



Texas A & M University-Texarkana ED508 Introduction to Teaching Course Syllabus Spring 2012

Instructor Information:

Dr. Luz Mary Rincon

Phone: 903 223 3034 Fax: 903-223-3120

Office: 206 University Center. Main Campus 7101 University Ave. Texarkana, TX 75503

Office hours: Wednesday 11am-2pm, Thursday 9:00am-12pm

Advising and class conference at NTCC: last Wed. of the month-- 02/29, 03/28 and 4/25 2-5pm

To contact your instructor for class issues use *Blackboard email ONLY*.

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, legal and ethical law and best teaching practices for elementary and secondary education teachers. **The class has 3 seminars on the following dates: 1/21, 2/25 and 4/21 from 9am-4pm at the NTCC campus.**

Required Textbooks:

Wong, Harry K. & Wong, Rosemary T. (2009). *The First Days of School—How to become an effective teacher*. Harry K. Wong Publications.

Nath, Janice L. & Cohen, Myrna D. (2011). *Becoming an EC-6 Teacher in Texas—A course of Study for the PPR TExES*. 2nd ed., WADSWORTH Cengage Learning Inc. For students seeking the EC-6 certification **OR**

Nath, Janice L. & Cohen, Myrna D. (2005). *Becoming a Middle or High School Teacher in Texas—A course of Study for the PPR TExES*. 5th ed., WADSWORTH Cengage Learning Inc For students seeking the EC-6 certification

Required Technology:

Ed508 is web based and, thus, conducted totally online. The class combines the use of Blackboard and INACT.

- Inact will be used essentially for the presentation of the unit material (unit introduction, instructor presentation, wrap-up, and unit exam). **INACT will be available in the afternoon of Monday, 1/23.**
- Blackboard will be used for supplementary material, communication with your instructor via email or chat, communication with your peers via discussion board assignments and chat, for posting class assignments, and to access your grades. **Blackboard will be available on the first day of class on 1/18.**

You may access Blackboard at <http://webcta.tamut.edu/webct/entryPageIns.dowebct> Your UserID is the first 4 letters of your last name and the last 4 of your Campus Wide ID (e.g. jams5634). [If your last name is smaller than 4 characters then enter your whole last name] Your Password is your Campus Wide ID with no dashes or spaces. For proper use of Blackboard, you **MUST**:

- Always allow Java Applet to run
- Always allow pop-ups for Blackboard
- Never block any contents on Blackboard

You may access INACT at <http://tap.tarleton.edu/inact/> The ACP office will assign you the user name and password. Contact Debbie Hopkins to get access to INACT.

STUDENT LEARNING OUTCOMES (SLOs)

The Student Learner Outcomes include three components: 1) Content, 2) Professionalism, and 3) Technology.

1) Content Outcomes. Ed508 A&M Texarkana students will...

- design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment;
- create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence;
- 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;
- use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications;
- identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information;
- 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.
- communicate information in different formats and for diverse audiences;
- 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.

2) Professionalism Outcomes. The following “Professionalism Outcomes” are aligned with the Texas Code of Ethics and Standard Practices, the Council for Exceptional Children Code of Ethics, and the TExES:

- Appropriate attendance and promptness and ability to meet deadlines
- Positive, open attitude towards learning and ability to utilize constructive feedback
- Appropriate collaboration, organizational, presentation skills
- Growth as a reflective practitioner
- Respectful attitude towards professor and other students
- Appropriate grammar, articulation and speech patterns
- Professional and ethical behaviors

3) Technology Outcomes. Course is web –based; although you do not need to be an expert in technology, you must be knowledgeable in based online communication skills and the use of technology. By completing classroom assignments, students will demonstrate knowledge related to

- *email, course website tools: all the components of Blackboard to complete the course content, assignments and exams;*
- *the use of word processor and Power Point to produce quality written documents;*
- *web search to research resources for educators*
- *the use of technological tools such as ebooks, Ipad and Ipod to deliver instruction.*

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, Competencies 1, 2,3, 4, 5

Unit 1: Human Development
Unit 2: Diversity
Unit 3: Designing Effective Instruction
Unit 4: 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, Competencies 7, 8, 9, 10

Unit 5: Strategies for Effective Communication
Unit 6: Engaging Students in Learning
Unit 7: Using Technology in the Classroom
Unit 8: Assessment, Monitoring and Feedback

