



ELED 300.61E Introduction to Teaching COURSE SYLLABUS: Fall 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Richard I. Arends (Edition 9th) Learning To Teach MUST HAVE THIS BOOK!!!!!! Lecture will include information from many other books.

Field-Based Teacher Education Program Handbook (revised July 2010) This information is available online at: <https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf>

We will study about the many different types of learners that you will meet in your future classroom including but not limited to inclusion and ESL students. Also the study of the American school system as it has evolved through time along with the legal and ethical standards of teaching in the 21st century. Please understand that this course requires thirty clock hours of EFE. (This does not mean time spent in a school as a professional aide). Failure to complete the thirty hours may result in the failing of the class.

Student Learning Outcomes:

By the completion of the class, the student will know and understand the competencies at the Knowledge level. (The Application level proficiency will be attained during the residency program.)

1. Human developmental processes (TExES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students' learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR2)
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR3)
4. Learning processes and factors (learning theory, developmental stages, higher-order thinking skills, etc.) that will impact student learning (PPR 4)
5. A classroom climate that fosters learning, equity, and excellence a physical and an emotional environment that is safe and productive (PPR5)
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6)
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR7)

8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR8)
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR9)
10. How to monitor student performance and achievement, provide timely, high quality feedback to students, and flexibly respond in order to promote learning for all students .(PPR10)
11. Professional knowledge and skills, including the legal and ethical requirements for educators gained through effective interactions with others in the educational community including parents and through participation in the professional activities in the university and public school classrooms. (PPR 11,12, and 13)

COURSE REQUIREMENTS

1. Attend Classes: Report on time and be fully prepared to participate in all class activities.
2. Early Field Experience (EFE) 30 clock hours of documented time observing instruction in your assigned school. Evaluation of your work experiences by your assigned mentor teacher in the school.
3. Maintain a reflection journal. You will submit a written reflection paper on an assigned date.
4. Five Test over three chapters and lecture notes.
5. Knowledge of vocabulary that go along with chapters being studied.
6. Formal essay format on the “Autobiography of Why I Want To Be A Teacher”
7. Case Studies .
8. Micro Duo Teach (group of 2 students)
9. Micro Team Teach (group of 4 students)
10. Random assignments based on study and reading of material.

Instructional / Methods / Activities Assessments

This class is designed with a series of class discussions, questions, observations and “Real World” knowledge of teaching in today’s society. You will learn what methods best serve children to achieve the highest outcome. I will be using lecture, twenty five years of public school teaching knowledge, classroom discussion, and data driven facts to assure your understanding of what it takes to become a “Super Star” of teaching children.

Grading

The grading will be based on a point system that might possibly be used in eCollege, but that information I will give you the first night of class. The point system is as follows:

- A= 108-120
- B= 96-107
- C= 84-95
- D= 72-83
- Below 72 points=F

Below TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:
 Internet connection – high speed recommended.
 Word Processor – (Microsoft Office Word- 2003- or 2007
 Access to University Library site

Access to an Email

When using eCollege: our campus works best on the Microsoft Windows environment. This means that our courses work the very best if you are using a Windows operating system of XP or newer. Also 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
We also support the Firefox browser 3.0. on both Windows and Mac.

(You might want to perform a "Browser Test" before you start the class. Log in to eCollege, click on the "my Courses" tab, then select the Browser test link under Support Services.

ACCESS AND NAVIGATION

When and if using eCollege: go to <https://leo.tamu-commerce.edu/login.aspx>.
You will need to use your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Tech Services at 903-468-6000 or email: helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

I look forward to a working relationship with all my students both past and present.
You may contact me by email: jschenck@wisd.org
Cell: 682-553-5272 (I teach many places, so if I do not answer please leave me a voice mail and I will return your call as soon as possible.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

This information is found on page two under : Course Requirements

University Specific Procedures:

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

Gees Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

The testing dates will be divided throughout the semester. Please be advised that these dates are not set in stone. At times it becomes necessary that a date change to allow more time for another assignment to be completed. Changes in dates will be given in class. Other assignment dates will be given throughout the class.

Test I: Sept.30

Test II: Oct. 28th

Test III: Nov. 25th Take Home Test

Test IV: Dec.16th

Test V: Pop Test date?

PLEASE UNDERSTAND THE FOLLOWING:

I would appreciate all cell phones be placed on off, or silent at the least.
This class requires your attention and focus be on the class.
Cell phones are a distraction and fall under an issue of rudeness.

1. **YOU EARN ZERO POINTS IF YOU ARE NOT IN CLASS FOR ATTENDANCE**
(Things do sometimes come up, and I understand that. However, I can not teach you if you are not in class. Class time is very important to learning, and attendance is very important if you are going into teaching. Principals do not like teachers who miss school. If you come in LATE, after sign in sheet is taken up, NO POINTS are earned.

2. LATE ASSIGNMENTS HAVE AN AUTOMATIC 10 POINT DEDUCTION. (grade point deduction)
3. MISSED QUIZ OR TEST HAVE A 20 POINT DEDUCTION. (These are grade point deductions, not assignment value deductions.) Example: If you made a 100 on a test you took late, then your grade would be 80, not 100 and you would earn 16 points out of the possible 20. You will take any makeup test within a given time frame on my home campus
4. A calendar with the dates that apply to assignments will be give to you the first night of class.

I am looking forward to a fantastic semester in helping you become a super star in the field of Education!!

Sincerely,

Paula J.Schenck

Adjunct: Texas A&M Commerce