

**. UNIVERSITY OF TEXAS AT SAN ANTONIO**  
**College of Education**  
**Department of Interdisciplinary Learning and Teaching**  
 Thursdays, Main Building 0.328, 5:30 – 8:15 p.m.  
 C&I 5003: Theory and Dynamics in C & I  
 Spring 2008

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 Email: [Susan.pass@utsa.edu](mailto:Susan.pass@utsa.edu) **Please contact me through this email and not WebCT. All grades and documents are posted on WebCT in a timely manner.**  
 Office hours: Wednesdays, noon-2 p.m., Thursdays, 3:30 – 5:15 p.m. and by appointment

Texts: *Foundations of American Education: Perspectives on Education in a Changing World* 14<sup>th</sup> ed. by Johnson, Musial, Hall, Gollnick and Dupuis (Allyn & Bacon) and  
*Taking Sides* by Noll (McGraw Hill).

**DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING**

Mission: The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

Goals: The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices

- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

### COURSE DESCRIPTION

An examination of different structures underlying curriculum considerations and the implications of these for the work of responsible curriculum decision makers at all levels (e.g. administrators, instructional supervisors and teachers).

### COURSE RATIONALE

This course is a core course for students pursuing an advanced degree in Education. The content comprises history, foundations, current issues, theory, and dynamics of change in education. Students will analyze past and current practices in education; debate curriculum problems and decisions; make connections between theory and practice; and engage in applications of their own learning in this course. Students should emerge from this course with a broader understanding in American education and, specifically, curriculum. Specifically, this course is a basic survey course of the field that should develop in students enhanced skills for analyzing, selecting, modifying, creating, implementing and evaluating curriculum in American schools.

### METHODS OF INSTRUCTION

Students will have opportunities in which to construct their ideas about curriculum and instruction with participation in whole class and small group discussions; reflections on readings, videos, and scenarios; case studies; role-playing; debates and class presentations. This inquiry approach involves active participation and reflection. Individual student needs will be attended to through the individualized experiences of:

1. laboratory experience: reflection, dialogue, readings, and writing about current issues in curriculum and instruction, and,
2. examination of personal philosophy of education and resulting implications for education practice.

### USE OF TECHNOLOGY

Technology is not only an important methodology to utilize in the classroom, but in today's classroom, a necessary tool. Therefore, we will use various forms of technology as instructional tools in this course. This will include, but not be limited to, video tapes, overhead projectors, WebCT, Internet resources, and computer software. The use of the computer will be **required** in the writing of all written work submitted for evaluation.

Communication will occur periodically individually and as a class using electronic sources. WebCT provides a rich source for communication and idea exchange. The syllabus, course materials and readings, updates, and announcements are available on this site. I will post all grades on WebCT in a timely manner. Your final grade for this course

will be posted on ASAP. I also will send you emails when necessary on your lonestar account. It is **your** responsibility to monitor WebCT and your own lonestar email account on a regular basis.

## PROFESSIONALISM

Students must submit work that represents their best effort. All assignments must conform to university policies governing academic dishonesty e.g., no plagiarism – using someone’s work without citation). You need to edit all work submitted for proper grammar, spelling and correct sentence structure. Materials submitted in this class must be typed, double-spaced, single sided (12 pt. font, one-inch margins). The instructor reserves the right to deduct points from any assignment that does not conform to professional writing standards. Plagiarism will result in an automatic “F” for the course.

To receive full credit for attendance/participation, students must participate in all discussions and activities. Since the class meets only once a week, each class period comprises a major portion of the course. If you are tardy, leave early or absent for any reason, you can expect a deduction in your course grade.

## UNIVERSITY POLICIES

The University expects every student to maintain a high standard of individual integrity for work done. Scholastic dishonesty is a serious offense, which includes, but is not limited to, cheating on a test or other class work, plagiarism (the appropriation of another’s work and the unauthorized incorporation of that work in one’s own work), and collusion (the unauthorized collaboration with another person in preparing college work offered for credit). In cases of scholastic dishonesty, the faculty member responsible for the class may initiate disciplinary proceedings against the student. In this class all UTSA procedures will be followed and the necessary paperwork will be filed with the Office of Student life and the College of Education and Human Development. A penalty will be recommended by the course instructor to the Office of Student Life which may impose an additional university penalty.

