



**ELED. 200.003/SED200.002**  
**Education in a Global Society**  
**COURSE SYLLABUS**  
**Spring 2014**

**Instructor: Mike Cardwell, M.S., Instructor**  
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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

**Required Textbooks:**

- *Teachers, Schools and Society*, David Sadker and Karen Zittleman, 10<sup>th</sup> Edition, Texas Edition, McGraw Hill, New York, NY. ISBN: 978-0-07-741116-9

**Course Description:** This course explores a world-view of the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms. Students will participate in early field experiences with varied and diverse student populations designed to analyze the learning environment and the human experiences of teachers and learners. **Ten clock hours of Early Field Experiences are required.**

**Goals:** The goals of this class include, but are not limited to, providing a critical overview of historical, intellectual, social, and political foundations of American education.

- Emphasis on analysis of differing views regarding the relationship of public schools and American society.
- Explore current controversies that will impact schools and teachers in the years ahead.
- Provide an enriched integrated pre-service experience that allows for active recruitment and support of undergraduate students interested in careers in teaching.
- Provide ample opportunities for students to engage in written and oral reflection as it relates to teaching.
- Examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
- This course is designed to be taught through activities and quizzes, as well as face-to-face lectures and class discussion.

## Student Learning Outcomes:

By the conclusion of the course, the student will demonstrate the following outcomes at the Knowledge/comprehension level.

1. The student will be an **active** and **engaged** participant in discussions by analyzing, construction/creating, and evaluating information presented within the textbook, assignments, class activities, and field-experiences.
2. The student will examine current issues in education with attention to language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. The student will examine and analyze the culture of schooling and classrooms from the perspective of current political, social, and familial issues impacting schooling and classrooms.
4. The student will participate in 10 hours of early field-experience in diverse classrooms to gain an understanding of the roles of elementary, middle school, and high school teachers.
5. The student will communicate effectively, utilizing written and oral expression, throughout the course.

## COURSE REQUIREMENTS

1. **Attend class.** Report on time and participate in all class activities.  
“Students are expected to be present for **all** class meetings of any course for which they are enrolled. **If you are unable to attend class you are expected to notify Mike Cardwell by phone and/or email.** Students are responsible for learning about and complying with the attendance policy stated in the catalog, *Student’s Guidebook*, and/or faculty syllabus. Faculty members will provide details on requirements and guidelines for attendance in their classes in their course syllabus. Faculty members will keep students’ attendance records.  
**CONSISTENT LATE ARRIVAL OR EARLY DEPARTURE MAY FACTOR INTO A REDUCTION IN POINTS/GRADE FOR THE CLASS. ABSENCES (BEYOND ONE) WILL RESULT IN A REDUCTION IN GRADE. The student is responsible for contacting the instructor (phone or email) if they are unable to attend a class session.**  
Students are responsible for requesting makeup work when they are absent. They will be permitted to make up work for absences which are considered by the faculty member to be excusable. The method of making up this work shall be determined by the faculty member. The student is responsible for providing the faculty member reason(s) for his/her absence. The faculty member then determines the validity of the reason(s) for the absence and whether the student is to be excused for the absence. Faculty members may consider the following reasons for absence as excusable:
  - Participating in a required/authorized university activity
  - Verified illness
  - Death in a student’s immediate family
  - Obligation of a student at legal proceedings in fulfilling responsibility as a citizen, and
  - Other determined by individual faculty to be excusable (e.g. elective University activities)Appeals can be made through normal administrative channels.  
A record of excused and unexcused absences will be maintained by a faculty member.
2. **Participate** in an Early Field Experience (EFE), maintain the agreed-upon schedule, complete a minimum of 10 clock hours of documented time observing in the assigned school, be evaluated on the work experiences by the assigned mentor teacher in the school, and complete the (4) required EFE forms (Log Sheet, Evaluation Form, EFE Questions, and 'Idea Sharing' forms found on the Class CD.
3. **Read required textbook(s).** The student will be expected to read the required text and any supplemental materials (found course outline and calendar).
4. **Reflections:** throughout the course, the student will be asked to consider ideas presented in articles and class discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

