



TEXAS A&M UNIVERSITY  
**COMMERCE**

**AFE 570 – Instructional Management (80716)**  
**COURSE SYLLABUS**  
**FALL 2019**

**Instructor:** Keith J. Frost, PhD, Assistant Professor

**Office Location:** AGET 153

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**Office Hours:** For the Fall of 2019, I have only online and field-based courses. I maintain an open door policy and welcome visits to address questions, provide assistance, or just to learn more about my students. Out of respect for your time, I would encourage you to send me a quick email to schedule a meeting, particularly if you are driving into campus.

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| <b>COURSE INFORMATION</b> |
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**Course Description:** This course is designed for beginning teachers and teachers who wish to refresh their understanding of learning theory, current teacher language (vocabulary, abbreviations, acronyms, etc.), and contemporary issues affecting students and educators. The course is organized into ten modules that combine the theoretical and practical aspects of teaching and learning into lessons that are relevant to secondary, postsecondary, and extension educators of Agriculture, Food, and Natural Resources as well as Family and Consumers Sciences and Youth Development.

**Textbook (required):**

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.

## COURSE REQUIREMENTS

### Assignments and Assessment

#### Online Class Interaction and Participation (Weekly)

Students are expected to discuss experiences and observations, as well as asking questions and addressing questions posed by peers. By discussing issues and asking questions, you will reinforce learning through a multi-sensory approach. Modules will open on Monday mornings and will close (for credit) the following Sunday at 11:59 p.m. (Modules later in the semester may be open for longer periods and I will communicate that when it occurs). Each original post on a discussion topic is worth 10 points. In order to receive credit for your discussion board posts, you must submit them prior to the module closing. Evaluation will be based on quality of responses to discussion question including fully addressing the question and providing a level of detail demonstrating your knowledge, understanding and synthesis of the material. This may include locating and sharing additional resources related to the week's discussion. Some discussion topics are very simple and take very little time, others are more involved. All are worth the same value and should be approached with the same level of discipline and effort on your part.

#### Information Technology (Due Sept. 15)

The use of certain technology packages are common expectations in the profession of education. To assure that you have these foundational skills, I am asking you to do the following:

1. Generate a MS Word Document that includes:
  - a. A paragraph of introduction. (Who you are, where you came from, why you are at Commerce, career aspirations, hobbies, pets, favorite food, ???). The subject is wide open, but be professional. I just want to know about you.
  - b. A picture of yourself inserted into the Word document
  - c. A numbered list of five websites related to a specific course of instruction within the area of certification you are seeking (or interested in). Please include a brief overview of the website, the url, and why you think the site will be helpful.
  - d. A bulleted list of three apps that can be used to enhance instruction in the same course you selected for your websites. Include the name of the App, where it can be downloaded, any potential costs, and a description of how it can be used in a course.
2. Create a PowerPoint Presentation with a Title Slide plus all of the information you presented in your Word document. You will need at least 5 slides, but feel free to use more if needed.
3. Using your TAMU-Commerce email address, you will attach both of these files in an email to me at [Keith.Frost@tamuc.edu](mailto:Keith.Frost@tamuc.edu) before midnight September 15.

#### Instructional Planning Exercise (Due Oct. 6)

The preparation and organization of instructional materials are critical components of being an educator. For this exercise, you will provide the following in a cohesive format:

1. A cover page with the title of the course you have selected, your name, a description of the course, and the TEKS associated with it;
2. A semester plan (scope and sequence) for the semester. This will include unit titles, unit lengths, unit outlines, and summative assessments (exams, unit projects, or semester projects);
3. A glossary of key terms for the unit;
4. A detailed lesson (Supplies, TEKS, Objectives, Interest Approach, Content, Delivery Methods, Formative Assessments/Questions, Closure) plan for a 2-3 day lesson from one of the units; and
5. An assessment for the lesson provided. This could be an exam, quiz, or a detailed explanation of another form of assessment.

## Case Studies from the Classroom-Reflective Essay (Oct. 27)

You will be provided with case studies to read and review. These will include scenarios related to classroom management and discipline, ethical (and unethical conduct) of teachers, and parent conferences. You will then compose a reflective essay that synthesizes how the study of these cases will help you formulate your classroom policies and professional conduct.

## Professional Perspectives Synthesis Paper (Dec. 2)

This will be one of your final evaluations and will include your professional ideas, opinions, and philosophies on teaching, classroom design, classroom management, motivation, and/or programmatic development and balance. You will support your positions and ideas with outside resources that will be cited (in-text and reference page) per APA, 6<sup>th</sup> Edition guidelines specified in the course procedures section of this document.

## Final Exam

An 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. I am currently researching another vehicle that may serve as our final assessment and reserve the right to change the assessment mode or vehicle. If a change is made, it will be because what will be required will serve you better in your progress towards a career in education.

