

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:

	<i>Possible Points</i>
Online discussion and participation (10 @ 2 per module)	200
Instructional Planning Exercise	100
Instructional Technology	100
Critical Reflections Essay from Case Studies on Ethics	100
Final exam	100

$$\text{Your Grade (\%)} = \frac{\text{Points Earned}}{600}$$

Online Class Interaction and Participation

Students are expected to discuss experiences and observations, as well as ask questions. 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.

The professor reserves the right to modify this syllabus during the semester, if needed. The instructor also reserves the right to extend credit for alternative assignments, projects, or presentations.

AFE 570—Instructional Management
Course Syllabus
Fall 2017
Instructional Planning Exercise

Dr. Bob Williams
903-886-5350
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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 specific course 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.

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Class Syllabus Addendum

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.

Office Hours-Fall 2017

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, Wednesday, & Friday	8:30-9:30 a.m. or by appointment
Tuesday	off campus
Thursday	mornings by appointment and 2:00-4:00 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 source:

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.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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- Room 132

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

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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