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Fall 2015

EDUC 3000

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University of New Orleans

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Dr. Nuccio-Lee
EDUC 3000
Meet. Needs of All Learn.

EDUC 3000
Meeting the Needs of All Learners
Fall 2015

Instructor:	Dr. Lena Nuccio-Lee	Class Time:	Online
Phone:	504-280-6655	Classroom:	Online
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Office Hours:

Tuesday: 9:30-11:00 Thursday 9:30-11:00 & 12:30-1:30 Or by appointment

Teaching Schedule:

T/TH: 8:00-9:15 & 11:00-12:15

Mission Statement: The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning and promote health and wellness through enhanced community partnerships.

Prerequisites: EDUC 2200, and acceptance into Tier III of the teacher education program

Course Description: This course is the second in a three-course series (i.e., EDUC 1010, EDUC 3000, and EDUC 4000). It is organized around three issues important to education: school structure, diversity, and technology. Topics related to school structure include philosophy of education; national, state, and local reform; and accountability. Two general topics related to diversity include 1) examining diversity on the school and individual student levels and 2) the development and implementation of strategies for assessing diverse student's needs. The topics related to technology include a review of technology available in PreK-12 classrooms and the planning, development, and use of technology skills, methods, and strategies in schools.

This course is designed to facilitate disciplined reflective inquiry through the interaction of theory and practice. Field experiences included in this course support candidates to engage in the following professional roles/responsibilities in the conceptual framework of the college:

- ❖ Effective teachers *manage classroom contexts and environments*
- ❖ Effective teachers *participate in professional responsibilities.*

Required Textbook:

Jordan, K. F., Metha, A. & Webb, L. , P. R. (2013). *Foundations of American Education*. (7th ed.). Pearson ISBN: 10-13-262612-8

This text is available in the UNO Bookstore. Please purchase it there in order to have it in time to begin the readings and homework for this class. If you do not have a text, because it has not arrived yet from a source other than the UNO Bookstore, late work will not be excused.

LiveText is considered one of your textbooks for this course. It must be purchased before the first CFA piece is due. Visit the COE homepage for the link or click on the link below. <https://c1.livetext.com/>

Course Goals and Objectives:

The teacher candidate will:

OBJECTIVES	UNIT STANDARDS	STATE STANDARDS
Apply technology skills, methods strategies.	I-A 4 & 5 II-A-5, 7 III-A-3, B-1 & 2	3b 3d
Investigate electronic-based resources that focus on schools, educators, and students	I-A 4 & 5 II-A-5, 7 III-A-3, B-1 & 2	3b
Identify and address diversity in schools	I-B 1-3 III-D-1-3 IV-A-1 & 2 C-1	1c, 2c, 3c
Evaluate the success of public education in fulfilling social and political mandates to achieve equity for students of diverse classes, races, and abilities	I-B 1-3 III-D-1-3 IV-A-1 & 2 C-1	3d
Explain the legal and political structures that influence the process of education	II-A 8 IV-A 2	3b
Apply the knowledge about educational philosophy to analyze school curricula and reform	II-A-1-6	1c
Revise and articulate a personal philosophy of education	IV-B-2 B-2	3b-c
Describe national, state, and local reform efforts	IV-C-1-2	3b

Course Organization:

The purpose of this course is to address the interaction of theory and practice through application of theoretical study in classroom situations. The College of Education and Human Development recognizes its mission to prepare professionals who practice in culturally diverse settings in metropolitan area schools. This course is designed to facilitate disciplined, reflective inquiry.

Instruction in this class will involve readings, discussions, field experiences, and in class and online activities. Students will need **reliable** access to a computer, with high-speed Internet access, throughout the course session. Make sure that your computer can with Microsoft Office: PowerPoint and Word specifically and updated virus protection.

Course Requirements and Policies

Participation in Discussion of Assigned Readings for the Course: Each student will be expected to read the required assignments and be prepared to actively engage in class discussions.

Moodle: You will be expected to log on to Moodle daily to check for assignments. We will be using Moodle to respond to conferencing topics, to post web site links appropriate for Classroom Management, **to submit assignments**, to submit reflections, and to communicate with class members.

Assignments: Whenever you see, “Check Moodle for an assignment,” you should check the assignments section of Moodle to see if a new assignment has been posted.