## ACCOMODATIONS FOR SPECIAL STUDENTS

If any member of this class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the Office of Disability Services to perform in this class. Students with disabilities must be registered with the Office of Disability Services located in MS 2.03.18 (Main Campus, 458-4157) or BV 1.302 (Downtown, 458-2838). Please advise the instructor of such disability and the desired accommodations at some point before or immediately after the first scheduled class period.

## FLEXIBILITY CLAUSE

Flexibility is one key to learning. The instructor reserves the right to modify or change the assignments, sequence of assignments, or weight of assignments as necessary and as reflected by the needs of individuals or the group during the semester. This course outline represents a tentative listing of information and modifications may be assigned as necessary and appropriate. **If you are not in class, you may miss important information that directly affects your grade!**

## COURSE REQUIREMENTS

Evaluation will consist of the following:

- |   |     |
|---|-----|
| 1. Article on curriculum  | 10% |
| 2. Presentation on <i>Taking Sides</i> topic (for or against)                                 | 20% |
| 3. Tests <b>solely</b> on <i>Foundations of American Education</i> text<br>(each test is 20%) | 60% |
| 4. Philosophy of Education  | 5%  |
| 5. Attendance and participation   | 5%  |

Details about each requirement will be posted on WebCT and discussed in class

### GRADING:

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

### Attendance Policy:

Class attendance is essential for success in this course. I am deeply empathetic and sympathetic to the fact that “life happens” and can get in the way of your studies. When you are absent, it is not necessary to provide an excuse or explanation unless you want to. However, if you are absent **three or more times, for any reason**, you will not be able to receive a grade higher than a “C” for the course. This “C” is not guaranteed. The quality of your work will determine the grade you earn.

*All work is due at the beginning of the assigned class period. All work submitted late, or after scheduled class period, is late and subject to grade reduction. For each day late, the assignment will be reduced one grade level. If submitted after class starts on the day assignment is due, two points will be taken off the grade that you would have earned. This includes coming late for a test.*

### Philosophy of Education:

A philosophy is a statement that describes your personal values, beliefs, aims, and goals as they relate to a particular context or topic. As you enter the field of education, you

should carefully consider your thoughts about teaching, about your subject/position, and about your own ambitions related to this new career.

*Philosophy Assignment Expectations:*

In 2 - 3 pages, write your philosophy of teaching. Answer each of the following:

- **According to your experience, what is the purpose of education?**
- **What special skills/knowledge/background/history do you have that will make for a positive classroom experience?**
- **How is your particular content area important to a child's education?**
- **What teaching strategies best help students learn?**
- **Over the long term, what do you hope to achieve as an educator?**

For additional information on statements of philosophy, please visit this Ohio State University website. However, you are not required to visit this site as part of the requirements of this writing assignment.

The website can be found at this URL:

<http://ftad.osu.edu/portfolio/philosophy/Philosophy.html>

Curriculum Article

Each student will select one professional journal article on curriculum for analysis in written form using the attached template. You will provide complete identifying information on the article, a synopsis of the research and/or main points, the key points of significance for educators, and a description of how you plan to make the information key to your own teaching and/or administrative practice. You must also submit a complete copy of the article (including its references). Your written submission must be at least 2 typed pages in length.

Presentation:

Each student must give a 10-15 minute presentation arguing either for or against a topic in *Taking Sides*. Please see attached rubric for grading standards. Failure for any reason to present on the date/time that you sign up for will result in the loss of 10 points.

<u>Week of:</u>	<u>Topic:</u>	<u>Calendar</u>	<u>Readings:</u>
January 17	Intro to Course		Syllabus
January 24	Teaching in a Changing World Diversity in Society		Foundations, Ch. 1 & Ch. 2
January 31	Social Perspectives in Education Multicultural Perspectives		Foundations, Ch. 3 & Ch. 4
February 7	Organization and Payment for American Education <b>Test on Foundations Ch. 1-5</b>		Foundations, Ch. 5

