> Ed.). Pearson. ISBN: 978-0134026404

**CATALOG COURSE DESCRIPTION**

3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes study of professional ethics/responsibilities, educational philosophies, history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): None.

**PURPOSE AND RATIONALE**

The goal of this course is to engage learners in understanding and analyzing the contextualized nature of our American public school system. This course delves into the historical, cultural, political, and social contexts that influence our present-day curricular, financial, and organizational structures. As an extension, the learner will examine his/her own historical, cultural, political, and social experiences, including personal biases, in the development of his/her philosophy of education. In other words, the learner will begin to "unpack" who s/he is as a learner so that s/he can begin to examine the experiences and expectations s/he brings to teaching. In addition, learners will deepen their understanding of professional ethical expectations and responsibilities, especially as it pertains to issues of diversity. An effort is made to address issues at personal, local, state, and national levels of education.

## FOLIOTEK E-PORTFOLIO

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required.

*This course may require assignment(s) to be uploaded and graded in Foliotek.* The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. **All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>**

## COURSE GOALS/OBJECTIVES

1. explain the expectations of the profession, including code of ethics, professional standards of practice, and relevant law and policy (e.g., laws regarding educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, and reporting in situations related to possible child abuse)
2. explain the impact that historical, cultural, legal and social factors have had on the education experience of various diverse populations, including, but not limited to, gender, racial, immigrant, and special needs groups
3. explain the relationship between curriculum, instruction, standardized testing, and school accountability
4. explain the structure of the education system in Texas, including relationships between campus, local, and state components
5. explain funding sources for school districts at the local, state, and federal levels
6. identify his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families
7. develop a philosophy of education statement, in part by examining his/her own educational experiences and personal biases, in addition to the various societal expectations for the purpose of education in the United States

## Standards Addressed

Texas Pedagogical and Professional Responsibilities (PPR) Standards II and IV  
InTASC Standards 2, 3, 9, 10

Texas Pedagogical and Professional Responsibilities (PPR) Standards and associated objectives are addressed by this course at the knowledge level and some at the skill development level. Especially relevant is Standard IV: *The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.*

TEKS 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).

<b>COURSE REQUIRED ASSIGNMENTS</b> <b>*Upload assignment to Canvas</b> <b>**Upload assignment to Canvas and Foliotek</b>	<b>PERCENTAGE</b>
<b>FACE-TO-FACE ATTENDANCE AND PARTICIPATION</b> Attendance and conduct of a professional nature is expected of all students, both in Canvas and F2F. You are expected to actively participate in each F2F meeting. Because this course is blended, 4% will be deducted for each F2F absence, with a 2% reduction for each tardiness and early departure from class. Only UNT related commitments qualify as an excused absence.	20
<b>*READING RESPONSE</b> Read the chapter that corresponds with the weekly reading. Explicitly reference your reading and post a response of between 200-250 words in your weekly discussion group. What resonated/disrupted your thinking/caused you to wonder, and why? Initial post due Monday, 2 substantial peer inquiries due Thursday (supported with experience and/or outside resources). First and last RR is worth 2%, all others 1%.	15
<b>*TEACHER INTERVIEW</b> Select a certified teacher who has taught at least one full school year in a public or private school. Create a list of approximately 10 questions to ask during the 20-30-minute face-to-face interview (online interviews permitted). Refer to the assignment description and rubric for specific guidelines.	10
<b>**PHILOSOPHY OF EDUCATION</b> Using your textbook as a guide about teaching and learning philosophies (chapter 5), along with the philosophy table (on Canvas), write about which <b>one</b> philosophy you primarily align yourself with regarding learning and instruction. Refer to the assignment overview for specific guidelines.	20
<b>*TAPR: TEXAS ACADEMIC PERFORMANCE REPORT</b> Complete a TAPR on an elementary or middle school of interest to you.	5
<b>*CRITICAL BOOK REVIEW</b> Choose a book from the list of books that focus on a current topic in the field of education. After reading the book, write a 2-3 page critical book review and include the following: identify the author's thesis; discuss whether or not the author "proves" his/her thesis (provide support for your position by quoting the text); offer a critical analysis (not a book summary) of the value for teachers and for the broader community.	15
<b>*SCHOOL BOARD MEETING ATTENDANCE AND REFLECTION</b> Attend an entire meeting (F2F ONLY, no video allowed) and take notes on what you observe. Following the meeting, complete a reflection of about 2 pages to summarize what you observed, what surprised you, and how the decisions of the Board might affect the teachers of the District/School. Post this to Canvas within four days of attending the meeting. Next, read a peer's reflection who attended a <b>different</b> meeting, complete a graphic organizer to compare the two meetings, and post this as a reply to the peer's posting.	15

## COURSE SCHEDULE

Face-to-face meetings 5:30-8:20pm

\*Assignment introduced

Date	Topic	Reading	Assignments Due (Please see Canvas for exact dates)
Week 1 1/15	Do I Want to be a Teacher? *Teacher Interview *Reading Response	Chapter 1	Reading Response 1 Read syllabus – Q&A Schedule Teacher Interview
Week 2 1/22	Changes in American Society: Their Influences on Today's Students	Chapter 2	Reading Response 2
Week 3 1/29 Face-to-Face	Student Diversity: Culture, Language, Gender, and Exceptionalities *School Board Meeting and Reflection	Chapter 3	Reading Response 3 Teacher Interview Add School Board Meeting to Calendar
Week 4 2/5	Education in the United States: Its Historical Roots Online activity: History of Public Education in TX	Chapter 4	Reading Response 4
Week 5 2/12 Face-to-face	Educational Philosophy and Your Teaching *TAPR *Philosophy of Education	Chapter 5	Reading Response 5
Week 6 2/19	Choosing a School	Chapter 6	Reading Response 6
Week 7 2/26	Governance and Finance: Regulating and Funding Schools	Chapter 7	Reading Response 7
Week 8 3/4	School Law: Ethical and Legal Influences on Teaching	Chapter 8	Reading Response 8
Week 9 3/18 Face-to-face	The School Curriculum in an Era of Standards *Critical Book Review	Chapter 9	Reading Response 9 Philosophy of Education
Week 10 3/25	Classroom Management: Creating Productive Learning Environments	Chapter 10	Reading Response 10
Week 11 4/1	Becoming an Effective Teacher	Chapter 11	Reading Response 11
Week 12 4/8	Educational Reform and You	Chapter 12	Reading Response 12 School Board Meeting Reflection
Week 13 4/15 Face-to-face	Developing as a Professional	Chapter 13	Reading Response 13 School Board Meeting Comparison
Week 14 4/22	Work Week/ Read and submit TAPR	None	TAPR
Week 15 4/29 Face-to-face	Where Do You Go from Here? Sharing of Critical Book Reviews	None	Critical Book Review



### ***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.

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.

## **Teacher Education & Administration**

### ***Departmental Policy Statements***

#### **ACADEMIC DISHONESTY**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

## **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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

## **ACCESS TO INFORMATION – EAGLE CONNECT**

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

## **ADA STATEMENT**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at [disability.unt.edu](http://disability.unt.edu), (940) 565-4323.

## **ATTENDANCE**

You are expected to be in-class and attendance will be taken daily. Students are required to notify the instructor of any absence for any reason prior to the class meeting. Unless you have prior university approval, in-class assignments cannot be made up. Refer to the course assignment, PROFESSIONALISM, ATTENDANCE, AND PARTICIPATION, for detailed information.

## **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.

## **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](http://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).



## **EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [my.unt.edu](http://my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## **GRADING AND GRADE REPORTING**

Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

## **OBSERVANCE 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.

## **PROFESSIONAL ORGANIZATIONS**

[International Literacy Association](#)

[National Council of Teachers of English](#)

[ReadWriteThink](#)

[Literacy in Learning Exchange](#)

[Literacy Research Association](#)

## **RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to [review](#) the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

## **SEXUAL DISCRIMINATION, HARASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling



the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### **SPOT**

The Student Perception 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 an opportunity to provide course feedback. I value your constructive feedback and strive to use thoughtful considerations to continually improve my teaching.

### **STUDENT EVALUATION OF INSTRUCTION**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

### **STUDENT WORK SAMPLES**

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.

### **SUBMITTING WORK**

All assignments are to be submitted to Canvas, and some also to Foliotek (refer to list of assignments). For each day an assignment is late, 10% will be deducted from the possible score. On the 6<sup>th</sup> late day, you will receive a zero for a missing assignment.

### **SUCCEED AT UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit [success.unt.edu/](https://success.unt.edu/).

### **TECHNOLOGY**

Students should silence digital devices while in class unless they are being used for learning activities associated with the course.

### **TECHNOLOGY INTEGRATION POLICY**

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

## **TE<sub>x</sub>ES TEST PREPARATION**

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TE<sub>x</sub>ES Advising Office (TAO) administers the College of Education TE<sub>x</sub>ES 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 TE<sub>x</sub>ES 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 TE<sub>x</sub>ES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-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](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). Additional test preparation materials (i.e. Study Guides for the TE<sub>x</sub>ES) are available at [www.texas.ets.org](http://www.texas.ets.org).

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TE<sub>x</sub>ES 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).

## **UNT CAREER CONNECT**

All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

## **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 (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lwc.unt.edu/labs/unt-writing-lab-home>.