Instructor Information:

Instructor: Dr. Janet Melton
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(Email will be efficient.)
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Office Hrs: Th 2 pm – 3 pm
(Unless called into a meeting.)

Course Information:

Course Title: Foundations of Education
Course Number: EDUC 4316.001 & .002
Semester: Fall 2015
Course Location and Time:
Section 001 Trimble Hall 115
Thurs. 11 a.m. – 1:50 p.m.
Section 002 Trimble Hall 115
Thurs. 5:00 p.m. – 7:50 p.m.

Course Website: http://elearn.uta.edu

Catalog Description:

The course introduces students to the teaching profession. Historical foundations, professionalism, school law (including special education law), diversity in education, effective communication, family involvement, and current trends and issues in education will be examined. Students will also examine personal reasons for wanting to teach and will create a personal philosophy of education. Field observation required.

Course Pre-requisites:
This course is a prerequisite course for all future ELED EC-6 ESL coursework and must be taken concurrently with ELED 4317.

**Textbook(s) and Materials:**

  **This is a custom book that can only be purchased from the UTA Campus Bookstore.**
- The College of Education is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit [http://www.uta.edu/coehp/tk20](http://www.uta.edu/coehp/tk20) for more information.

**Learning Outcomes:**

*At the conclusion of this course the successful student will:*

- Identify who teaches in the United States and the common motivations for choosing to teach.
- Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.
- Explain how diversity influences learning.
- Assess how gender differences influence school success and how effective teachers respond to these differences.
- Reflect upon various ethical issues facing today’s teachers.
- Identify the major approaches to teaching in today’s diverse classrooms.
- Discuss the legal responsibilities of today’s teachers.
- Compare the different influences on curriculum and explain how each exerts its influence.
- Define assessment and identify the major purposes and methods of assessment (for example: Formal, Performance-based, and Summative)
- Compare similarities and differences in different minority groups’ struggles for educational equity and equality throughout education history
- Illustrate why a philosophy of education is important for teachers to develop and revisit/revise.
- Describe how schools are financed in the United States.
- Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.
- Identify ways to involve families in their child’s education.
- Describe effective methods of effective communication with families.

**National Standards:**

<table>
<thead>
<tr>
<th>TESOL - Standard 2a</th>
<th>Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL – Standard 2b</td>
<td>Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</td>
</tr>
<tr>
<td>TESOL - Standard 2c</td>
<td>Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs’ learning.</td>
</tr>
<tr>
<td>TESOL – Standard 2d</td>
<td>Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.</td>
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<tr>
<td><strong>TESOL – Standard 2e</strong></td>
<td>Understand and apply concepts about the interrelationship between language and culture.</td>
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<tr>
<td><strong>TESOL – Standard 2f</strong></td>
<td>Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.</td>
</tr>
<tr>
<td><strong>TESOL – Standard 2g</strong></td>
<td>Understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</td>
</tr>
<tr>
<td><strong>TESOL – Standard 3a.1</strong></td>
<td>Plan standards-based ESL and content instruction.</td>
</tr>
<tr>
<td><strong>TESOL – Standard 3a.2</strong></td>
<td>Create supportive, accepting classroom environments.</td>
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<tr>
<td><strong>TESOL – Standard 3c.1</strong></td>
<td>Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.</td>
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<tr>
<td><strong>TESOL – Standard 5b.1</strong></td>
<td>Participate in professional growth opportunities.</td>
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<tr>
<td><strong>TESOL – Standard 5b.2</strong></td>
<td>Establish professional goals.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 3.1</strong></td>
<td>Integrating and applying knowledge for instruction Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 3.2</strong></td>
<td>Adaptation to Diverse Students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 3.3</strong></td>
<td>Development of critical thinking, problem solving and performance skills Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 3.4</strong></td>
<td>Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 3.5</strong></td>
<td>Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 4</strong></td>
<td>Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
</tr>
<tr>
<td><strong>ACEI/NCATE – Standard 5.1</strong></td>
<td>Practices and behaviors of developing career teachers Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.</td>
</tr>
</tbody>
</table>
ACEI/NCATE – Standard 5.2

Reflection and evaluation

Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

State Domains and Competencies:

This course provides opportunities to investigate and apply the 12 Themes and Principles of Learning approved by the State Board for Educator Certification to serve as the Framework for the newly-developed EC - 6 TExES.