Philosophy of Education revisited: Philosophy of Education revisited: Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no ‘wrong’ philosophy. Some of you may have written a philosophy paper in a previous course. After discussing various educational philosophies this semester, you will be required examine, apply key concepts and write or refine your philosophy. Remember that you will continue to refine and develop your philosophy for the rest of your career. **If you wrote a philosophy in a previous course, please submit one document containing that paper and the new, revised philosophy.** You will also indicate what you have changed/added and why.

If this is your first time writing a philosophy statement, please indicate that and submit a document with only one statement. Whether you have written a statement previously or this is the first time, **everyone will submit the paper for this semester with the format provided by me.** It does not matter what format you used to prepare the previous paper; the new paper will be in the format I provide for you. I will also provide a rubric for this assignment; **please self-score the rubric and attach it to the assignment.**

Observation Assignment--Field Experience:

This course requires a minimum of 3 hours of school site experiences. You will be expected to do **one observation focusing on technology integration** in a school setting and **one teacher interview in a school setting**; you may choose to return to the same teacher for this field experience. Each school visit must be a minimum of 90 minutes. You are encouraged to visit schools that you have not visited for prior observations. You will collect data and submit it on or before the dates identified in the “tentative schedule”. I will post a letter on Moodle explaining the purpose of this assignment, which can be printed to bring with you to the school.

Live Text (E-Portfolio) Requirement: You must enter the following on Live Text Both Field Experience Documents:

- Teacher Interview and Technology Observation.
- Field experience hours

All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live Text.


Professionalism: Each student is expected to demonstrate professionalism while communicating in any way with his/her classmates and the instructor. This includes your written language and tone in discussion board posts and any email messages. Be courteous.

Attendance – in online classes, attendance is determined by how active you are on Moodle. You should be logging on to Moodle daily to check for any posted announcements or assignments. I will not accept any assignments past one-week late.

Professional Demeanor – Each student is expected to behave professionally in the university classroom and dress and behave professionally while observing in elementary and secondary school classrooms.

Cell phones should be placed on **silent** while class is in session.

- Please have them either on your person (pocket, case, etc.) or in book bag or purse.
 - DO NOT have them out on your desk or table.
 - DO NOT check email or text during class. If a message comes through during class that you deem needs your immediate attention, please quietly leave the classroom to reply. This should be a VERY rare occurrence.
- Laptops should not be in use during class.

 **Late assignments are unacceptable! I will not accept an assignment more than one week late, and 10 points will be deducted from your possible points for each day the assignment is late.**

- Plan wisely and do assignments ahead of time to avoid problems.
 - Computers and printers do act up, but this is not an excuse for turning in a late paper.
 - Prepare ahead of time to avoid the stress of this problem.
 - You must bring a hard copy to class and upload an electronic copy on Moodle. The Observation Report must be uploaded to Moodle and LiveText. **Assignments will be considered late if they are not uploaded before class on the due date.**
- MOST IMPORANTLY...Do not put either of us on the spot by asking for special preference to submit a paper beyond one week. There will be no exceptions to this policy!**

Late assignments are unacceptable! I will not accept an assignment more than one week late, and 5 points will be deducted from your possible points for each day the assignment is late.

- Plan wisely and do assignments ahead of time to avoid problems.
- Computers and printers do act up, but this is not an excuse for turning in a late paper.
- Prepare ahead of time to avoid the stress of this problem.
- You must bring a hard copy to class and upload an electronic copy on Moodle.

Assignments must be uploaded by midnight.

MOST IMPORANTLY...Do not put either of us on the spot by asking for special preference to submit a paper beyond one week. There will be no exceptions to this policy!

Email Correspondence

You must use your university assigned, UNO email account. Please do not send email from personal email accounts, such as AOL, Yahoo, etc. E-mail to your instructor should use the following as the subject line: **Your Last Name, Your First Name EDUC 3110. This heading is automatically added to emails sent through Moodle.**

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>

Accommodations for Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet the course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

On-Line Proctor Information

To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online, proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.

[You will verify your identity by logging onto Moodle with your secure UNO user name and password.]

