



**ELED 300-71E Introduction to Teaching
TAMU-Commerce Navarro Partnership
COURSE SYLLABUS: Fall, 2014**

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COURSE INFORMATION

Materials

Textbooks Required:

Kauchak, Don & Eggen, Paul (2012). Learning and Teaching. 6thth Edition, Pearson.

Required Reading:

- ★ SBEC State standards may be found at Teacher Education standards may be found at <http://www.tea.state.tx.us/index2.aspx?id=5938> for the content areas and the PPR.
- ★ TEKS (Texas Essential Knowledge and Skills) available at <http://www.tea.state.tx.us/index2.aspx?id=6148>
Adopted by the State Board of Education on September 1, 1998 as the curriculum under the authority of the Texas Education Agency
- ★ The Teacher Education Handbook is now online and may be found at <http://www.tamu-commerce.edu/teacher> under the field based instruction link. This handbook is a valuable resource for you.

Course Description:

This is the initial course in the professional education sequence and is designed to familiarize prospective elementary (K-8) teachers with: (1) the history of American public education, significant influences on education and what 21st century schools are like; (2) the curriculum (TEKS) to be learned in Texas K-8 classrooms; and (3) beginning level skills in teaching, planning, delivering, and evaluation of instruction. Knowledge and skills concerning the unique needs of special learners are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and the technical aspects of teaching will receive attention.

Student Learning Outcomes: The student will

1. Know the scientific basis for the art of teaching from a historical and effective teaching perspective.
2. Know the executive functions of teaching.
3. Know the interactive functions of teaching.
4. Know the organizational functions of teaching.
5. Know major philosophies of education and formulate one of your own.
6. Know the curriculum of the pre-professional elementary school teacher education program at TAMU-Commerce including TExES domains/competencies and requirements for admission to teacher education.
7. Be familiar with the curriculum of the state of Texas-TEKS.

COURSE REQUIREMENTS

Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. Each week you will work on various combinations of assignments, observations, and activities.

1. Complete **two exams** over course content (**100 possible points each**)
 - Questions will cover lecture notes, readings from text, handouts, and class discussions. Test format will vary.
 - Make-up exams are allowed for excused absences, but will be different from the exam given in class. **Failure to contact the instructor and arrange a make-up exam schedule prior to the exam will result in a zero.**
2. Successfully complete **30 hours of documented observation time** in a school. Maintain the agreed upon schedule and be satisfactorily evaluated by your assigned teacher. Expectations include: (a) observing the classroom teacher planning, delivery, and evaluation (b) identifying various classroom management strategies used by the teacher; (c) assisting the teacher in daily routines; (d) observing the students and their interaction with the teacher (e) completing field assignments designed to increase one's preparation for teaching. (100 points-**Failure to complete this assignment will result in an F in the class regardless of other grades or assignments.**)
****These hours are a combination of the 15 hours required for ELED 300 and 15 hours required by Reading 350 (totaling 30 hours of observation for the two classes).**
 - **You will keep one log sheet which will be available to both instructors, but all final paperwork (log sheet and evaluation sheets) will be turned in to me.**
 - **In the event you are not taking Reading 350, you will observe the entire 30 hours for this class.**
 - **If you are a paraprofessional, you will still complete the 30 hours in the setting at your school unless you are granted an exemption by Commerce.**

Important:

Place a request for school observation immediately **after our first class meeting**. Follow directions on the email sent to your LEO account from Wendy Nutt. **Complete a criminal background form for the school** <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/criminalHistoryInvestigation.aspx> where you would like to observe (these are found on line or you can print a generic one from the website) and turn it in to me **on September 4**. If you are a paraprofessional, you will still submit a request to observe at the school where you work, but ask your principal to assign you to a mentor teacher for your 30 hour observation. You may request an aide exemption, but you will still complete the requirements for observation paper/questions. **If your paperwork (observation request and criminal background check form) is not complete by 8 a.m. on Wednesday, September 10 you will be dropped from the course (no exceptions).**

We will go over the observation request in detail the first day of class and I will answer questions.

<http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/earlyFieldExperience/default.aspx>

Select: Early Field Experience

Letter to the assigned Mentor Teacher / Evaluation form

- **Once you receive your assignment (be patient, you will receive notification by email so check your email frequently), make an appointment with the principal/school secretary to meet your mentor teacher. It is the student's responsibility to give the Mentor teacher the letter from the instructor and the evaluation sheet.** The student will be evaluated by the mentor teacher who will complete the **evaluation form** given to you in class or available online.