- **Learner-Centeredness.** The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.
- **Active Learning.** The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.
- **Teaching for Meaningful Outcomes.** The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.
- **Diversity.** The teacher models and encourages appreciation of the diversity of learners, cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.
- **Communication.** The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.
- **Higher-order Thinking.** The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.
- **Intra- and Interdisciplinary Connections.** As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.
- **Use of Technology.** The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.
- **Developmental Appropriateness.** The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.
- **Assessment as part of Instruction.** Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.
- **The Teacher as Part of a Larger Learner Community.** The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative
way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

- **Lifetime Learning, Including Self-assessment.** Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

**DOMAIN I—DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING**

**Competency 002**
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**Competency 003**
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004**
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging and appropriate assessments.

**Competency 005**
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006**
The teacher understands strategies for creating and organized and productive learning environment and for managing student behavior.

**DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT**

**Competency 007**
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008**
The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 010**
The teacher monitors students’ performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

**DOMAIN IV – FULLFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES**

**Competency 11**
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
Competency 12
The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Competency 13
The teacher understands and adheres to legal and ethical requirements for educators and knowledgeable of the structure of education in Texas.

State Guidelines, Competencies and Professional Organizations:

www.acei.org – National Accreditation Standards

http://www.tea.state.tx.us/teks - Texas Essential Knowledge and Skills (TEKS)

Texas Educator’s Code of Ethics -

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
• The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  • **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  • **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  • **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Professional Dispositions: College of Education and Health Professions**

• Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

• The full document regarding dispositions is posted in Blackboard in the course materials.

**University Policies:**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping
Incomplete Work:
In the case of incomplete work, a grade of "I" can be awarded **only** if a substantial amount of the coursework has already been completed and serious circumstances arise which prevent completing all work.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. [http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10](http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10)

Medical Reimbursement:
- University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week **unless specified in the class syllabus.** During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php)

- All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account and it remains active as long as a student is enrolled at UT-Arlington.

- The professor will respond to e-mail within 24 hours if submitted Monday through Thursday. For e-mails received between Friday and Sunday, please allow at least 72 hours for a response. For example, if your e-mail is submitted on Friday, please do not anticipate a response before Monday afternoon.
The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In Quick Hits sessions during all open hours Mon- Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Commitment to Diversity:
• In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
• In our commitment to diversity, we welcome people from all backgrounds.
• We seek to include knowledge and values from many cultures in the curriculum.
• Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

Academic Integrity:
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22). Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right as you leave the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Departmental Policies:**

**General Policies:**
- The professor is available for e-mail or face-to-face conferences as the need arises. **It is your responsibility to solicit help from the instructor.** This s to be done before problems affect your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.
- Courses are for persons registered in the class. Visitors and children are not permitted in class. You are responsible for finding appropriate child care.

**Communications:**
- MavMail is the official mode of communication for UTA.
For questions related to grades or other questions that are personal in nature, please use the MavMail or the email function within Blackboard. This will come directly to my UTA email account.

During the week (Mon. – Thurs.), you can expect to receive a response within 24 hours from your instructor. On the weekends, expect to wait 48-72 hours for a response.

All official course information and announcements will be posted on the announcement page in Blackboard.

For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

Electronic Devices:
- As a courtesy to your instructor and your classmates, please silence electronic devices such as cell phones, computers, and pagers.
- Texting during class is unacceptable and will impact the student’s overall grade by affecting the participation grade.
- Cell phones should be on ‘silent’ and **vibrating feature should be turned off**. A vibrating phone on a desk makes noise.
- Non-course related Internet surfing is not acceptable and will impact the student’s participation grade which affects the overall grade.
- Internet use is strictly limited to class discussions.

**Course Policies:**

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.

- One absence may occur without penalty. Two unexcused absences will drop the final grade by one letter.
- Three tardies (or leaving the class before class is concluded or a combination thereof) will equal one absence.
- Class begins promptly at the designated start time and ends when dismissed by the instructor.
- Attendance is a strong indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to be on time and remain engaged during the entire class.

**It is your responsibility to sign in before leaving class. If your leave class and did not sign in, you may not e-mail or phone to confirm your attendance. If you do not sign in, you will be counted absent! If you forget to sign in at the beginning of class, even though you were in class on time (i.e. you signed in at break), you will be considered tardy.**

**Other Requirements:** As part of this course, students will be required to observe in an elementary school. The day and times will be arranged at a later date.

**Preparation:**
- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least 8 hours per week of their own time in course-related activities including reading required materials, completing assignments, preparing for exams, etc.

