Texts:

Nath, Janice & Cohen, Myrna (Eds.) (2004). *Becoming a middle school or high school teacher in Texas.* Belmont, CA: Thompson Wadsworth.

Course Objectives:

Upon completion of the course the student will be able to:

1. Locate curriculum guidelines (TEKS) for assigned courses.
2. Plan lessons and units of instruction.
3. Select instructional materials and resources.
4. Identify methods used for assessment of learning.
5. Arrange the classroom and laboratory for effective instruction.
6. List factors outside of school that can affect learning.
7. Use information technology for instruction and professional correspondence.
8. Define terms and acronyms commonly used by Texas educators.
9. Distinguish between appropriate and inappropriate student behavior.
10. Develop classroom/laboratory rules and consequences for violations.
11. Compare and contrast common theories of growth and development.
12. Discuss the influence of diversity on learning and school climate.
13. Review ethical issues and perspectives in context of the teaching profession.
14. Discuss the factors associated with school climate.
15. Compare roles and responsibilities of educational stakeholders.

Grade Determination:

	Possible Points
Online discussion and participation (2 per module)	200
Instructional Planning Exercise	100
Instructional Technology	100
Critical Reflections Essay from Case Studies on Ethics	100
Final exam	100

Your Grade (%) = Points Earned
600

Class Interaction and Participation

Students are expected to discuss experiences and observations, as well as ask questions. Being in attendance is only part of the learning process. By discussing issues and asking questions, you will reinforce learning through a multi-sensory approach. Each class period represents 10% of the time allotted. Therefore each day of active participation is worth up to 10 points.

AFE 570—Instructional Management   **Dr. Bob Williams**
Course Syllabus   **903-886-5350**
Summer I 2015   Bob.Williams@tamuc.edu

Instructional Planning Exercise

This will consist of the following components:
- a semester block plan of topics (scope & sequence) for a course in your subject,
- an outline of the concepts to be learned during the unit of study,
- a glossary of the important/key terms to be learned during the unit,
- a detailed lesson plan for 2-3 days of instruction, and
- an explanation *or* example of how the learning will be assessed.

Information Technology

The student will obtain a university email address and send the professor a message with an attached document (in MS Word). The email address will be used throughout the year to correspond with classmates and professor.

Each student will identify five web sites related to a <u>specific course</u> within the area of certification sought and provide a brief overview of what the site is about along with the web address (Some call this a webliography). The student will develop a slide presentation using PowerPoint to introduce himself/herself to the instructor and class (2-3 slides) as well as a slide for each of the previously identified websites/descriptions mentioned above. Students are encouraged to use their own creativity and PowerPoint templates for this project.

Case Studies from the Classroom-*Reflective Essay*

The student will review specific case studies introduced in class. These will include scenarios related to classroom management and discipline, ethical (and unethical conduct) of teachers, and parent conferences. The student will compose a reflective essay that synthesizes how the study of these cases will help them to formulate their classroom policies and professional conduct.

Final Exam

Exam will be used to assess each student's understanding of terminology and acronyms, learning and development theories, classroom management principles, and diversity issues. The exam typically consists of multiple-choice questions in the format used on the Pedagogy-Professional Responsibility (PPR) portion of the Texas Examination of Educator Standards (TExES), as well as restricted-response and open-response items. The professor reserves the right to adapt final assessment techniques and tools to the fit the size, student make-up, and conditions associated with the class.

<u>**Class Syllabus Addendum**</u>

Professionalism

Students are expected to log on to the scheduled module of instruction, review assigned resources, and complete online discussions. Their participation in online discussion and other virtual instructional activities should follow the basic principles of common courtesy and decency. Rude or profane comments, as well as cheating in any form, will not be tolerated. Failure to comply with the professor's guidelines may result in suspension from class for the remainder of the instruction.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835.

Office Hours

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.
Monday   by appointment
Wednesday   mornings by appointment and 1:00-4:00 p.m.
Friday   by appointment

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following two sources:
The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/
Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators http://www.wpacouncil.org/node/9) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

The instructor reserves the right to modify or adapt the syllabus and/or schedule for this course to accommodate the instructional needs of the students or the administrative needs of the university.

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee by calling Disability Services at 903/886-5150.