Record of Early Field Experiences (Log Sheet)

- The Record of Early Field Experiences **log sheet** (form on the website and distributed in class) will be a listing of the times and dates you observed. This **log sheet** should be kept by the student and the instructor should sign/initial it each time the student observes in the classroom. It should be shown to the mentor teacher the first day you go to observe.

- **It is the student's responsibility to see that the Record of Early Field Experiences log sheet and evaluations from the Mentor teacher are returned to the ELED 300 instructor with required signatures at the end of the semester.** Both forms will be sent to Commerce at the end of the semester by the Navarro Partnership Office. **Make copies for your portfolio. Make copies for your Reading 350 instructor if you are taking the reading class. Even if you are employed by the school you still must submit a log sheet and evaluation. Hours of observation completed in previous TECA courses do not count for this class.**

Questions Reflection Paper (100 possible points)

- Maintain notes of your experiences every time you observe. Although you will not turn these in, they will be a record of your observations about methods used, classroom organization, planning, discipline, instruction, etc. in the classroom during your observation time.
 - **This questions paper is strictly your own reflections and personal observations about what you observed in the mentor teacher's classroom and should not be a research paper.**
 - **You will answer specific questions in this paper found on the TAMU-C website at <http://web.tamu-commerce.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/earlyFieldExperience/essentialMemoForms.aspx> and submit it online to Commerce.**
3. Read required chapters in the book.
 4. Present a group lesson (micro teach) to the class. Participate in cooperative planning and group presentation on a topic to be determined. **(100 possible points)**

Group Lesson Planning and Presentation-A group presentation will involve a group of classmates who will have 30 minutes to present a lesson **using one of the teaching methods discussed in the book.** Each group will determine how it makes its presentation and what each member's responsibility will be. The grade will consist of a grade from your group members and a grade determined by the instructor. Each presentation should consist of:

- 20-25 minute lesson with 5-10 minutes for class discussion/demonstration/evaluation (follow the lesson cycle – a handout will be provided).
 - Appropriate materials to enhance the presentation.
 - A handout for the instructor should include a copy of the lesson plan and all materials needed for the students to follow the lesson (1 handout from each group). Handouts for the class are nice, but optional.
5. Write 2 essays and 1 letter. **(100 possible points each-the three grades will be averaged for one grade entry)**
 - **2 Essays**
 - **Autobiography and Why I Want to Be a Teacher**
 - **Pick an issue facing educators today. Describe the issue and the strategies you would use to keep it from influencing your classroom.**
 - **1 Letter of Interest**
 - Professional business letter writing for job consideration
 - Essays should be typed in a readable font (no larger than 12 for Ariel), double-spaced, checked for grammar and spelling, professionally prepared, and cover the topic and requirements of the assignment.
 6. Develop a Portfolio **(100 possible points)**
 - To be completed by the deadline noted in the syllabus.
 - Items for your portfolio include (but are not limited to): A. Resume; B. Corrected copies of essays and letter of interest; Classroom Management Plan, Lesson Plan, C. Signed copy of the Record of Early Field Experience; etc.
 - **See Detailed Portfolio Handout from Instructor. A sample portfolio will be shown in class.**
 - **This is not a scrapbook, but a professional binder that could be taken to an interview.**

- **Electronic portfolios are the future. Feel free to do this assignment in electronic format.**

GRADING

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

Grades will be based on total points earned on assignments and averaged to get a percent.

Grades will be adjusted for unexcused absences, incomplete field experiences, or lack of professionalism.

- **Late Assignments-** Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date; however, a 10 point deduction will be applied to assignments 1 day late and an additional 5 points for each day thereafter.
- **Plagiarism-** will result in a zero on the assignment and the possibility of being reported to the Dean of the College of Education.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

★ **Disclaimer:**

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on eCollege, or via email. Students who do not attend class, log into eCollege, or check their email assume full responsibility for missing changes to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies:

★ **Course Testing Requirements:**

Students are now strongly encouraged to complete the required scores for the educator program **BEFORE the end of the ELED 300 course.** You now have access to all your test scores for TSI purposes as well as for the requirements for educational internship and ELED 300. To access you test scores, log into your my Leo. You will now see the first menu item is:

- Check Admissions Application Status & [Test Scores](#)
- Along the top banner, you will see [Testing Scores](#)-click that link.
- Your THEA, ASSET, COMPASS, etc. test scores should be listed there.

Below is the listing of acceptable tests and scores for each of the 3 required categories. Students must meet one of the requirements in each category:

- **Reading** - THEA Score of 250
- **Math** - THEA of 230, Accuplacer 63 / COMPASS 39 / ACT 19 / SAT 500 /Asset 38 / C or better in College Algebra
- **Writing** - THEA 220 with 5 on essay / Accuplacer 80 with 5 on essay / Compass 59 with 5 on essay/ ACT 19 / SAT 1700 combined + 500 on critical reading/ Asset 40 with 5 on essay / C or better in College English 101-102

★ **Internship requirements:**

All students applying for internship must attend a mandatory meeting the semester prior to internship beginning. If you are interning in the fall, the meeting will be in January. If you are interning in spring, the meeting will be in August. All students must complete an application for internship. Students must meet the following requirements:

- Reading THEA Score of 250-*You must take the reading portion of the THEA test (ONLY the THEA test will work) and earn a score of at least 250 before they will be allowed to take RDG 360 or RDG 370, which must both be taken prior to internship –available in the Navarro testing center on most days*
- Math THEA of 230, C or better in College Algebra
- Writing THEA of 220, C or better in College English
- A minimum overall 2.75 GPA and a minimum 2.75 GPA in each program area
- Completion of all of the following courses: ELED 200, 300, RDG 350, 360, 370, PSY 300, 310, SPED 346, IS 351 or 352, Math 350.

Students may not lack more than 4 hours entering internship. The following courses may be taken during internship: Music Art Theater 305, one of the IS courses, Math 351, 1 specialization course. All other courses must be complete. **Failure to meet the above requirements will result in not entering internship on time.**

Practice for the PPR test:

PACT Website - created by the A&M System

(PACT stands for Performance-based Academic Coaching Team)

PACT Website: <http://tap.tarleton.edu/pact>

★ **Graduation-**

All students should meet with their advisor 1 semester prior to graduation to ensure all requirements are met.

- Completion of all requirements for degree (check degree evaluation for errors)
- Successful completion of JLE (see advisor)
- **Jeanetta Groce**, Director TAMU-Commerce/Navarro Partnership **or Sue Sanders**, Associate Director TAMU-Commerce/Navarro Partnership 3200 7th Ave. Corsicana, TX 75110
Phone (903)875-7618 Fax (903)872-2019

★ **Attendance & Participation:**

- Students are required to attend all face to face classes and keep up with online instruction.
- Arrive on time and remain until the class is dismissed.
- More than **two** absences will result in a **10-point** reduction of your final grade.
- Please notify me if you anticipate an absence.
- Participants are expected to be on time and to actively engage in discussions. (Your participation may impact your grade, particularly if you are on the borderline of a grade.)
- In the event of an emergency or a missed class, you are responsible for obtaining class materials/assignments/notes from one of your peers. See Texas A&M University – Commerce handbook for university policy concerning attendance and excused absences.
- It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

★ **Cell Phones:**

- Please respect the instructor and your peers by turning off your cell phones upon entering our classroom.
- If you have a critical family situation, please put your cell phone on vibrate.

★ **Lecture and Readings:**

- Prior to class time, reading assignments should be completed and any assignments due must be submitted at the beginning of the class period. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class.
- Material from course lectures will not always be found in your text.
- Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, eCollege notes, and discussions. It is advised that you do not wait until the night before the face to face classes or exam to start the reading material. Stay on top of the readings.

★ **Instructor Interaction:**

- If you are having problems in class, please come and talk to me immediately. I will be better able to help you if you come to me early in the semester. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

★ **Withdrawal Policy**

- Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.
- If you choose to stop attending class, you may be dropped from the course due to excessive absences.

- If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their My LEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the My LEO section of the Web page.

★ **Student Conduct**

- All students are expected to conduct themselves in a professional manner at all times.
- Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.
- Faculty members have the authority to request that students who exhibit inappropriate behavior leave the class and may refer serious offenses to the University Police Department and or the Dean of Students for disciplinary action.
- Demonstrate progress on requirements for admission to teacher education.
- All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)
- Demonstrate a shift from "thinking like a student" to "thinking like a teacher".