Grading and Evaluation:

Assignment

Teacher Interview	1/5
Technology Observation	1/5
Philosophy Paper Revised	1/5
Assignments	2/5

For your records

<u>TI</u>	<u>TO</u>	<u>PA</u>	<u>Assign</u>	<u>Assign</u>	<u>Total/5</u>

Example

<u>TI</u>	<u>TO</u>	<u>PA</u>	<u>Assign</u>	<u>Assign</u>	<u>Total/5</u>
<u>4A</u>	<u>3B</u>	<u>3B</u>	<u>4A</u>	<u>4A</u>	<u>A 3.6</u>

Grading Scale:

A	3.4-4.0
B	2.7-3.3
C	2.0-2.6
D	1.3-1.9
F	0-1.2

A professor reserves the right to alter the contents of his/her syllabus during the course of the semester.

COURSE SCHEDULE

The following information is tentative and subject to change based on our progress in the course.

Month	Date	Topic/Chapter (s)	Assignment
August	21	Introductions, Review of Syllabus Read Chapter 1: <i>Status of the profession</i>	Assignment 1 Due: Introduce yourself on the discussion board. Investigate school sites for field experiences. Review Moodle tutorials where necessary. Begin contacting schools in order to identify locations for your two observations.
	26	Read Chapter 2: Development of the profession Final date to drop course(s) and receive 100% refund. After this date, there is no refund for drops.	
	28	Read Chapter 3: <i>The major philosophies</i>	Assignment 2 Due: School Information DUE: See Moodle for information on where to post your school and teacher info.
September	2	Read Chapter 4: <i>The impact of education theories on education practice</i>	
	4		Assignment 3 Due
	9	School Accountability National and State Reform Educational Reform	
	11	Read Chapter 5: <i>American Education: European heritage and colonial experience</i>	
	16		Assignment 4 Due: Visit the following website and take the philosophy of education quiz. http://highered.mcgraw-hill.com/sites/0072877723/student_view0/chapter9/what_do_you_think.html Begin revising your Philosophy Statement.
	17	50% REFUND. Final date to resign (withdraw from all courses) and receive 50% refund (less appropriate non-refundable fees). No refunds made for partial reduction in course enrollment.	
	18		Philosophy of Education Paper Due

	23	Read Chapter 6: <i>American Education: From revolution to the twentieth century</i> Read Chapter 7: <i>Modern American education: From the progressive movement to the present</i>	
	25		Assignment 5 Due
	30	Read Chapter 8: <i>The social and cultural contexts of schooling: Their influence and consequence</i>	
October	2		Assignment 6 Due
	7	Read Chapter 9: <i>Responding to diversity</i>	
	9		First Observation Due: Technology Observation
	14	Read Chapter 10: <i>Students at risk and at-risk behaviors</i>	
	15	Final date for dropping courses or resigning from the University (11:59 P.M.)	
	16-17	MID-SEMESTER BREAK	Visit the following website, review information and take the quiz. http://www.usccb.org/cchd/povback/povquiz.shtml
	21	Understanding the Framework of Poverty	
	23	Educational Software Technology Integration	
	28	Read Chapter 11: <i>Legal framework for the public schools</i>	
	30		Assignment 7 Due:
November	4	Read Chapter 12: <i>Teachers, students and the law</i>	
	6		Assignment 8 Due
	11	Read Chapter 13: <i>Governance and financing of elementary and secondary schools</i>	
	13		Second Observation Due: Teacher Interview
	18	Read Chapter 14: <i>Curriculum and instruction</i>	
	20		Assignment 9 Due

	25	Chapter 15: <i>Standards and assessment</i>	
	27-28	Thanksgiving Holidays	
December	2		Assignment 10: Complete assignment on Moodle
	4	Last Day of Class	ALL hours and artifacts should be posted on LiveText by this date at midnight.
	15	Final grades available on WebSTAR (9 A.M.).	

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

Objectives Alignment with Unit and State Standards

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

COEHD Conceptual Framework -“Theory-Practice-Research-Interaction”

Goal: Preparing Reflective Practitioners

Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers *manage classroom contexts and environments*.
 - They establish a culture for learning.
 - They create an environment of respect and rapport.
2. Effective teachers *design curriculum and instruction*.
 - They understand and use curriculum and instruction.
 - They communicate effectively.
3. Effective teachers *deliver instruction and assess learning*.
 - They engage students in active learning.
 - They integrate disciplines into instruction.
 - They use assessment in instruction.
 - They embed diversity in decision-making.
4. Effective teachers *participate in professional responsibilities*.
 - They advocate for children, in terms of services and supports.
 - They collaborate to improve professional practice.
 - They reflect on teaching and learning

