ELED 412.001
Effective Teaching & Professional Growth
Hours: 3 Course Syllabus Instructor: Becky Adams
Summer II, 2012, sub-term 3 (July 9th-July 24th, 2012)

TIMES and DATES: Online class.
OFFICE: Ed S, Rm 212
OFFICE HOURS (in Ed S room 212):
- Tues July 10 from 10:00 am – 12 noon
- Thurs July 12 from 10:00 am – 12 noon
- Tues July 17 from 10:00 am – 12 noon
- Thurs July 19 from 10:00 am – 12 noon
- Tues July 24 from 10:00 am – 12 noon
- ………….. and by appointment

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COURSE INFORMATION

**ELED 412 Course Description** This course contains the body of knowledge necessary for understanding the relationship between effective teaching, professional growth, and lifelong learning. This course emphasizes theories and issues of education that are directly related to professional development including: site-based management, professional ethics, school environment issues, communication issues, education research, and political influences. Students will exhibit an understanding of the Texas teacher standards on professional development as assessed by TExES. Pre-requisite Enrollment is limited to students working as educational aides. Co-requisite Minimum overall GPA of 2.5 and must have passed TSI. 3 semester hours

**REQUIRED TEXT:**

- Dr. Luis A. Rosado, Luis (2010). Texas TExES Generalist EC-6 (191) (REA) (Best Teachers’ Test Preparation for the TExES) Research & Education Association
  - ISBN 978-0738606866
Student Learning Outcomes/Performance Objectives:

During the course of ELED 412, participants will be able to…….

1. develop an understanding of the standards related to the seven areas of discipline knowledge
2. utilize effective research to acquire an understanding of how children develop knowledge in the seven areas
3. research, develop, and assess teaching theories and models in planning instruction to address the needs of a diverse population of learners
4. extend and refine classroom planning and assessment techniques that aid in effective teaching
5. demonstrate the ability to transfer research findings to useful classroom practices

The following competencies will guide the coursework in ELED 412:

Objectives: While engaged in learning and teaching the teacher shall:

Competency 001 – (Oral Language)
The teacher understands the importance or oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

Competency 002 – (Phonological and Phonemic Awareness)
The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.

Competency 003 – (Alphabetic Principle)
The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between printed words and spoken language.

Competency 004 – (Literacy Development)
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.

Competency 005 – (Word Analysis and Decoding)
The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

Competency 006 – (Reading Fluency)
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 007 – (Reading Comprehension)
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

Competency 008 – (Research and Comprehension Skills in the Content Areas)
The teacher understands the importance of research and comprehension skills to children’s academic success and provides children with instruction that promotes their acquisition and effective use of these skills in the content areas.

Competency 009 – (Writing Conventions)
The teacher understands the conventions of writing in English and provides instruction that helps children develop proficiency in using writing conventions.

Competency 010 – (Development of Written Communication)
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competence in written communication.

Competency 011 – (Assessment of Developing Literacy)
The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.
Competency 012 – (Mathematics Instruction)
The teacher understands how children learn mathematical skills and uses this knowledge
to plan, organize, and implement instruction and assess learning.

Competency 013 – (Number Concepts, Patterns and Algebra)
The teacher understands concepts related to numbers and number systems and
demonstrates knowledge of patterns, relations, functions, and algebraic reasoning.

Competency 014 – (Geometry, Measurement, Probability, and Statistics)
The teacher understands concepts and principles of geometry and measurement and
demonstrates knowledge of probability and statistics and their applications.

Competency 015 – (Mathematical Process)
The teacher understands mathematical processes and knows how to reason
mathematically, solve mathematical problems, and make mathematical connections within
the outside of mathematics.

Competency 016 – (Social Science Instruction)
The teacher uses social science knowledge and skills to plan, organize, and implement
instruction and assess learning.

Competency 017 – (History)
The teacher demonstrates knowledge of significant historical events and developments
and applies social science skills to historical information, ideas, and issues.

Competency 018 – (Geography and Culture)
The teacher demonstrates knowledge of geographic relationships among people, places,
and environments in Texas, the United States, and the world; understands the concepts of
culture and how cultures and how cultures develop and adapt; and applies social science
skills to geographic and cultural information, ideas, and issues.