## Grade Determination

|   | <i>Possible Points</i> |
|---|------------------------|
| Online discussion modules original posts (10 @ 20 per module) | 200                    |
| Information Technology Exercise                               | 100                    |
| Instructional Planning Exercise                               | 200                    |
| Critical Reflections Essay from Case Studies on Ethics        | 150                    |
| Professional Perspectives Essay                               | 150                    |
| Final exam  | 200                    |

900 + = A

800-899 = B

700-799 = C

600-699 = D

599- = F

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Citizenship** 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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

**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. Included in professionalism is my policy on late work – I don't accept it. I'm a reasonable individual and fully understand that "life" happens, but when it does, I expect you to pro-actively communicate with me and we will work towards a solution. Poor planning, timing, and personal choices on how you allocate your efforts will not be grounds for late work. Please plan ahead.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. 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 (6<sup>th</sup> 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:

**Attendance:** This is an online class therefore attendance is up to you. I expect you to be engaged in the course material and the level and quality of interaction will be considered attendance.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**Writing Standards:** All written assignment will be written in a format aligned with the *American Psychological Association (APA) Manual for Publication*, 6<sup>th</sup> edition. APA style will always be used for punctuation, writing style, headings, and citations. Exceptions to APA formatting will be specified when appropriate. For the two writings in this course, the exceptions and expectations are:

- Name (First Last) will be a flush right header and Assignment Name will be a flush right footer. I do not want a “running head” in the top left. Page numbers are optional. This precludes the need for a cover page or a “heading” on the first page in the body of the paper.
- 1” Margins for Top, Bottom, Left, and Right
- Times New Roman, 12 Point
- Single all paragraphs with double space between paragraphs, topic headings (in the body), tables, and figures

A tutorial on scientific writing, including the use of APA format is available from the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu/>). Personal face-to-face assistance with editing and format suggestions is available from the A&M Commerce on-campus Writing Center

#### **University Specific Procedures:**

##### **Students with Disabilities-- 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- Room 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@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.

**Course Outline and Calendar on Next Page**

**TENTATIVE COURSE OUTLINE / CALENDAR FALL 2019**

Please note that modules will open on Mondays and discussions will conclude on Sunday of the following week. This outline is tentative, but I will only take work away, not add to it---I will push deadlines back, not move them up. Additional information is provided in each week beyond just reading the textbook chapters.

| <b>Module</b> | <b>Activities</b>   | <b>Dates</b> |
|---------------|---|--------------|
| <b>1</b>      | Review Syllabus and Chapter One (light skim for content)<br>Critically Read Resources Provided in Module<br>Respond to Discussion Prompts (4)                                   | 8/26..9/1    |
| <b>2</b>      | Critically Read Chapter One and Resources Provided<br>Respond to Discussion Prompts (2)<br>Engage Prior Discussions   | 9/2..9/8     |
| <b>3</b>      | Critically Read Chapter Nine and Resources Provided<br>Respond to Discussion Prompts (2)<br>Engage Prior Discussions<br><b>Information Technology Project Due 9/15</b>          | 9/9..9/15    |
| <b>4</b>      | Critically Read Chapters Four, Five, and Resources Provided<br>Respond to Discussion Prompts (3)<br>Engage Prior Discussions  | 9/16..9/22   |
| <b>5</b>      | Critically Read Resources Provided and Review Chapter Five<br>Respond to Discussion Prompts (2)<br>Engage Prior Discussions   | 9/23..9/29   |
| <b>6</b>      | Critically Read Chapter Three and Resources Provided<br>Respond to Discussion Prompts (3)<br>Engage Prior Discussions<br><b>Instructional Planning Exercise Due 10/6</b>        | 9/30..10/6   |
| <b>7</b>      | Critically Read Chapter Ten and Resources Provided<br>Respond to Discussion Prompts (2)<br>Engage Prior Discussions   | 10/7..10/13  |
| <b>8</b>      | Critically Read Resources Provided<br>Respond to Discussion Prompts (2)<br>Engage Prior Discussions   | 10/14..10/20 |
| <b>9</b>      | Critically Read Chapter 13 and Resources Provided<br>Respond to Discussion Prompts (2)<br>Engage Prior Discussions<br><b>Essay on Case Studies on Educator Ethics Due 10/27</b> | 10/21..10/27 |
| <b>10</b>     | Final Reflections and Project Completion<br><b>Professional Perspectives Synthesis Paper Due 12/2</b><br><b>Final Exam – Complete Requirements by 12/10</b>                     | 10/28..12/2  |

*I believe this syllabus to be a generally solid representation of the class. I have based this semester on what has been done in previous years with another faculty member. I reserve the right to make changes and revisions as needed to improve the class, the assignments, provide clarity, or provide a better experience for you. I welcome your feedback and input. What I hear from you will help me shape the course in future years.*