5. **Written assignments:** Completion of all written assignments and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Assignments are expected to be completed and turned in on time according to the schedule in the syllabus. Late work will not be accepted without an excused absence and/or extenuating circumstances as determined by the instructor. If you miss a class, email or bring due assignments to the instructor as soon as possible (preferable the day due). The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

The following rubric will be used for grading all written assignments

Category	Full Credit	Partial Credit	No Credit
<b>Supporting information (comprehensive response)</b>	Information is clearly stated, comprehensive, and includes required supporting information.	Information is stated, but is unclear.	Information presented does not specifically or comprehensively address the topic.
<b>Evidence and Examples</b>	All responses and examples provided are specific and relevant to the topic.	Most of the responses and/or examples are present, specific and relevant to the topic.	Responses and/or examples are not specific or relevant to the topic.
<b>Sentence Structure</b>	All sentences are well-constructed.	Most of the sentences are well-constructed.	Most sentences are not well-constructed.
<b>Capitalization, punctuation and grammar usage</b>	There are no errors in capitalization, punctuation, or grammar usage.	There are one or two errors in capitalization, punctuation, or grammar.	There are several (two or more) errors in capitalization, punctuation, or grammar.
<b>Quality of Work (Prefer) Computer generated or handwritten</b>	Complete clear, readable responses.	Partially readable clear responses.	Not legible and/or unreadable.

**Written Assignments:** All written assignments are to be typed double-spaced in a legible 12 pt. font with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

## Grading

The course grade will be determined based on **total points** as follows:

Area	Points	Points	Grade
Three Tests (100 points per)	300	950-1000	A
* <sup>1</sup> Participation/Discussion	100	899-949	B
* <sup>2</sup> 10 Required Reading Assignments	250	848-898	C
* <sup>3</sup> Early Field Experience	350	797-847	D
<b>Total</b>	<b>1000</b>	746-796	F

\*<sup>1</sup> Five (5) points will be deducted from total participation/discussion points for each unexcused absence.

\*<sup>2</sup> Each required **Reading/Case Study** assignment is to be turned in on time according to the session schedule found in the syllabus. Each assignment is worth twenty-five points. Five (5) points will be deducted for each assignment not turned in on time.

\*<sup>3</sup> The four (4) EFE forms may be turned in at any time during the semester, but **MUST** be turned in by the last class session.

**Cell phone policy:** Please respect the instructor and your peers **by silencing or turning off** your cell upon entering the classroom. If there is an emergency you may leave your phone on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade.

**Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

### TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:

1. Internet connection-high speed recommended
2. Word Processor (Microsoft Office Word- 2003 or 2007)
3. Access to University Library site
4. Access to an Email

### COMMUNICATION AND SUPPORT

#### Interaction with Instructor Statement:

**Instructor:** Mike Cardwell, M.S.  
**Email:** mcardwell@classplus.com  
**US Mail:** Texas A&M-Commerce, C&I Dept.  
P.O. Box 3011,  
Commerce, Texas 75429  
**Office Hours:** 3:00-4:30, Tuesday or by appointment

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:** Information about class preparation, attendance, and participation may be found under *Course Requirements* on page 2 of this document.

#### University Specific Procedures:

##### Requests for Special Accommodations:

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

##### ADA Statement

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 have a disability requiring an accommodation, please contact: **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library 132, Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148.** [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

##### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Withdrawal Policy:** Every student has the right to drop the course without penalty until the drop-date.

Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF (drop while failing) counts as an F on the transcript. If a student chooses to stop attending class, he/she student may be dropped from the course due to excessive absences. If a student is not satisfied with your grade in the course and wish to drop, it is the student's responsibility to drop the course. Once a grade of DP or DF has been registered, the instructor will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

**Academic Integrity** is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of '0' on the examination or homework assignment. The maximum penalty is expulsion form the University. Academic dishonesty includes, but in not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it, visit the following websites:

*<http://www.plagiarism.org/>*

*<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>*

*<http://www.indiana.edu/wts/pamphlets/plafiarism.shtml>*

**COURSE OUTLINE / CALENDAR**

<b>Date:</b>	<b>Session:</b>	<b>Session Content:</b>
January 14	1	<ul style="list-style-type: none"> <li>• <i>Course Introduction</i></li> <li>• Course Syllabus and Course Outline</li> <li>• Required Early Field Experience: Rating Form, Log Sheet, EFE Questions, “Idea Sharing”</li> <li>• The Internet: Your Limitless Teaching Resource (Teacher’s Tool Kit)</li> <li>• Education in a global society: Importance and Implications!               <ul style="list-style-type: none"> <li>• Table Activity</li> <li>• What is global education and why is it important?</li> <li>• Typical goals of global education</li> <li>• Is global education ‘just another subject’?</li> </ul> </li> <li>• Beginning with the End in Mind</li> <li>• Teaching is a JOURNEY, not a DESTINATION</li> <li>• IMPORTANT POINTS TO PONDER!</li> <li>• Lesson Closure</li> <li>• NEXT WEEK</li> </ul>
January 21	2	<p><b>Chapter 1: <i>Becoming a Teacher</i></b>  <b>Session Objective</b>  <b>Reading 2: <i>Raising Teacher Quality Around the World</i></b>  <b>Pros and Cons of Teaching- Video Clip</b>  <b>Sponge Activity/Bell Ringer</b></p> <ol style="list-style-type: none"> <li>1. What are the advantages and disadvantages of being a teacher?</li> <li>2. What are the satisfactions – and the complaints- of today’s teachers?       <ul style="list-style-type: none"> <li>• What do YOU Think Are the Rewards of Teaching?</li> <li>• What do some other teachers say?</li> <li>• Laying the Foundation</li> <li>• Why Teach? New Teacher Satisfaction?</li> <li>• Why do teachers leave the profession?</li> </ul> </li> <li>3. Is teaching a ‘good fit’ for you?       <ul style="list-style-type: none"> <li>• The Good News! The Bad News!</li> <li>• Necessary Areas of Knowledge that Contribute to a ‘good fit’</li> <li>• What (better said, Who) Determines the culture of the classroom?</li> <li>• The EMOTIONAL Side of Teaching</li> </ul> </li> <li>4. Can we consider teaching to be a ‘profession’?</li> <li>5. How has teacher preparation changed over the years?       <ul style="list-style-type: none"> <li>• (Brief) Chronological Look at Teacher Preparation</li> <li>• Myths and Legends</li> </ul> </li> <li>6. Are America’s schools a secret success story?       <ul style="list-style-type: none"> <li>• Survey: How Are America’s Schools Doing?</li> </ul> </li> <li>7. What steps can you take now on the road to becoming an <i>effective professional teacher</i>?</li> </ol> <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• Internet Sites</li> <li>• LESSONCLOSURE</li> <li>• NEXT WEEK</li> </ul>