CALENDAR AND DEADLINES

Week 1 1/18-1/21

Course Introduction (Blackboard assignment)

- Wong, H. K. & Wong, R.T. Chapter A Basic Understandings

(Blackboard) Intro Discussion assignment due *1/25

(Blackboard) Unit review due *1/26

(*note that these dates overlap with Unit 1 dates)

Seminar 1 Saturday, 1/21 9am-12pm

Overview of PPR domains and course projects;

Lesson planning (bring sample of teacher guides in the subject area of your choice and a copy of the TEKS)

Week 2 1/22-1/28

Unit 1 Human Development

- Nath, J. L. & Cohen, M. D. Chpt. 1
- Lecture is available at INACT's Unit 1 (The lecture includes an introduction, instructor's notes, a wrap up and practice quiz)

Week 3 1/29-2/4

(Blackboard) Discussion assignment #1 due 2/1

(Blackboard) Unit review due 2/2

Week 4 2/5-2/11

Unit 2 Diversity

- Nath, J. L. & Cohen, M. D. Chpt. 2
- Lecture is available at INACT's Unit 2

Week 5 2/12-2/18

(Blackboard) Discussion assignment #2 due 2/15

(Blackboard) Unit review due 2/16

Week 6 2/19-2/25

Unit 3: Designing Effective Instruction

- Nath, J. L. & Cohen, M. D. Chpt. 3
- Lecture is available at INACT's Unit 3

Seminar 2 Saturday, 2/25 9am-12pm

Lesson Planning Essentials (bring sample of teacher guides in the subject area of your choice and a copy of the TEKS)

Week 7 2/26-3/3

(Blackboard) Discussion assignment #3 due 2/29

(Blackboard) Unit review due 3/1

Week 8 3/4-3/10

Unit 4: Factors That Impact Learning

- Nath, J. L. & Cohen, M. D. Chpt. 4
- Wong, H. K. & Wong, R.T. Chapter B Positive Expectations
- Lecture is available at INACT's Unit 4

Week 9 3/11- 3/18

(Blackboard) Discussion assignment #4 due 3/14

(Blackboard) Unit review due 3/15

(SPRING BREAK 3/11-3/18. Note that there are assignments due this week)

(Blackboard) Article Review due Sunday 3/18

Week 9 3/18-3/24

Unit 5: Strategies for Effective Communication

- Nath, J. L. & Cohen, M. D. Chpt. 7
- Lecture is available at INACT's Unit 5

Week 10 3/25-3/31

(Blackboard) Discussion assignment #5 due 3/28

(Blackboard) Unit review due 3/29

Week 11 4/1-4/7

Unit 6: Engaging Students in Learning

- Nath, J. L. & Cohen, M. D. Chpt. 8
- Wong, H. K. & Wong, R.T. Chapter D Lesson Mastery
- Lecture is available at INACT's Unit 8

Week 12 4/8-4/14

(Blackboard) Discussion assignment #6 due 4/11
 (Blackboard) Unit review due 4/12

Week 13 4/15-4/21

Unit 7: Using Technology in the Classroom

- Nath, J. L. & Cohen, M. D. Chpt. 9
- Lecture is available at INACT's Unit 9

Seminar 2 Saturday, 4/21 9am-12pm

Demonstration of lesson plan activity (bring materials and resources required for the demonstration)
 Review of PPR domains and competencies for the test
 (Blackboard) **Lesson Plans due Sunday 4/22**

Week 14 4/22-4/28

(Blackboard) Discussion assignment #7 due 4/25
 (Blackboard) Unit review due 4/26

Week 15 4/29-5/5

Unit 8: Assessment, Monitoring and Feedback

- Nath, J. L. & Cohen, M. D. Chpt. 10
- Lecture is available at INACT's Unit 10

Week 16 5/6-5/12

(Blackboard) Discussion assignment #8 due 5/9
 (Blackboard) Unit review due 5/10

ASSIGNMENTS AND GRADING CRITERIA

BLACKBOARD GRADEBOOK WILL BE USED TO KEEP A RECORD OF YOUR GRADES

8 discussion board assignments (5pts each)	30%
9 unit reviews (5pts each)	30%
Lesson Plans	30%
Article review	10%

Grading Scale: Course grade will be assigned based on the following scale A= 90-100% B= 80-89% C= 70-79% D= 60-69% F= 59%

ABSOLUTELY NO EXTENSIONS WILL BE GRANTED FOR SUBMISSION OF ASSIGNMENTS.

