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SED 521.1SW
Sum I 2023
My Leo Brightspace
Chats held on Mondays at 5:00 p.m.

Instructor: Sherri R. Colby PhD

Office Location: Ed Sowers South 232

Office Hours: By appointment.

Office Fax: 903-886-5581

University Email Address: Sherri.Colby@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Usually 1 business day; occasionally 2 business days.

Notice: This class will meet for a video conference on periodic Mondays from 5:00-6:00 p.m. for the entire Spring 2022 semester. If you are unable to attend, the session will be recorded for later viewing, and you are required to complete coursework associated with the recorded sessions.

COURSE INFORMATION

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

The following requirements will constitute the grade for this course. More specific details about each assignment will be included in Brightspace D2L.

Models of Instruction Demonstration and Reflection:	25%
Participation in weekly readings, chat, discussion postings: (Each week worth 10 %, with 5 sessions total)	50%
Final Examination:	25%

Total = 100%

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

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.

See the course D2L Brightspace page for more information.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 D2L Brightspace. **Late assignments shall be subject to letter grade reductions (usually a 70 or half credit) or non-acceptance at the instructor's discretion.**

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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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/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>

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>

<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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: 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.

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.

COURSE OUTLINE / CALENDAR

A course calendar shall be given to you on the first week of class.