**Participation:**
Class participation includes but is not limited to:
- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group.
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, “surfing the web”, working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- “Texting” is not appropriate during class. Your participation grade will be affected if you choose to “text” during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, and an attitude of respect for learners with different needs, colleagues and mentors.
- Also, the teaching profession requires above average writing and speaking skills demonstrating correct English grammar, spelling, punctuation, and syntax in the commission of one’s duties and correspondence. Therefore, when communicating with others, i.e. the professor, you should use correct English. **Points will be deducted from the “Participation” portion of your grade for emails that fail to demonstrate those qualities. NO “TEXT SPEECH!”**
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)

**Assignments and Assessments:**
- All Blackboard assignments that should be submitted via the Blackboard will be designated as such.
- All assignments should be submitted with the designated title of the assignment and a cover page.
- All assignments should be submitted using the modified APA formatting below and a cover sheet including the following:

  Student Name  
  Assignment Name  
  University of Texas at Arlington

- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points **will be** deducted for inappropriate content and form. As teachers, we encourage students to edit their work prior to submitting for a grade. **Points will be deducted for misspellings, poor grammar, and poor punctuation whether or not it is mentioned on the assignment rubric. Dr. Melton recommends that students become familiar with ‘the Oxford comma’.**
- Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the possible point value of the assignment for each day
it is late. (So, if the assignment is a week late, the highest grade possible will be 30% of the total points for the assignment.)

- All assignments are due before the scheduled final examination for the course. **Assignments submitted during or after the final examination will not be graded or considered in the final course grade.**

The university’s final exam schedule is available on the university web-site prior to the beginning of the academic year. Candidates are required to take the final examination for this course on the scheduled date and time. Inform family members that you will not be able to begin Winter Break until your final exams are complete. (Note: that day is December 17th for this course.) If student does not take the final exam on the scheduled day and time, s/he will receive an “Incomplete” or “I” for the course.

**Grades and Learning:**
- **No** extra credit work will be given.
- Because learning is important, you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth or effort on your part. If this is the case, the assignment’s grade will be adjusted but an “A” will not be possible.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

**Concerns:**
- Should problems or concerns arise, it is your responsibility to solicit help form the professor.
- This is to be done before problems affect your grade – not after.

**Video Recording**
- Students may record the lecture in auditory form and make notes from the recordings for their personal use only. Many cell phones have video capability but video recording is not permitted as the professor and students have not given express written consent to be videoed. (Anyone appearing in such a video would have to give written consent to having her/his image displayed in any manner.) Students may not transmit, copy, or reproduce recordings in any format or share recordings with others.

**Academic Honesty:**

The following statement (between the part between the ****’s) is to be printed out, signed by hand, and submitted via scan or photograph by the end of Week 3 of the semester into the appropriate space in Blackboard to receive credit in EDUC 4316. Failure to do so will have an impact on your final grade. An actual signature must appear where it states “signature”. Please put your full name and class meeting day and time on the top in the space provided.

- Students will need to copy and paste the portion below (between the ***) onto a sheet of paper, print it out, sign it with a signature, scan it, and then upload this statement into Bb in the correct space.

******************************************************************

Printed Name _______________________________________________Class Meeting Day

________________
I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources (avoiding plagiarism). I will follow the highest standards of integrity and uphold the spirit of the Honor Code. (I acknowledge and understand that if I fail to uphold this standard, there will be consequences that affect my grade and possibly my standing in the ESL EC-6 program, i.e. collaborating on exams or assignments when it is expressly forbidden or contrary to directions.)

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**Signature & Date**

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- Teachers are expected to be pro-active problem-solvers in finding knowledge and materials they need to perform their duties. If you are unfamiliar with proper citation requirements for APA format, it is your responsibility to eliminate this gap in your knowledge base. You may choose to buy an APA Style Manual book for reference, check out a manual from the UTA Library, or you may schedule an appointment with the UTA Writing Center for a tutorial on APA style and citation requirements. The UTA library has a tutorial (http://library.uta.edu/howto/plagiarizing.jsp) on what constitutes plagiarism but it does not address HOW to cite things in APA Style. Statements to the effect that “I did not know that was plagiarism” or “I did not know APA format” will not remove your responsibility to make correct citations. Direct quotes must be cited correctly as quotes, not cited as paraphrased material. Again, if you are unfamiliar with citing material, you must research and find the answer. “Ignorance of the law is no excuse.”

**Course Grade Will Be Determined By:**

- **Class Participation- [50 pts]**

  This portion of your grade will be determined using the following criteria:

  - Ethics Statement – signed and submitted in hardcopy form from the September 5th meeting.
  - Professional conduct when communicating with peers and superiors: for example, using correct grammar, spelling, and punctuation, being respectful during class and discussions, etc. (Points deducted only if not this expectation is not met.)
  - Following directions: including uploading required paperwork and assignments in appropriate spaces.

Class participation includes but is not limited to:

- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, “surfing the web”, working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- “Texting” is not appropriate during class. Your participation grade will be affected if you choose to “text” during class.
• One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
• You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.

- Early Field Experience Observations (60 pts = 10 points each) – Rubric on Blackboard
  • You have 5 specific, focused observations to document during your weekly visits to the elementary school. These observations will allow you to apply the knowledge from the course to the elementary classroom.
  • The observation forms and instructions are posted on Blackboard.
  • You will submit your completed observations in via Blackboard by Friday before midnight of the dates indicated on the course calendar. The observation will be considered late if after this time.
  (Note: The spaces provided on the forms can be small, you may recreate the form in order to type your observations, if you so desire, but it is not necessary.)
  • Five required observations:
    • Anti-Bias Environment Observation
    • Ethical Classroom Observation-Part 1
    • Ethical Classroom Observation-Part 2
    • Family Friendly Schools Observation-Part 1
    • Family Friendly Schools Observation-Part 2
    • Observation Time Log

- Early Field Experience Placement –
  • You are required to observe for a minimum of **20 hours** this semester in public elementary school classroom that was arranged by the Field Placement Office.
  • Before the 2nd class meeting, you will need to purchase TK-20 and apply for your Early Field Experience Placement. Be aware that TK-20 takes 3 to 4 days to activate before you can login to apply for Early Field Experience.
  • To purchase TK-20, go to [https://tk20web.uta.edu/campustoolshighered/start.do](https://tk20web.uta.edu/campustoolshighered/start.do)
  • Once your account is activated, login and complete your Field Experience Placement Application.
  • Your Field Experience Placement Application will require you to submit a resume. It is highly suggested that you visit the UTA Career Center [http://hireamaverick.uta.edu/students_alumni.html](http://hireamaverick.uta.edu/students_alumni.html) for support in creating your resume as well as critiquing your current resume. A resume template is provided.
  • As soon as you receive your Field Placement assignment, contact your Cooperating Teacher to set up your first observation time.
  • Note - if for any reason you are unable to visit the classroom on a scheduled time (illness, school holiday, etc.) you will need to inform your Cooperating Teacher immediately to reschedule your visit.
  • Once you have obtained your Cooperating Teacher and had your initial meeting with that teacher, you will need to upload the following information into Blackboard:
    • Name of Cooperating Teacher
    • School and Grade level
    • District
    • Teacher’s email
    • Conference Period time
  • Each week you will have your Cooperating Teacher sign your “Early Field Experience Time Log” (Found on Blackboard). You will submit this at the end of the semester.
Ethics Modules and Quiz (100 pts)

- The Texas Education Agency has developed an online course with entertaining videos in the style of the television show The Office. The subject matter is serious but the method of delivery is light-hearted.

- The Texas Education Agency is now hosting the Teacher Ethics training modules on our YouTube channel at [http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC](http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC)

  Module 1 “Boundaries” - Parts 1, 2, & 3

  Module 2 “Social Media” - Parts 1 & 2

  Module 3 “Anger Management” - Parts 1, 2, & 3

  Module 4 “Behavior Off Campus” - Parts 1 & 2

- The quiz will be given over the Code of Ethics.
- These modules can be done at one’s own pace but must be completed by the Ethics Quiz date listed in the schedule.

Diversity Book Mini-Lesson (98 pts) - Rubric on Blackboard

- You will write and implement a mini-lesson plan that celebrates diversity. A lesson plan template is located on Blackboard.
- You will select an age-appropriate, curriculum-appropriate book that will allow you to talk with children about the uniqueness of every child. Topics may wish to include are: family, culture, language, ability, etc.
- **BEFORE IMPLEMENTING YOUR MINI-LESSON, YOUR LESSON PLAN MUST BE APPROVED BY YOUR COOPERATING TEACHER!**
- You will implement the mini-lesson with your elementary class.
- Afterwards, answer the following reflection questions.
  1. What worked best from my plan was...
  2. Something I think I would change in the future is...
  3. If there were any issues, what do you think contributed to create the issue?
  4. My cooperating teacher suggested...
  5. I am most proud that...
- Your Cooperating Teacher will complete the “CT Evaluation Form” (located on Blackboard) as you are doing your lesson.
- You will submit the lesson plan with bibliographic information in APA format (title, author, publisher and publishing date) before the due date.
- You will answer the Reflection Questions after you have taught the lesson.
- You will turn in your CT Evaluation form in hardcopy format and in Blackboard.

Parent Newsletter (104 pts) Rubric on TK20 and Blackboard

- Pretend that you are a first year teacher. You are going to pick a grade level, a made-up school, and e-mail address. You will need to write a “letter” that you would send to families at the beginning of the year. Write this newsletter as if you are the lead classroom teacher. Personalize the newsletter by inserting your name and the grade level or subject you teach. Include the following in your Welcome letter:
- A personal introduction (including contact information and times)
- A brief statement about your teaching philosophy
- Your classroom management philosophy/plan
- Home-school communication procedures
- Homework philosophy/procedures
- Grading policy
- Daily schedule/routines
- Importance of parent involvement and ways parents can be involved in your classroom.
- Other important classroom activities such as birthdays, field trips, etc.

**NOTE:** A sample letter appears in Blackboard.

- You will submit the assignment, in its entirety in one document to **Blackboard AND TK-20.**
- ***As a “KEY” assessment, if it is not submitted into TK-20, the student will receive "0" points for the assignment even if it is submitted in Blackboard and an "I" in the course until it is submitted.

**- Professional Development Summary (98 pts)**- Rubric TK20 and on Blackboard
- The candidate will participate in a professional development activity for EC-6 teachers, identify what was learned in that activity, and reflect on your goals for on-going professional development after you complete your initial certification requirements.

- Midterm Exam – 150 pts
- Final Exam – 200 pts

<table>
<thead>
<tr>
<th>points</th>
<th>Assessment</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Early Field Experience Observations</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>(Including the Attendance Log)</td>
<td>(Rubric on Blackboard)</td>
</tr>
<tr>
<td>50</td>
<td>Classroom Participation</td>
<td>Formative</td>
</tr>
<tr>
<td>98</td>
<td>Professional Development Summary</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>(Rubric on TK-20 and Blackboard)</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Texas Code of Ethics Training and Ethics Module Quiz</td>
<td>Summative</td>
</tr>
<tr>
<td>104</td>
<td>Parent Newsletter</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>(Rubric on TK-20 and Blackboard)</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>Diversity Book Mini-lesson</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>(Rubric on Blackboard)</td>
<td></td>
</tr>
</tbody>
</table>
EC-6 ESL Grading Scale:
Final grades will determined based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points total earned</th>
<th>Percentage equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>795.5 - 860</td>
<td>93 – 100</td>
</tr>
<tr>
<td>B</td>
<td>726.7 - 795.4</td>
<td>85 – 92</td>
</tr>
<tr>
<td>C</td>
<td>657.9 -726.6</td>
<td>77 – 84</td>
</tr>
<tr>
<td>D</td>
<td>597.7 – 657.8</td>
<td>70 – 76</td>
</tr>
<tr>
<td>F</td>
<td>597.6 or less</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

Below you will find a tentative lecture/topic schedule.

**Tentative lecture/topic schedule: (See below.)**
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be advised of any changes via Blackboard. – Dr. J. Melton
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Overview/PPR Standard</th>
<th>pprr</th>
<th>Purchase TK-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 –</td>
<td>Course Overview/PPR Standard</td>
<td>pprr</td>
<td>Purchase TK-20</td>
</tr>
<tr>
<td>August 27</td>
<td>Professionalism and</td>
<td>pprr</td>
<td>Start Ethics</td>
</tr>
<tr>
<td></td>
<td>Professional Dev’t and Family</td>
<td>pprr</td>
<td>Modules 1-4 (10</td>
</tr>
<tr>
<td></td>
<td>Involvement</td>
<td>pprr</td>
<td>parts total)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pprr</td>
<td>(See above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pprr</td>
<td>[Not due until the 24th]</td>
</tr>
<tr>
<td>Week 3 –</td>
<td>Ethical Issues</td>
<td>pprr</td>
<td>Parent</td>
</tr>
<tr>
<td>Sept. 10</td>
<td></td>
<td>pprr</td>
<td>Newsletter due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pprr</td>
<td>(TK20 &amp; Bb)</td>
</tr>
<tr>
<td>Week 4 –</td>
<td>Student Similarities and</td>
<td>pprr</td>
<td>Ethics Quiz</td>
</tr>
<tr>
<td>September 17</td>
<td>Differences Learning Styles</td>
<td>pprr</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pprr</td>
<td>Dev’t Write-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pprr</td>
<td>Due (TK20 &amp; Bb)</td>
</tr>
<tr>
<td>Week 5 –</td>
<td>Creating a Positive Learning</td>
<td>pprr</td>
<td>Professional</td>
</tr>
<tr>
<td>September 24</td>
<td>Environment and Behavior</td>
<td>pprr</td>
<td>Dev’t Write-Up</td>
</tr>
<tr>
<td></td>
<td>Guidance</td>
<td>pprr</td>
<td>Due (TK20 &amp; Bb)</td>
</tr>
<tr>
<td>Week 6 –</td>
<td>Curriculum and Instruction</td>
<td>pprr</td>
<td>Anti-bias Obs.</td>
</tr>
<tr>
<td>October 1</td>
<td></td>
<td>pprr</td>
<td>Due in Bb</td>
</tr>
<tr>
<td>Week 7 –</td>
<td>Instructional Strategies to</td>
<td>pprr</td>
<td>Family Friendly1</td>
</tr>
<tr>
<td>October 8</td>
<td>Actively Engage the Learner</td>
<td>pprr</td>
<td>Obs. Due in Bb</td>
</tr>
<tr>
<td>Week 8 –</td>
<td>Midterm Exam</td>
<td>pprr</td>
<td>Family Friendly2</td>
</tr>
<tr>
<td>October 15</td>
<td></td>
<td>pprr</td>
<td>Obs. Due in Bb</td>
</tr>
<tr>
<td>Week 9 –</td>
<td>Assessment and Accountability</td>
<td>pprr</td>
<td>Diversity Book</td>
</tr>
<tr>
<td>October 22</td>
<td></td>
<td>pprr</td>
<td>Mini-Lesson Plan</td>
</tr>
<tr>
<td>Week 10 –</td>
<td>Lesson Planning</td>
<td>pprr</td>
<td>Due in Bb</td>
</tr>
<tr>
<td>October 29</td>
<td></td>
<td>pprr</td>
<td>Ethical Classroom Obs.1 Due in Bb</td>
</tr>
<tr>
<td>Week 11 –</td>
<td>Lesson planning Cont.</td>
<td>pprr</td>
<td>Ethical Classroom Obs.2 Due in Bb</td>
</tr>
<tr>
<td>November 5</td>
<td></td>
<td>pprr</td>
<td></td>
</tr>
<tr>
<td>Week 12 –</td>
<td>Exceptionality and Special</td>
<td>pprr</td>
<td></td>
</tr>
<tr>
<td>November 12</td>
<td>Education &amp; Meeting the Needs of Exceptional Learners</td>
<td>pprr</td>
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<tr>
<td>Week 13 –</td>
<td>History of Education in the</td>
<td>pprr</td>
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<tr>
<td>November 19</td>
<td>US &amp; Philosophical Foundations of Education</td>
<td>pprr</td>
<td></td>
</tr>
<tr>
<td>Week 14 –</td>
<td>Government and Finances &amp;</td>
<td>pprr</td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td>Societal Issues</td>
<td>pprr</td>
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<tr>
<td>Week 15 –</td>
<td>Review of Schools and the</td>
<td>pprr</td>
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<td>December 10</td>
<td>Profession</td>
<td>pprr</td>
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<tr>
<td>Week 16 –</td>
<td>Final Exam</td>
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<td></td>
</tr>
<tr>
<td>December 17</td>
<td></td>
<td>pprr</td>
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</tr>
</tbody>
</table>

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial **911**.

Library Home Page........................................... [http://www.uta.edu/library](http://www.uta.edu/library)

Subject Guides............................................. [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians .............................. http://www.uta.edu/library/help/subject-librarians.php
Database List .................................... http://www.uta.edu/library/databases/index.php
Course Reserves ................................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ................................. http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus ............... http://libguides.uta.edu/offcampus
Ask A Librarian ................................. http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php.

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/pols2311fm. If you have any questions, please feel free to contact Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.