



EDCI 415.01W: Effective Teaching in a Diverse Environment Course Syllabus: Fall 2015

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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COURSE INFORMATION

Required Text: The text you will need depends on the teacher certification level you are pursuing.

For EC-6 Certification:

Nath, J. L. & Cohen, M. D. (2003). *Becoming an EC-6 Teacher in Texas*. (2nd ed.). Wadsworth CENGAGE Learning. (selected chapters)

For Middle/High School Certification:

Nath, J. L. & Cohen, M. D. (2003). *Becoming a Middle or High School Teacher in Texas*. (2nd ed.). Thomson & Wadsworth. (selected chapters)

Suggested Reading for All: (Not Required)

Wong, H.K. & Wong, R.T. (2009). *The First Days of School: How to be an Effective Teacher*. Harry K. Wong Publications. ISBN: 978-0-9764233-1-7.

Course Description:

EDCI 415 contains the professional body of knowledge necessary for effective teaching. The content of this course focuses on understanding theories and strategies that address the needs of all students. Included in this course will be diversity issues, refinement of classroom management strategies and planning techniques, teaching strategies and informal and formal assessment practices. Students will exhibit an understanding of the Texas teacher standards on professional development as assessed by TExES. **Enrollment is limited to students in the Teacher Alternative Certification program who are currently working as Educational Aides and enrolled in ELED 422.**

This course follows an on-line class in the module format. This will allow the continuous flow of information without weekly interruptions. Students will interact with classmates by participating in online activities and discussions. In addition, students will have access to online

resources, such as PowerPoint presentations, class notes and/or handouts, and relevant website links.

Student Learning Outcomes:

The student learning outcomes and goals of EDCI 415 include, but are not limited to providing student the skills necessary to accomplish the following standards set in the Texas Teacher Competencies:

1. The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. (Competency 001)
2. The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. (Competency 002)
3. The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students. (Competency 009)
4. The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families. (Competency 011)
5. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. (Competency 007)
6. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities. (Competency 012)
7. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas. (Competency 013)

COURSE REQUIREMENTS

Course Objectives

Upon successful completion of this course, the student will be able to:

1. Demonstrate the ability to promote student learning by planning and implementing effective instruction centered on students' development, needs, and backgrounds.
2. Analyze and apply a variety of child development theories, models, and strategies that foster a stimulating productive classroom environment.
3. Create a positive classroom environment for a diverse class that applies student-centered approaches, supports high student achievement, develops motivation, and encourages critical thinking.
4. Apply various principles and strategies, including verbal and nonverbal techniques for communicating with students, parents, and educational professionals in varied teaching and learning situations (questioning, responding to discussions, conferencing, etc).
5. Facilitate the family/care giver's involvement in children's education by demonstrating various principles, strategies, and techniques for effective communication and interaction with student's families/caregivers in various situations and meetings (ARD etc).
6. Practice self-reflection regarding design and delivery of: (1) effective instruction and assessment by using a variety of instructional and (2) classroom management techniques by effectively collaborating with other members of the educational community.

7. Demonstrate an understanding of current issues of education by examining the structure of education in Texas, its professional ethics, requirements, responsibilities, and advantages.

Instructional / Methods / Activities Assessments of Learning Outcomes

This course consists of a series of various combined activities and assessments. These are designed to assist you in achieving the outcomes/ objectives for the course instructional units or modules. There will be projects, discussions, and activities to help you internalize the material. These will be explained in more detail during the course.

The following coursework module descriptions align the preceding student learning outcomes and goals with student assignments, activities, discussions, readings, and/ or research. All assignments, activities, discussions, readings and research are worth a specific amount of points which are provided and explained in the module.

Course Objective/Learning Outcomes #1 through #5:

Module title: The Beginning. During this module students will focus on characteristics of effective teachers, including how other teachers apply student-centered approaches to support high student achievement, develop motivation, encourage critical thinking, and construct a positive environment for a diverse class.

Course Objective/Learning Outcomes #1 & #3:

Module Title: Human Development. Each student will demonstrate that they can promote student learning by planning and implementing effective instruction centered on students' development, needs and backgrounds. This module assimilates the basic theories and principles of moral, social, physical and cognitive human development and merges those concepts into organizing, delivering and assessing instruction. The module is designed to advance your content knowledge about human development and how this content relates to teacher professional responsibilities and to enhance your use of research technology.

Course Objective/Learning Outcome #2:

Module Title: Appreciating Diversity. Each student will participate in several activities to demonstrate how effective teachers appreciate student diversity, and they will predict diversity's role in various learning situations and will also describe the community's effect on learning. During this module the participants will focus on classroom environments in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Course Objective/Learning Outcomes #4 & #5:

Module Title: Effective Communication. Each student will demonstrate the various principles, strategies, and techniques for effective communication and interaction with students and/or their families/caregivers in various situations. Focus will be on techniques teachers can engage the family/care giver's involvement in children's education.

Course Objective/Learning Outcome #7:

Module Title: Legal and Ethical Issues in Education. This module will enhance the student's competence in responding to the current issues of education by examining the structure of education in Texas, its professional ethics, requirements and responsibilities. Students will participate in activities that examine common federal and state laws and some local regulations.

Course Objective/Learning Outcomes #1-#7:

Module Title: Real World Preparation. In this module students will combine their knowledge from the semester (and Teacher Certification Program) to prepare for the TExES Exam and create an effective resume to use in their search for their first classroom teaching position.