Competency 019 – (Government, Citizenship, and Economics)
The teacher understands concepts and processes of government and the responsibilities
of citizenship; knows how people organize economic systems to produce, distribute, and
consume goods and services; and applies social science skills to information, ideas, and
issues related to government and economics.

Competency 020 – (Science Instruction)
The teacher uses knowledge of science content and methods to plan effective, engaging,
and safe instruction and to assess learning.

Competency 021 – (Physical Science)
The teacher understands the fundamental concepts, principles, and processes of physical
science.

Competency 022 – (Life Science)
The teacher understands the fundamental concepts, principles, and processes of life
science.

Competency 023 – (Earth and Space Science)
The teacher understands the fundamental concepts, principles, and processes of earth and
space science.

Competency 024 – (Visual Arts)
The teacher understands concepts, processes, and skills involved in the creation,
appreciation, and evaluation of art and uses this knowledge to plan and implement
effective art instruction.

Competency 025 – (Music)
The teacher understands concepts, processes, and skills involved in the creation,
appreciation, and evaluation of music and uses this knowledge to plan and implement
effective learning experiences in music.

Competency 026 – (Health)
The teacher uses knowledge of the concepts and purposes of health education to plan and
implement effective and engaging health instruction for all children.

Competency 027 – (Physical Education)
The teacher uses knowledge of the concepts, principles, skills, and practices of physical
education to plan and implement effective and engaging physical education activities for
young children.
Instructional / Methods / Activities Assessments

1. Online Class Discussions: (6 @ 10 points each – Total 60 points: 15% of course grade)
   Learner Outcome/Performance Objective: 2. ....utilize effective research to acquire an understanding of how children develop knowledge in the seven areas.

These online discussion topics will be visible to the e-College course shell on assigned days and will remain open until midnight that same day. In order to encourage full class participation, students will be required to post at least 3 responses. Students are required to return to the discussion forum and read other students’ initial postings to the topic and provide their feedback. Discussion postings must be substantive and the student will not be given full credit, if it is apparent by the professor that students have not spent enough time or effort in writing the responses. For example, “I agree, you are absolutely right” does not constitute a substantive response. The initial response will be worth 5 points and each of the other 2 responses will be 2.5 points, making a total of 10 points for each class discussion topic (5 + 2.5 + 2.5 = 10).

Due dates listed in e-college.

2. Best Practices Research Share (30 points: 10% of course grade)
   Learner Outcome/Performance Objective: 5. ....... demonstrate the ability to transfer research findings to useful classroom practices

Find an article from a recent journal article/website (no older than 2008 and at least 2 pages in length – or you may use two shorter articles combined) discussing how your selected content area is most effectively taught (i.e. best practices/strategies/activities/etc. for that content area. (sign up for desired content area under appropriate link in e-college) Post this in the Best Practices Research Share threaded discussion. You will then respond to 3 of your fellow classmates’ posts – indicating your opinions as to if you think these suggestions reflect best practices, and how you can apply this information in your teaching career.........The purpose of the article review is to get students familiar with research and methodologies (best practices) in various content disciplines in addition to collaborating with peers regarding best practices. The following are subjects that need to be included at the beginning your original post----
   • What was the name of the article?
   • Who is (are) the author(s)?
   • When was the article published and by whom?

Due date: posted in e-college
3. **Content Area Presentation** (100 points 20% of course grade)
   **Learner Outcome/Performance Objective:** 4.……. extend and refine classroom planning and assessment techniques that aid in effective teaching

   - Choose a content area competency and help us learn that information. (sign up for desired content area under appropriate link in e-college) You will become our class expert on the competency you choose, and you will be expected to answer questions from classmates and instructor on the topic.
     - Presentation expectations: presentation will be online – specific ideas/instructions in e-college.
     - ..................be creative!!!
     - A grading rubric will be provided.
   **Due date: posted in e-college.**

4. **ABC Book** (50 points…..9% of course grade)
   **Learner Outcome/Performance Objective:** 3. research, develop, and assess teaching theories and models in planning instruction to address the needs of a diverse population of learners…..and 4. extend and refine classroom planning and assessment techniques that aid in effective teaching…..and 5. demonstrate the ability to transfer research findings to useful classroom practices

   You will create and post an online ABC book on chosen content area in ppt or ActivInspire or prezi --- due date posted in e-college - in doc sharing (so that everyone can enjoy/ view/study) AND in the dropbox for this assignment (for grading purposes)........ (if you do a prezi, then copy/paste the website into a Word document or ppt slide or ActivInspire slide and then upload that into doc sharing).