★ **Academic Honesty Policy**

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Disciplinary action for these offenses may include any combination of the following:

- Point deduction on an assignment.
- Failure for an assignment.
- A grade of zero for an assignment.
- Failure for the course.
- Referral to the Academic Integrity Committee or department head for further action.
- Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
- Referral to the University Discipline Committee.
- Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32
- **Dishonesty on observation hours, log sheets, teacher evaluation sheets, etc. will result in failure of the course and possible removal from the education program.**

★ **ADA Statement**

- *Requests from students with disabilities for reasonable accommodations must go through the Office of Disability Resources and Services.* The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

★ Technology Requirements

The following information has been provided to assist you in preparing to use technology in your web enhanced course.

- *Internet connection – high speed recommended (not dial-up)*
- *Word Processor (Microsoft Office Word – 2003 or 2007). See the home page of this course for a link that may assist you if you have an older version of Word.*
- *Access to University Library site*
- *Access to an Email*
- *Additionally, the following hardware and software are necessary to use eCollege:
The campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.*
- *It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.*

★ Access and Navigation

- This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>
- You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

★ Communication and Support

- Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues at any other point, feel free to contact the support desk.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

Date	Topic	Activity	Assignment for coming week:
8/28/14	Welcome & Expectations	Introductions Tour eCollege and familiarize yourself with the course Read Syllabus and Course Expectations-Write down questions for next week.	Request school observation if you are not employed as an aide. Instruction sheet will be distributed in class. Give criminal background form to the TAMU-C Navarro Partnership office. If request is not made by 9/10/14 @ 8:00 AM you will be dropped from the course. Read Chapter 1 and 2
9/4/14 Face to Face	Learning to Teach Student Diversity	Attributes of Effective Teachers	Essay 1-Autobiography/Why I Want to Be a Teacher-Instructions on eCollege -due in eCollege dropbox by 4:00 PM on 9/11/14 Read Chapter 4
9/11/14 eCollege	Planning for Learning	See eCollege	Read Chapter 3 Write one page letter to a district telling of your interest in a teaching position-due in class 9/18/14.
9/18/14 Face to Face	Creating Productive Learning Environ. Cllsrm. Manage.	Turn in Letter Assignment - Attributes of Effective Teachers Becoming an Effective Teacher	Read Chapter 5 Design Classroom Management Plans. Examples will be given in class. These go in your portfolio.
9/25/14 eCollege	Effective Teaching	Begin Observations if you have your assignment.	Study for your mid-term.
10/2/14 Face to Face	Exam 1	Answer any questions about future assignments. Portfolios (set-up & what to include)	Read Chapter 6 & 7.
10/9/14 Face to Face	Increasing Learning Through Student Involvement	Review Exam. Lesson Cycle Handouts. Assign groups for group presentations. Meet with assigned groups to begin discussion on your group presentation and exchange contact information.	Continue your observations Essay 2-Pick an issue facing educators today. Describe how it could affect your classroom & what you will do to address the issue in your classroom (due in dropbox by 4:00 pm on 10/16/14). Read Chapters 12 & 13
10/16/14 eCollege	Review of testing & state accountability system.	Meet with your groups. Essay 2 assignment due in dropbox	Work on Your Portfolios Continue your observations Read Chapters 8 & 9
10/23/14 Face to Face	Direct Instruction Lecture Discussion Problem Based Instruction	Cooperative Learning Activity. Discussion of Essays. Meet with assigned groups to work on your group teach. Discuss criteria for evaluation of groups.	Read Chapter 10 & 11
10/30/14 eCollege	Guided Discovery Problem Based Learning	Meet with your groups to finalize your group teach	Begin finishing your portfolio and observations. Finish your portfolio. Start work on your questions reflection paper.
11/6/14 Face to Face	Group teaching-Groups 1-4	Group 1 be prepared to begin promptly at 5:00	Put finishing touches on portfolios.
11/13/14 Face to Face	Group Teaching Groups 5-8	Group 5 be prepared to begin promptly at 5:00 .	*Write thank you notes to principal and mentor teacher. Complete Record of Early Field Experiences Log Sheet, get evals from mentor and finish writing your questions reflection paper. Put the finishing touches on your portfolios and get everything in order to turn in.
11/20/14 eCollege	Guest Speakers on Technology/ PPR Review/ Teacher Code of Ethics	At the beginning of class: Turn in Log Sheet, Eval from mentor teachers, reflection paper, & portfolios. Guest Speakers	Study for Your Final
11/28/13	~Thanksgiving Holidays~		
12/5/13 Face to Face	Teacher Code of Ethics / PPR review	Final Exam	

Yellow indicates we will be off campus that week. Work in eCollege.