January 28	3	<p><b>Chapter 2: Different Ways of Learning</b>  <b>Sponge Activity/Bell Ringer</b></p> <ol style="list-style-type: none"> <li>1. 1) <b>How do multiple intelligences influence teaching and learning?</b> <ul style="list-style-type: none"> <li>• Traditional versus Multiple</li> <li>• The Five Minds</li> <li>• Video Clip: A Multiple Intelligence Lesson In Action</li> </ul> </li> <li>2. <b>How does emotional intelligence influence teaching and learning?</b></li> <li>3. <b>How can teachers respond to students’ different learning styles?</b> <ul style="list-style-type: none"> <li>• “Learning Style” defined</li> <li>• What is ‘preferred’ learning style</li> <li>• Three types of Learning Style and Instructional Implications</li> <li>• Three factors that contribute to learning style</li> <li>• TABLE ACTIVITY: Teaching Implications for Students’ learning styles</li> <li>• What’s YOUR Learning Style?</li> <li>• The Learning Pyramid</li> <li>• Learning Myths and FACTS</li> </ul> </li> <li>4. <b>Is gender a learning style?</b> <ul style="list-style-type: none"> <li>• Reading 16: <i>The Myth of Pink and Blue Brains</i></li> <li>• “Single Gender Schools” Debate</li> <li>• Maslow’s Hierarchy of Need</li> <li>• How do students’ change as the develop?</li> <li>• Gender Similarities Hypothesis?</li> </ul> </li> <li>5. <b>How are the needs of learners with exceptionalities met in today’s classrooms?</b> <ul style="list-style-type: none"> <li>• Categories of Exceptionalities</li> <li>• Gifted and Talented</li> <li>• Special Education</li> <li>• ACTIVITY: WHAT IF ...?</li> <li>• The Failure Cycle</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• Internet Sites</li> <li>• LESSON CLOSURE</li> <li>• NEXT WEEK</li> </ul>
February 4	4	<p><b>Chapter 3: Teaching Your Diverse Students</b>  <b>Sponge Activity/Bell Ringer : Biases, Prejudices, and Stereotypes</b></p> <ol style="list-style-type: none"> <li>1. <b>In what ways are American schools failing culturally diverse students?</b> <ul style="list-style-type: none"> <li>• Diversity Defined</li> <li>• Race, Ethnicity, and Culture</li> </ul> </li> <li>2. <b>How do deficit, expectation, and culturally difference theories explain different academic performance among various racial, ethnic, and cultural groups?</b></li> <li>3. <b>How do phrases like ‘melting pot’ and ‘cultural pluralism’ both capture and mask American identity?</b> <ul style="list-style-type: none"> <li>• Reading 13: <i>How Good are the Asians</i></li> </ul> </li> <li>4. <b>What are the political and instructional issues surrounding bilingual education?</b></li> <li>5. <b>What are the purposes and approaches of multicultural education?</b> <ul style="list-style-type: none"> <li>• The Banks Approach to Multicultural Education</li> </ul> </li> <li>6. <b>Why is culturally responsive teaching important?</b></li> <li>7. <b>How can teachers create culturally responsive teaching strategies?</b></li> </ol> <ul style="list-style-type: none"> <li>• Hurdle Help (Teacher’s Tool Kit)</li> <li>• NWDID? (Teacher’s Tool Kit)</li> <li>• Important Points to Ponder</li> <li>• Internet Sites</li> <li>• LESSONCLOSURE</li> <li>• NEXT WEEK</li> </ul>