ASSIGNMENT LINKS WILL BE CLOSED AT 10PM ON THE DAY THEY ARE DUE. MAKE YOUR POSTING AT LEAST AN HOUR BEFORE THE LINK EXPIRES.

Discussion board assignments: There are 8 Blackboard discussion assignments--one per unit. This is an opportunity for peer interaction. You will be divided into groups for the purposes of interaction, thus,

look for the group assigned to you. My role as an instructor is to monitor your participation and the type of input that you provide to your peers and the group discussion. I may participate sometimes, but even if I don't I will always be assessing your interaction.

- Each discussion has specific guidelines. You must provide a comment or response to the question in the discussion. Then, you have to read your peers' responses and provide feedback to at least 3 members of your group. The feedback must be concrete and contribute to the group's understanding of the course material.
- **DO NOT RESPOND OUTSIDE YOUR GROUP. Reply to the posting and to the peers in your own group. This will help your instructor monitor your participation more closely.**
- The interaction will end at 10pm on the day the discussion assignment is due. Participation after 10 pm will not be counted.
- Text must use Standard English.

Grading rubric: Each assignment is worth 5 points and will be evaluated using the following guidelines

Grading criteria	Exceeds expectations	Meets expectations	Expectations not met
Content: Response/comment addresses question and shows preparation of the unit material	2.5	2	1-0
Level of interaction: Provides feedback/comment to at least 3 peers in assigned group and responds to comments by group members.	1.5	1	.7-0
Critical thinking: Comment is thoughtful and shows a high level of critical thinking	1	.7	.5-0

Reading Reviews: There will be 9 reading reviews, one per unit. This is a summary of the **key** topics in the unit and the required book chapters.

- Reviews must be submitted through the link available in Blackboard and posted directly on the posting window. Please do not submit attachments or email.
- The review will include the key points in book chapters and material in the unit/module, and end with a concluding, thoughtful statement
- Document must be 1-2 pages and use Standard English.

Grading rubric: Each review is worth 5 points and will be evaluated using the following guidelines

Grading criteria	Exceeds expectations	Meets expectations	Expectations not met
Content: Addresses all the key points in the book chapters and other material in the unit/module.	3	1	.5-0
Critical Thinking: Review shows the student growing knowledge of issues related to best teaching practices.	1	.7	.3-0
Review is 1-2 pages in length and uses academic English and specialized language related to the unit topics.	1	.7	.3-0

Article Review: For this assignment you will write a paper reviewing an article and giving your position of the issues presented in the article. The goal of this assignment is the application of the class content and it is an opportunity for you to present your position on best teaching practices. The article, the paper guidelines and grading rubric are available in the Article Review folder in Blackboard. The paper will be submitted through the link available in the same folder no later than Sunday 3/18 @ 10pm.

Lesson Plans: This is a set of lesson plans that you will build using materials and standards related to the subject and grade level of your choice. The goal of this project is the application of your knowledge of standards, CSCOPE, the 5E model and best teaching practices. On the last seminar you will implement one activity, project in the lesson plan; thus, you must bring the necessary materials, technology resources, handouts for the demonstration. The lesson plans' guidelines and grading rubric are available in the Lesson Plans folder in Blackboard. The lesson plans will be submitted through the link available in the same folder no later than Sunday 4/22 @ 10pm.

COURSE POLICIES

Administrative drop: The professor will initiate administrative withdrawal of a student from the class if by the 12th day of class the student has failed to complete at least 4 unit assignments and reviews.

Seminar Attendance: Attendance to the seminar is mandatory. The seminar starts at 9am. **Arriving late or leaving before the class ends is unprofessional and disturbing.** Failing to attend seminar sessions will result in reporting the student as **"not being attending/participating"** in the class, which will result in administrative drop.

Incomplete grades: University guidelines for the assignment of an "Incomplete" grade will be used to determine eligibility. In addition, an incomplete grade will be considered for students who have satisfactorily completed 70% of the course work and it will be warrant only under extreme circumstances.

Cell phone or texting: The use of cell phone or technological devices for personal purposes is unprofessional and disturbing to the class members. The classroom is a text-free, cell phone-free zone. iPads, notebooks, or laptops will be used only for completing class projects. **Be considerate of others.**

UNIVERSITY POLICIES

Email Address Statement: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented

use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

Student Technical Assistance: Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37> If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>

Blackboard Helpdesk contacts: Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu

Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu

Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu