ED508 Introduction to Teaching  
Course Syllabus  
Summer 2011  
(A web-based course for students in the ACP Program)

I. Contact Information

Program Director: Dr. Sara Lawrence  
Instructor: Dr. Sonia Sandford  
Contact Policy: It is preferable to contact your instructor via INACT email. I can be contacted via phone at (903) 490-1401 in the event of an urgent need.  
Office: N/A

II. Course Description

ED508 Introduction to Teaching is an introduction to instructional design, theories of learning and teaching, diversity and human development and factors that impact learning, and best teaching practices for elementary and secondary education teachers.

INACT has only created units for the purpose of presenting the course projects and unit assignments. The instructor’s unit presentations of the material and the main ideas in the readings for each unit will be sent to you via INACT email or posted on INACT the week before the unit is scheduled.

Texas Standards and Competencies Addressed in the Course

- ED508 meets the university's requirements for graduate level courses and the university's teacher certification requirements. Course objectives are aligned with these standards and requirements.

- Pedagogy and Professional Responsibilities (PPR EC-12), with an emphasis on Domain I (Competencies 001-004) and Domain III (Competencies 007-010). The class will prepare students to pass the TeXes 160 PPR EC-12. 
  
  Link: [http://www.texas.ets.org/assets/pdf/testprep_manuals/83640_unlweb_revs_dj.pdf](http://www.texas.ets.org/assets/pdf/testprep_manuals/83640_unlweb_revs_dj.pdf)

- State Board for Education Certification Pedagogy and Professional Responsibilities Domains (EC-12) Standard I and Standard III.

- The course also addresses the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS).
The course also addresses the subject matter in the required Educator Preparation Curriculum as per the Texas Administrative Code Chapter 228 Rule §228.30:

1. The code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators’ Code of Ethics);

2. Child development;

3. Motivation;

4. Learning theories;

5. Special populations;

6. Parent conferences/communication skills;

7. Pedagogy/instructional strategies;

8. Differentiated instruction; and


III. Resources

Required Textbooks

Nath and Cohen. *Becoming an EC-6 Teacher in Texas—A course of Study for the PPR TExES.* Thomson. For students seeking the EC-6 certification, OR

Nath and Cohen. *Becoming a Middle or High School Teacher in Texas—A course of Study for the PPR TExES,* for students seeking middle school, high school or 4-8 grade certifications. EC-6 certification Thomson, AND


Required Technology

Ed508 is web based and, thus, conducted totally online. The class material is available in INACT. Class development, projects, quizzes, and assignments will be submitted on INACT. Interaction with peers and instructor will be accomplished online, via discussion boards and email. Course activities are highly interactive and the platform will be enhanced with the use of video and audio presentations.
You are required to have an INACT account, fast and reliable internet access, and adequately functioning computer equipment, including audio and video capability. A working familiarity with hardware and software and the use of Blackboard is advantageous before starting the class.

IV. Student Learning Outcomes (SLOs)

Content Outcomes

ED508 students will be able to:

1. design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

2. create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

3. promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

4. use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

5. identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

6. use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

7. communicate information in different formats and for diverse audiences.

8. plan, organize, deliver, and evaluate instruction for all students that is based on the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) and that incorporates the effective use of current technology for teaching into the curriculum.

Professionalism Outcomes

Ed508 students will demonstrate:

1. the ability to meet deadlines

2. a positive, open attitude towards learning

3. the ability to utilize constructive feedback
4. appropriate organizational skills
5. appropriate collaboration skills
6. emerging presentation skills
7. growth as a reflective practitioner
8. respectful attitude towards professor and other students
9. appropriate grammar, articulation and speech patterns
10. professional and ethical behaviors throughout the semester

**Technology Outcomes**

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Ed508 students do not need to be an expert in technology but are expected to develop the following skills:

1. Communicate via email, discussion board, chat
2. Use word processor (Word and PDF) to produce quality written documents
3. Use PPT to produce a quality presentation
4. Do web search to research resources for educators
5. Upload documents online
6. Use all the INACT components

**V. Course Outline**

**SBEC PPR EC-12 Standard I** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment

**PPR Domain I DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING, PPR Competencies 1-5**

**PART I UNDERSTANDING HUMAN GROWTH AND DEVELOPMENT**

Unit 1: Human Development
Unit 2: Diversity and Factors that Impact Learning
SBEC PPR EC-12 Standard III The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback

PPR Domain III IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT, PPR Competencies 7-10

PART II DESIGN, IMPLEMENTATION AND ASSESSMENT OF INSTRUCTION

Unit 3: Designing Effective Instruction and Integrating Technology
Unit 4: Strategies for Effective Communication and Engaging Students in Learning
Unit 5: Assessment, Monitoring, and Feedback

Topical units will be covered each week, as outlined above. Students will be expected to complete discussions, blog postings, and peer reviews, etc. for each unit of instruction. In addition, a summative project (paper, exam, etc.) will be assigned for each topic.

You will be expected to attend two Saturday seminars at the TAMU-T main campus scheduled for July 23 and August 6.

A cumulative graduate level project will be assigned to meet the requirements of the graduate level course. This assignment will be given in week 3 and due at the end of the course.

VI. Grading and Methods of Evaluation:

To be successful in the course you are expected to:

- Attend and actively participate in all virtual class sessions and seminars.
- Demonstrate knowledge of content, professionalism and technology SLOs.
- Successfully complete course projects.
- Complete and turn in the graduate research projects.
- Interact with peers about class topics and maintain an open attitude for learning.
- Constantly communicate with the instructor and promptly communicate to instructor all class concerns.

The final grade will be based on the following scale as per university requirements:
90-100 points=90-100% A 80-89 points=80-89% B 70-79 points=70-79% C 69-60 points=60-69%