February 14	Legal Perspectives of Education <b>Curriculum Article Due</b>	Foundations, Ch. 6
February 21	History of Education & Historical Perspectives	Foundations, Ch. 7 & Ch. 8
February 28	Philosophy of Education & Building a Philosophy of Educ. <b>Test on Foundations Ch. 6-10</b>	Foundations, Ch. 9 & Ch. 10
March 6	Standards-Based Education and Assessment <b>Philosophy of Education Due</b>	Foundations, Ch. 11
March 13	Designing Programs of Education	Foundations, Ch. 12
March 20	<b>NO CLASS – Spring Break!</b>	
March 29	<b>NO CLASS – AERA Annual Conference</b>	
April 3	Technology in a Changing World <b>Test on Foundations Ch. 11-14</b>	Foundations, Ch. 13
April 10	Education in the 21 <sup>st</sup> Century <b>Presentations</b>	Foundations, Ch. 14
April 17	<b>Presentations</b>	
April 24	<b>Presentations</b>	
May 1	<b>Presentations</b>	
May 8	<b>Presentations</b>	

*Assessment Rubric for Philosophy of Education*

Student \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	A Quality Paper	B Quality Paper	C Quality Paper	Unacceptable (Resubmit)
Format & Style: Appropriate length; Double space; 1 in margins; 12 pt font; and no spelling or grammar errors	All requirements met or exceeded (all 5 questions answered)	Almost all requirements met (4 questions answered)	Some requirements not met (3 questions answered)	Requirements not met 2 or less questions answered
Overview of Basic Requirements	All questions are addressed in an exceptionally well-organized and creative manner. Discussions are concise with enough substantial information to form complete thoughts and ideas. Extraordinary writing demonstrated.	4 questions are answered in a well-organized manner. Discussions are sufficient to establish whole thoughts and ideas. Good writing skills demonstrated.	All questions are answered with some necessary modifications to organization required. Ideas are developed sufficiently to communicate to others although additional detail would better elucidate ideas. Adequate writing skills demonstrated.	Questions may be omitted or answered insufficiently. Ideas are underdeveloped or undeveloped. Disorganized writing style leaves reader confused with the ideas in the paper.
Detail/Meaning Behind the Responses	Each question addressed thoughtfully. Sufficient background detail supplied to support a developing rationale for a personal philosophy of teaching science/math. Obvious commitment to written responses.	Each question addressed thoughtfully. Adequate background detail supporting a developing rationale for a personal philosophy of teaching science/math. Some questions may have more detailed support than others.	Each question addressed although some questions imply an uncertain voice. Some indication that the writer has a rationale for a developing philosophy. Background detail necessary to solidify answers.	Brief, sketchy, or incomplete thoughts. Very little background information to substantiate answers. Writer does not develop a rationale for a developing philosophy.

## Oral Presentation Grade Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Title of Presentation \_\_\_\_\_

INTRODUCTION	NO	YES
Identified the subject clearly at the beginning	( )	( )
Wrote the topic on the board	( )	( )
Had an "Attention Getter":	( )	( )

## INFORMATION

Good knowledge and organization of subject (preparation)	( )	( )
Main points arranged in either chronological climatic or logical order	( )	( )
Conclusion included in summary of main points	( )	( )
Restatement of the purpose or significance of the subject in closing	( )	( )
Worthy ideas presented	( )	( )

DELIVERY	POOR	FAIR	GOOD
Good poise and self-confidence	( )	( )	( )
Enthusiastic and persuasive	( )	( )	( )
Good eye-to-eye contact, use of gestures, etc.	( )	( )	( )
Fluent speech in delivery	( )	( )	( )
Material told (NOT READ) to class	( )	( )	( )
Visual (s) used well	( )	( )	( )
Speech proper length	( )	( )	( )

COMMENT:

## Curriculum Article

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Article Name: \_\_\_\_\_

Author (s)' Title: \_\_\_\_\_

Journal Name: \_\_\_\_\_

Date/ Page Numbers: \_\_\_\_\_

Website address (if applicable); \_\_\_\_\_

Synopsis of the research (must include the research question (s), the sampling, the methodology (includes procedure and data collection), the results/conclusions./recommendations). This must be one page in length:

Key points of significance in this article for educators and why they are important. This must be ½-1 page in length):

Personal applications. Please tell in ½ to ¾ of a page how this information will be used by you in your own teaching or administrative practice: