SED 521.01W Models of Teaching
Spring 2020
ECollege: Chats held at 5:00 p.m. on Mondays

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Joyce, Bruce, Weil, Marsha, and Calhoun, Emily. (2014). *Models of Teaching* 9th Edition). Boston: Pearson Education.

Course Description:
This course explores the models of instruction, with emphasis on the associated theories of teaching and learning. The course encourages teachers to integrate the models into practice and offers opportunities for research on the connections between teaching and learning theories, cognitive psychology, and educational philosophies.

Student Learning Outcomes:
This course has been designed to provide instruction on the models of instruction and teaching and learning theories. The following are general instructional objectives for this course:

1. To examine the models of instruction according to the associated philosophical, theoretical assumptions.
2. To develop a sound understanding of the branches of educational psychology and teaching and learning theory.
3. To explore through research the application of the models to educational practice.

COURSE REQUIREMENTS

Students will be expected to complete assigned readings, assimilate lecture material, and to participate in class discussions. The course material and activities will be delivered 100% in an online environment. The course assignments will also include a demonstration of an instructional model, a research paper on the connections between theory and an instructional model, and a final examination.

Students' final averages will be calculated using the following scale:

Models of Instruction Demonstration and Reflection:	25%
Educational Theorist Paper:	25%
Participation in readings, activities, peer review, postings:	25%
Final Examination:	25%
Total:	100%

The grading scale will constitute: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (59% or below). Letter grades translate into mathematical scores as follows: A++ (100%), A+ (97%), A (95%), A- (92%), A-/B+ (90% or 89% as deemed by instructor), B+ (87%), B (85%), B- (82%), B-/C+ (80% or 79% as deemed by instructor), C+ (77%), C (75%), C- (72%), C-/D+ (70% or 69% as deemed by instructor), D (65%), D- (62%), F (59% or below as deemed by instructor).

Instructions for Assignments:

Educational Theorist Paper:

More detailed instructions about this paper shall be provided in class and on ECollege.

Models of Teaching Demonstration:

Students will offer a demonstration of the model of their choice. The demonstration should include an overview of the model, a discussion of the theoretical connections to the model (use your book and the lectures), and a creative activity or discussion for the class to participate in. The demonstration shall provide the class with a snapshot of how the model could potentially be used in an instructional setting. I highly encourage creative presentation formats and the use of audio and video recordings (prepared by the student). The demonstration will follow with a discussion of the model and its relevance. As part of the assignment, students will write a 2 page reflective paper on their experience with teaching the model. Consider the possible questions: What type of teacher are you? What are your assumptions or philosophies of teaching and learning? How does the model reflect teaching and learning theory? And how might the model benefit you as a teacher? I recommend students select an unfamiliar model in order to grow more fully from the assignment.

For this semester, the course will occur completely in an online learning environment; thus, I invite students to create a film, audio power point, or other representative format for their demonstration. Students may elect to use IMovie (for mac), Windows Movie Maker, Adobe Premiere Pro, PowerPoint, or other appropriate software to represent your ideas. The presentation may include an overview of the model (with the associated theoretical components) and a demonstration of the model in action. If possible, I recommend filming people participating in the learning experience. I highly encourage students to dialogue with the instructor about how to present the model in this format.

In addition, the demonstration should include an activity for the class members to participate in. The activity and/or discussion prompt should be posted under the link entitled “demo” for the course. The class members will be responsible for participating in their peers’ activities.

The assignment will be assessed using the following guiding questions:

1. Did the demonstration provide a useful, meaningful example for teachers?
2. Did the reflective paper reveal how the student grew as a teacher?
3. Did the reflective paper offer thoughtful theoretical and/ or philosophical considerations?
4. Did the demonstration and accompanying paper reveal professionalism in scholarship and teaching?
5. Did the demonstration offer a valuable activity for the class to participate in?

Weekly Reading, Lectures, and Demonstrations:

Each week, students will need to complete the assigned readings and listen to the lecture files. On the discussion board, students will be asked to respond to questions regarding the readings. Please comment on at least 2 postings from other students in the class. Typically, the weekly readings and lectures will consist of the following:

Participation in face-to-face class or online chats (readings and discussions);
One lecture with an online posting;
Possible posting for a fellow student’s demonstration activity;

The scores will be added from each week to count for the final score (weekly discussions) of 100 points. Notably, the final score parallels the traditional letter grading scale.

Final Essay Examination

Later in the term, I shall post the questions for the final examination. The exam will consist of 1-2 essay questions regarding the readings and lectures from class. You will be asked to demonstrate your thoughtful considerations of the content, and the essays must reflect your specific interpretations of the ideas. The exam will be open note; therefore, specific references to the articles and lectures are critical to the effective discussion of pertinent themes. In part, the exam is designed to provide critical reflection and writing experiences to help students prepare for their comprehensive examinations.

Assignment Submission Policy: The instructor reserves the right to change course assignments, projects, and examinations throughout the semester. Each assignment/project must be completed and turned in by the due date given. **All assignments are due by 11:59 midnight on the date indicated on the calendar. All assignments are submitted electronically on Ecollege. Students may elect to turn in a hard copy, but the assignment must be hand delivered to the instructor before the deadline.**

The instructor maintains a strict late work policy. The instructor shall send students missing an assignment an email within 48 of the assignment submission. **Late assignments shall be subject to letter grade reductions (usually a 70 or half credit) or non-acceptance at the instructor’s discretion. Students electing to withdraw from the course must contact the registrar by the university’s official deadline for withdrawal.**

In the case of unexpected emergencies, students must provide written documentation regarding their missed assignments. The instructor reserves the right to deny make-up opportunities, especially

in cases of negligence. It is expected that all course assignments/projects (inside and outside of class and including examinations) will be completed at mastery level (as designated by the instructor). If (in the professional opinion of the instructor) an assignment/project is not satisfactorily completed, it may be returned to the student, and the student may be required to re-do the work until it is at mastery level. The instructor reserves the right to limit the number of times an assignment/project may be re-submitted and to establish a reasonable time frame for resubmissions. If any course assignment/project is not completed at a mastery level by the final resubmission deadline, the instructor reserves the right to assign the student a grade of "I" or "F" for the assignment and/or course--at the instructor's discretion.

Attendance Policy: As per University Policy A 13.02 effective September 1, 1996: Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. The expectations for students enrolled in this course are that they will attend all class sessions, by actively participating in discussions and activities.

TECHNOLOGY REQUIREMENTS

Due the nature of the course, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program.

Hardware
Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.

Windows
98/NT/2000/ME/XP
Pentium (2 GHz or greater)
128 megabytes (MB) random access memory (RAM)
2 GB or greater hard drive

Macintosh
OS 9.1 to OS X; G3, G4, or higher
128 megabytes (MB) random access memory (RAM)
2 GB or greater hard drive

Software
Word Processor
Microsoft Word is preferred. Microsoft Works, WordPerfect, and AppleWorks are acceptable.

Connectivity
Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high-speed internet is available. If you have dial-up, you may experience problems.

Web Browser
Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download areas at www.microsoft.com and www.netscape.com, respectively.

Note: Browsers that are part of the MSN and AOL software are not acceptable, because they include proprietary modifications that may not work correctly with resources. Students may continue to use AOL or MSN as their

Internet service provider, but once connected to the Internet, they should minimize the AOL or MSN window and launch Internet Explorer or Netscape.

Adobe Acrobat Reader
Available at www.adobe.com, this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.
Adobe Flash Player 9.0Available at www.adobe.com. This allows you to view any content delivered in Flash.
Video Players/Plugins: It is available for free download Quicktime, www.apple.com/quicktime.
RealPlayer, available at www.real.com, and Windows MediaPlayer 11.0, available at www.microsoft.com/windows/windowsmedia/download.

Real Player
Lecture files will be viewed using Real Player. A free copy can be downloaded from www.real.com.

Java Applet
Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at http://java.com/en/index.jsp.

Virus Protection
Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.

Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

ACCESS AND NAVIGATION

The course requires the use of ECollege accessible through students' My Leo accounts. To login, students will need their valid student ID number and password.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511. If you have a dial-up connect, you may experience problems uploading and downloading. If you feel your connection is not adequate, please use the lab at your site to upload documents.

COMMUNICATION AND SUPPORT

Email
Access to a reliable email service through an established Internet service provider (ISP) is critical to the online learning experience.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact via email.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your

course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00a.m.-5:00p.m. Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Instructor Policies:

The instructor reserves the right to change course assignments, projects, examinations, and due dates throughout the semester. Each assignment/project must be turned in by the due date given. Late assignments/projects will be subject to a point deduction or non-acceptance at the instructor's discretion. Class participation and attendance will be considered in assigning the final course grade. Students who elect to drop the course must make arrangements with the registrar. This is the student's (not the professor's) responsibility.

Cheating and Plagiarism Policy:

The Student GuideBook provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Code of Ethics:

The Curriculum and Instruction Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

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 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).*

Discrimination Policy

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.

COURSE OUTLINE / CALENDAR

Early in the semester, a calendar shall be provided for you on ECollege.