Feb. 11	5	<p><b>Chapter 4: Student Life at School and at Home</b>  <b>Session Objective</b></p> <ol style="list-style-type: none"> <li>1. What rituals and routines shape classroom life? <ul style="list-style-type: none"> <li>• Reading 18: <i>The Engaged Classroom</i></li> </ul> </li> <li>2. How does the teacher's <i>gatekeeping</i> function influence classroom rules?</li> <li>3. What is tracking, and what are its advantages and disadvantages? <ul style="list-style-type: none"> <li>• What is 'tracking'?</li> </ul> </li> <li>4. How do gender and peer groups influence children in school?</li> <li>5. In what ways does the adolescent culture shape teenage perceptions and behaviors in high school?</li> <li>6. What impact do changing family patterns and economic issues have on children and schools? <ul style="list-style-type: none"> <li>• Family Patterns</li> <li>• ACTIVITY: Say Something !</li> <li>• How will you respond to . . . ?</li> </ul> </li> <li>7. How can educators respond to social issues that place children at risk? <ul style="list-style-type: none"> <li>• Important Point to Ponder</li> <li>• The Internet</li> <li>• LESSON CLOSURE</li> <li>• NEXT WEEK</li> <li>• Review for Test 1</li> </ul> </li> </ol>
Feb. 18	6	<p><b>TEST 1</b> (Chapters 1-4, Class discussion, and lecture)  <b>Chapter 5: Purposes of America's Schools and Current Reform Movement</b>  <b>Session Objective</b>  Reading 24: <i>Questionable Assumptions About Schooling</i>  ACTIVITY: <i>The Slogan</i></p> <ol style="list-style-type: none"> <li>1. What are the goals of America's schools? <ul style="list-style-type: none"> <li>• A 'Sociological' Theory that Impacts Education</li> <li>• What Do YOU Think?</li> <li>• SO, what's the REAL Purpose of School?</li> </ul> </li> <li>2. What school goals are important to you? <ul style="list-style-type: none"> <li>• Goals Survey</li> </ul> </li> <li>3. What are the characteristics of effective schools?</li> <li>4. Why has school reform become a top national priority? <ul style="list-style-type: none"> <li>• Some Important Thoughts on Teaching</li> </ul> </li> <li>5. What new school options are replacing the traditional neighborhood public school? <ul style="list-style-type: none"> <li>• It's a Matter of Choice</li> </ul> </li> <li>6. What is the role of teachers and students in reforming our schools? <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• LESSONCLOSURE</li> <li>• NEXT WEEK</li> </ul> </li> </ol>
Feb. 25	7	<p><b>Chapter 6: Curriculum, Standards, and Testing</b>  <b>Session Objective</b>  Case Study11: <i>Elaine Adams</i></p> <ol style="list-style-type: none"> <li>1. What is the formal curriculum taught in schools?</li> <li>2. How does the invisible curriculum influence learning?</li> <li>3. What is the place of the extra curriculum in school life? <ul style="list-style-type: none"> <li>• Definition of CURRICULUM</li> <li>• Four Types of Curriculum</li> <li>• ACTIVITY: <i>Saving the Extracurriculum</i></li> <li>• Curricular Triangulation and Alignment</li> <li>• Curricular Time Line</li> </ul> </li> <li>4. What factors shape the school curriculum? <ul style="list-style-type: none"> <li>• ACTIVITY: <i>How Do These Individuals and Groups Shape the Curriculum</i></li> </ul> </li> </ol>



		<p>5. How do textbook publishers and state adoption committees ‘drive’ the curriculum?  6. How has No Child Left Behind influenced America’s schools?  7. What are common core state standards?  <ul style="list-style-type: none"> <li>• National Standards Movement</li> <li>• <b>ACTIVITY:</b> <i>Let’s Talk About National Standards</i></li> <li>• Common Core</li> </ul> 8. What problems are created by high-stakes testing, and what are the testing alternatives?  <ul style="list-style-type: none"> <li>• Seven Reasons Why Standardized Tests are NOT Working</li> <li>• <b>CASESTUDY 11:</b> <i>Elaine Adams</i></li> </ul> 9. How are cultural and political conflicts reflected in the school curriculum?  <ul style="list-style-type: none"> <li>• OPEN Discussion</li> </ul> 10. How has technology affected the curriculum?  <ul style="list-style-type: none"> <li>• We’ll cover this in Chapter 11</li> </ul> 11. What are some potential directions for tomorrow’s curriculum?  <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• <b>LESSONCLOSURE</b></li> <li>• <b>NEXT WEEK</b></li> </ul> </p>
March 4	8	<p><b>Chapter 7: The History of American Education</b>  <b>Sponge Activity: “BURNING” History Questions</b>  <b>ACTIVITY: Landmarks in American History</b>  <b>Session Objective</b>  <b>Seven Recurring Themes in the History of American Education</b>  1. What was the nature and purpose of colonial education?  2. How did the Common School Movement promote universal education?  3. What developments mark the educational history of Native Americans?  4. How did teaching become a ‘gendered’ career?  5. How did secondary school evolve?  6. What were the main tenets of the Progressive Education Movement?  7. What role has the federal government played in American education?  8. How did history shape the educational experiences of African Americans, Hispanics, Asian Americans/Pacific Islanders, and Arab Americans?  <ul style="list-style-type: none"> <li>• <b>ACTIVITY:</b> <i>What Were These Groups Educational Experiences</i></li> </ul> 9. What educational barriers and breakthroughs have girls and women experienced?  10. Who are some of the influential educators who have helped fashion today’s schools?  <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet Site</li> <li>• <b>LESSON CLOSURE</b></li> <li>• <b>NEXT WEEK</b></li> </ul> </p>
March 18	9	<p><b>Chapter 8: Philosophy of Education</b>  <b>The BIG ‘R’- Finding Relevancy in Philosophical Orientations</b>  <b>Session Objective</b>  1. What is a philosophy of education, and why should it be important to you?  <ul style="list-style-type: none"> <li>• Philosophy Inventory</li> <li>• What Determines YOUR Educational Philosophy?</li> <li>• <b>ACTIVITY:</b> <i>Your Education Philosophy</i></li> </ul> 2. How do teacher-centered philosophies of education differ from student-centered philosophies of education?  3. What are some major philosophies of education in the United States today?  <ul style="list-style-type: none"> <li>• <b>ACTIVITY:</b> <i>Pictorial Representation</i></li> <li>• Two Psychological Influences on Education</li> <li>• <b>MATRIX:</b> <i>Comparing the Assumptions of Philosophical Orientations</i></li> </ul> </p>

		<p>4. How are these philosophies reflected in school practices?</p> <p>5. What are some of the psychological and cultural factors influencing education?</p> <p>6. What were the contributions of Socrates, Plato, and Aristotle to Western philosophy, and how is their legacy reflected in education today?</p> <p>7. How do metaphysics, epistemology, ethics, political philosophy, aesthetics, and logic factor into a philosophy of education?</p> <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• LESSON CLOSURE</li> <li>• NEXT WEEK</li> </ul> <p><b>Review for Test 2</b></p>
March 25	10	<p><b>TEST 2</b> (Class discussion, lecture, chapters 5-8)</p> <p><b>Chapter 9: Financing and Governing America's Schools</b></p> <p><b>Sponge Activity/Bell Ringer: How Does Politics Affect YOU in the Classroom?</b></p> <ol style="list-style-type: none"> <li>1. Why do teachers need to know about finance and governance?</li> <li>2. How is the property tax connected to unequal educational funding?</li> <li>3. What is the distinction between educational equity and educational adequacy?</li> <li>4. What are the sources of state revenues?</li> <li>5. How does the federal government influence education?</li> <li>6. How does commercialization at home and in school affect children?</li> <li>7. What current trends are shaping educational finance?</li> <li>8. How do school boards and superintendents manage schools? <ul style="list-style-type: none"> <li>• Who Controls What?</li> <li>• What Powers and Influences do States Have on Education?</li> <li>• What do Regional Educational Service Centers offer teachers?</li> </ul> </li> <li>9. What is the 'hidden' government of schools?</li> <li>10. How does the business community influence school culture?</li> <li>11. How are schools being made more responsive to teachers and the community? <ul style="list-style-type: none"> <li>• Reading 38: <i>Respect- Where Do We Start?</i></li> <li>• Ten Groups that Exert Political Power on Education</li> <li>• Why do you need to understand educational politics?</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• LESSON CLOSURE</li> <li>• NEXT WEEK</li> </ul>
April 1	11	<p><b>Chapter 10: School Law and Ethics</b></p> <p><b>Bell Ringer Activity: Public Schools May? May NOT!</b></p> <ol style="list-style-type: none"> <li>1. What are your legal rights and responsibilities as a teacher? <ul style="list-style-type: none"> <li>• How's Your Teacher Rights Quotient?</li> <li>• Criteria for Fair Use of Copyrights Materials</li> <li>• Protecting Your Students from Abuse</li> <li>• What Are Some of Your (Other) Legal Rights?</li> </ul> </li> <li>2. What legal rights do students enjoy (and do they have legal responsibilities?)</li> <li>3. What are the ethical responsibilities of teachers and students? <ul style="list-style-type: none"> <li>• Why Do We Need a Professional Code of Ethics?</li> <li>• The Texas Educators' Code of Ethics</li> <li>• Ethical Dilemmas</li> <li>• What Would You Do?</li> <li>• Case Study 17: <i>Jane Vincent</i></li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• LESSON CLOSURE</li> <li>• NEXTWEEK</li> </ul>