Course Objective/Learning Outcome # 6:

Module Title: Action Research. To help establish the practice of self-reflection regarding effective instruction (design, delivery, and assessment) and the practice of classroom management, students will participate in *action research*. This type of research is typically done by a member of the educational community to solve a specific classroom problem, improve a teaching method, or help make a decision relating to the classroom or school. The student will research in professional journals to explore new ideas and examine the effectiveness of their own teaching skills. They will effectively collaborate with other members of the educational community and their mentor for ideas for teaching and solutions to problems they may be encountering in the classroom.

General instructions for Tasks, Projects, and Assessments

This course occurs in a digital learning environment designed in module format. Each module runs approximately 2-3 weeks during which time you will be expected to read assigned material, participate in discussions and group tasks, reflect on the your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date. Once a module closes, it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted. Late work will not be accepted. See the course "Calendar" for these important dates.

STUDENT EXPECTATIONS

Participate in all online group projects and discussions. You are expected to show a level of professionalism and be stay actively engaged with the group through communication and contributions to complete the project. The instructor will not mediate student issues involving group work or discussion postings. You are expected to use professionalism in your actions.

Discussions will consist of your online postings and responses. Your discussion should be full of thought, insight and analysis. For others to gain insight from your discussion it should be rich in content with new ideas. You may use details and connections to make a point. A discussion is people exchanging ideas, so you need to comment on the postings of your classmates. They should add to the original discussion. Try to "think outside the box" when developing your responses. Simply saying "I (dis)agree" is not effective feedback.

Read all required reading assignments and **view** all required videos or websites. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly, as an online course you are expected to read/reflect for meaning.

Reflections. The students will be asked to consider ideas presented in articles and online discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

Written tasks should exhibit professionalism in appearance and content at an **acceptable level of university scholarship.** Papers should be typed and carefully edited as specified in the

assignment guidelines. Written assignments are to be completed and submitted according to the “Calendar” posted in eCollege. The university Writing Center is available to help students with their written assignments.

GRADING PROCEDURES

The final grade for this course will be calculated by determining the percentage of total possible points you have obtained. This percentage will appear in the eCollege gradebook. Note the grading Rubric for all assignments and points following the syllabus. The percentage score will be adjusted for late work.

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = <60% of total points

There will be **no reminders** for the close of modules. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. **Extra credit is not an option.**

The campus library (Commerce and MPLX), computer labs and Technology Support Help (24/7) are available for help in the event of technology failure or problems. “Technology failure” does not excuse late work submission. If you experience technology failure which prevents you from completing or submitting your assignments, you should: 1. Contact the Technology Support helpline prior to the due date and forward your “report information” to the instructor to verify your situation; 2. Email your completed assignment directly to the instructor with note that indicates you experienced a problem, prior to the due date.

TECHNOLOGY REQUIREMENTS

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

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (dial-up often does not work)
- Word Processor (Microsoft Office Word –2007 or 2010)
- Access to University Library site
- Access to email
- **Safari (internet browser typically used on iPhones and iPads) is not compatible with eCollege.** To access eCollege on an iPad, you should download Google Chrome or another browser. Contact Technology Support for assistance.

Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. The university strongly recommends you perform the “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 “BrowserTest” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

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 www.tamuc.edu and follow the prompts to eCollege.

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

Office Hours

Today's business etiquette allows a 24 hour, M-F response time and I routinely check my email during the work week. If you experience a true emergency and must contact me immediately, contact the EDCI Office (903-886-5307) and request an office manager contact me. If you would like to make a face-to-face or phone call appointment, email me to set a time (Remember to include your phone number in your email to me).

Announcements:

Announcements are often posted on the course Home Page. At times, I often send the same announcement to you via the eCollege email system.

Email Correspondence

From me to you: all emails from me will be sent to your Leo email account, therefore, it is important to go check your email regularly. Also note that all important university information (financial aid information, graduation info and concerns, transfer credits, etc.) will go to your Leo email, not your personal email address.

From you to me: Always send emails directly to my university email address on the first page of the syllabus.

eCollege Student Technical Support

The university provides technical support in the use of eCollege. The Help Desk may be reached by the following means 24 hours a day, seven days a week.

- **Best Phone:** Call 903-468-6000 for a TAMU-C Tech Support member (located in Commerce).
- **Next Best Phone:** Call 1-866-656-5511 (Toll Free) to speak with an eCollege Technical Support Representative (somewhere in Colorado, I believe).
- **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

COURSE AND UNIVERSITY PROCEDURES and POLICIES

Course Withdrawal Policy

Students have the right to drop the course without penalty until the “drop date” as established by the university. Students dropping the course during this time will receive a Drop Pass (DP) grade which does not lower your GPA. After the drop date, students who drop the course receive a Drop Fail (DF) or Fail (F) on their academic records, which will lower your GPA. If you simply stop participating and/or submitting assignments, you will not automatically receive a DP. Instructors cannot enter your academic records and drop the course for you. It is the student’s responsibility to officially drop the course via the MyLeo webpage.

Appeal of the Final Grade (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation)

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on:
 - a) some basis other than performance, or
 - b) standards different from those applied to other students in the same course section, or
 - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student’s appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Academic Integrity/Honest Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person’s work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

For information about plagiarism, review the following websites:
<http://www.plagiarism.org/>
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

Requests for Special Accommodations

Requests by students with disabilities for accommodations must go through the Academic Support Committee. An individual instructor cannot make accommodations for students without committee approval.

ADA Statement

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 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).

University Non-discrimination Policy Statement

Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