   ........it will need to provide interesting information (that you consider the “main ideas” of your content area competency. Consider creating your ABC book in ActivInspire as a flipchart – or www.prezi.com - or in Powerpoint (clipart/photos/etc. encouraged) ........it can also be done in Word (but not encouraged). This ABC book is in lieu of a 2 page paper – it requires deeper thought (more higher order thinking skills) to determine your most important information and then organize that information into an ABC book format (rather than just putting down all information in a “essay-style” paper).

   A grading rubric will be provided.
   **Due date: posted in e-college – submitted in doc sharing AND dropbox**

5. **Four Exams (40% of course grade):**
   **Learner Outcome/Performance Objective:** 1. ……..develop an understanding of the standards related to the seven areas of discipline knowledge

   - Exams will have some TExES-style questions and some questions out of your text. Each exam will have 25 questions out of a question pool. The comprehensive exam will have 25 questions (one point each question) from the question pool – plus it will have an essay component (10 points) for you to describe what you learned from other students’ content area presentations – thus the comprehensive exam will be worth a total of 35 points.
All exams will be taken via e-college on specified dates in e-college. Exam will be created from a question pool and will be timed for one hour. Grades will be made available to students following the submission of the exam. Exam questions and answers will be made available to students by 8:00 am on the day after the exam closes. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the e-College Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Exams may be rescheduled, without penalty, only when arrangements have been made in advance of the testing date. Students are expected to inform the instructor within the first week of class if they have conflicts with the exam dates. Make-ups will only be given in the case of verifiable medical or legal excuses. Verifiable means that written documentation is provided (e.g., signed doctors’ notes, court appearance tickets, and newspaper obituaries). The final decision concerning make-up exams rests with the instructor; I reserve the right to make the final decision on granting make-up exams. If no valid excuse (in the opinion of the professor) is presented the exam grade will be a zero. Exam 1 will cover English/Language Arts/Reading & Social Studies, exam 2 will cover Mathematics & Science and exam 3 will cover Art/Music/Theater & Health/P.E. Final exam will be comprehensive.

Assessment Method: Multiple-Choice and True/False – between 15-30 questions per exam – this will vary per exam.

Dates of exams: posted in e-college – English/Language Arts/Reading & Social Studies
posted in e-college – Mathematics & Science
posted in e-college – Art/Music/Theatre & P.E./Health
posted in e-college – Comprehensive Final Exam

Grading

Grades can be reviewed on E-College throughout the semester

If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. I cannot randomly change grades because of “guilt trips”.

Late Assignments. Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

Written Assignments

All assignments must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages. They will not assist with spelling. Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.
**TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

*The following technology is required to be successful in this course.*
- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

*Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).*

*Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.*

*It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login into eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.*

**ACCESS AND NAVIGATION**

**Access and Log in Information**

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu

**COMMUNICATION AND SUPPORT**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamu.edu to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…).
Course Policies

Professionalism:  
*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. *Respect*  
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
   - In interpreting others' comments, we should be fair-minded and understanding.

2. *Comfort*  
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. *Honesty*  
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   - All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
   - World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

4. *Netiquette*  
   - Threaded discussion participation expectations
   - Feel free to contact the Help Desk for technical help
   - The majority of assignments will be submitted to the drop box, discussion threads & journaling via e-college.
   - Above rules regarding honesty, comfort and respect apply to all online communications via e-college - as well as to in-person communications in class.

If you would like to review an exam set up an appointment with me. If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. I cannot randomly change grades because of “guilt trips”.

**Late Assignments.** Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

**Written Assignments**  
*All assignments* must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages. They will not assist with spelling.
Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
University Policies

Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee’s approval.

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