April 8	12	<p><b>Chapter 11: Teacher Effectiveness</b>  <b>Session Objective</b>  <b>Reading 45: <i>Classroom Misbehavior is Predictable and Preventable</i></b></p> <ol style="list-style-type: none"> <li>1. Are teachers born or made? <ul style="list-style-type: none"> <li>• Teaching that WORKS</li> <li>• The Effective Reflective Teacher</li> </ul> </li> <li>2. How is learning time organized in the classroom? <ul style="list-style-type: none"> <li>• Avoid these Time Wasters</li> </ul> </li> <li>3. What classroom management skills foster academic achievement? <ul style="list-style-type: none"> <li>• Nine Effective Classroom Management Procedures</li> <li>• VIDEO: <i>Procedures and Routines</i> Dr. Harry Wong</li> <li>• Here's the Bottom Line</li> <li>• Classroom RULES</li> <li>• Surface Behaviors</li> <li>• Effective Use of Praise and Feedback</li> <li>• Classroom Management</li> </ul> </li> <li>4. What are the roles of teachers and students in the pedagogical cycle?</li> <li>5. How can teachers set a stage for learning? <ul style="list-style-type: none"> <li>• The Pedagogical Cycle</li> <li>• Ten Components of Academic Structure</li> </ul> </li> <li>6. What questioning strategies increase student achievement? <ul style="list-style-type: none"> <li>• WAIT TIME</li> <li>• Bloom's Taxonomy</li> </ul> </li> <li>7. How can teachers' best tap into different learning styles?</li> <li>8. How can teachers use technology to support effective instruction? <ul style="list-style-type: none"> <li>• Generation WIRED</li> </ul> </li> <li>9. What are several salient models of instruction? <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• LESSON CLOSURE</li> <li>• NEXT WEEK</li> </ul> </li> </ol>
April 15	13	<p><b>Chapter 12: Your First Classroom</b>  <b>Reading 52: <i>Lina's Letters</i></b></p> <ol style="list-style-type: none"> <li>1. Are teachers born or made? <ul style="list-style-type: none"> <li>• The CAREER Cycle</li> </ul> </li> <li>2. How is learning time organized in the classroom?</li> <li>3. What classroom management skills foster academic achievement? <ul style="list-style-type: none"> <li>• A Teacher's Voice</li> <li>• What Are Sponge Activities and Bell Ringers?</li> <li>• Who CLOSES The Lesson???</li> <li>• Student Portfolio Example</li> <li>• Journaling</li> <li>• ACTIVITY: The Pros and Cons of Teacher Unions</li> </ul> </li> <li>4. Interviewing for Your FIRST Job <ul style="list-style-type: none"> <li>• Pre, During, and POST Interview!</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• Important Points to Ponder</li> <li>• The Internet</li> <li>• LESSON CLOSURE</li> <li>• NEXT WEEK</li> </ul>

April 22	14	<b>Chapter: 13 Q&amp;A Guide to Entering the Teaching Profession</b> <b>1. What does the education job market look like? (or put another way, will I be able to find a satisfying teaching position?)</b> <b>2. How can new teachers increase their chances of working in a school of their choice?</b> <b>3. What do I need to know about certification and licensing?</b> <b>4. What teacher competency tests do I need to take?</b> <b>5. Why do teachers seek tenure? (And should I?)</b> <b>6. Are there jobs in education ‘outside’ of the classroom?</b> <ul style="list-style-type: none"> <li>• <b>Important Points to Ponder</b></li> <li>• <b>The Internet</b></li> <li>• <b>LESSON CLOSURE</b></li> <li>• <b>NEXT WEEK</b></li> </ul>
April 29	15	<b>Course WRAP-UP</b> <b>Early Field Experience “IDEA SHARING”</b> <b>REVIEW for TEST 3 (Chapters 9-13, class discussion, lecture)</b>
May 6	16	<b>TEST 3-Final</b>

**Disclaimer:** The instructor reserves the right to make changes to the class schedule. Any alterations will be announced in class and/or via email by the instructor. Students who do not attend class assume responsibility for missing alterations to the course.