



SED 300.001--The Teaching Profession COURSE SYLLABUS: FALL 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: Required Text:

Carjuzaa, J., & Kellough, R. D. (2013). *Teaching In The Middle And Secondary Schools*. (10 ed.). Boston: Pearson Education, Inc.

Required Resources:

- **Field-Based Teacher Education Handbook** from: <http://web.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/fieldBasedProgramHandbook.pdf>
- Your content area from the **TEXES preparation Manual** website: <http://texes.ets.org/texes/prepMaterials/>
- Your **TEKS** for your **content area**: <http://www.tea.state.tx.us/index2.aspx?id=6148>

Course Description:

The Teaching Profession. Three semester hours. Provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed.

Thirty clock hours of professional field experiences are required.

Prerequisite: passing scores on the **THEA (minimum score of 250), ACT (23), SAT (550), Accuplacer (88) or Compass (90)**. One of the previously mentioned tests must be successfully completed before the student teaching semester.

This is a web-enhanced course and some material will be available on line, we will discuss this further in class.

Student Learning Outcomes:

1. The learner will be an active and engaged participant in small and whole group discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, class activities, and field-experience.
2. The learner will demonstrate understanding of the course materials through objective examinations and preparing and peer-microteaching, and group interdisciplinary lesson projects.
3. The student will participate in 30 hours of early field-experience in classrooms to gain an understanding of secondary teachers and the diversified needs of all learners in addition to ELLs and learners with special needs.
4. The learner will study the tenets of creating clear expectations, standards driven rubrics and assessments, and the processes of designing curriculum units and lesson plans.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

1. 30 Hours of Early Field Experience, a Mentor Teacher EFE Rating Form, and a reading score of 250 on the THEA (or previously mentioned alternative tests) are required for the successful completion of SED 300. THEA must be successfully completed before the student teaching semester.

2. Attendance of all class meetings is required and is essential to your success in this course. Absences from a class will result in a “0” for class attendance and participation for that particular class day. Pay careful attention to punctuality, you will have points deducted for being tardy or leaving early. Remember your attendance and punctuality is a reflection of your professionalism.

3. Completion of all assigned readings from the text and any supplemental materials and **on-time delivery** is expected. **No late work will be accepted.** Completion of all written assignments and projects exhibit scholarship and professionalism. Some examples of the assignments that may be expected of you are: written reflections from field experiences and textbook content, self-assessments, thoughtful participation in class discussions, debates, group sessions, group activities, chapter quizzes, reflective written assignments, lesson plans, project presentation, mid-term and final exam.

4. Participation in **thirty hours** (30) of documented field experience

Notes:

1. Please turn off cell phones, pagers, and all other electronic devices when entering class.
2. A word to the wise: clean up your Facebook and MySpace pages prior to sending in your applications.

Attendance Policy

The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual

goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program. **If you miss any class period, you will receive a zero for that day's attendance and participation grade (total of 300 points for the semester). You will not be able to make up any of the in-class work for that class period. If you miss more than three classes, you may be withdrawn from the course.** Extenuating circumstances will be taken into consideration, if the student initiates a conference with the instructor.

Grading

SED 300 GRADING

A semester letter grade is earned based on the total points earned throughout the semester for the components of the class. The total points are then applied to a percentage system:

A = 90 – 100 % B = 80 - 89 % C = 70 - 79 % D = 60-69 % F =59 % or below

Components	Points Possible
Class Attendance: 10 points Present, on time and remain the entire class	150
Class Participation: 10 points per class period (includes activities and assignments for each class meeting)	150
Philosophy of Teaching Project Part 1: Introduction	(100 Total) 25
Part 2: Reflection	25
Part 3: Comparison	25
Part 4: Final Philosophy	25
SED 300 Class Notebook Graded throughout the semester	100
Micro Peer-Teaching Five Minute Presentation	100
Interdisciplinary Teaching Project (Group Activity) Demonstration with ELL, GT, SPED Best Teaching Strategies Incorporated & Lesson Plan	100
Chapter Reflections: Due Thursday in the eCollege Discussion by 12:00 midnight, 200-300 words, Respond to at least 2 students by Sundays at 12 midnight	100
Early Field Experience Reflection 1-5 Due Week of October 22	(100 Total) 50
6-10 Due Week of November 26	50
Midterm Examination Week of October 15	100
Final Examination Week of December 10	100
Miscellaneous Assignments	100
Total Points Possible	1200

SED 300 Class Notebook

- SED 300 Class Notebook with dividers labeled as follows with printouts:
 1. Syllabus/Calendar/Class Info (agendas, procedures, etc.)
 2. Field-Based Teacher Education Handbook
 3. TExES Preparation Manuals for the PPR and your content area
 4. TEKS for your content area
 5. Handouts
 6. Projects/Assignments

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Macintosh OS X along with a recent version of Safari 2.0 or better.
- eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- Perform a —Browser Test prior to the start of your course. To launch a browser test, login in to 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

Interaction with Instructor Statement:

Use my contact information: cell phone and email address to reach me outside of class. Expect a reply within 48 hours.

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.

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.tamuc.org 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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Format for papers handed in for this class:

- Use APA style for citations within text and for the reference page;
- Margins – Left 1.5, Right 1, Top and Bottom 1; Font - 12 point Times New Roman, Double Space;
- Header – on right side in 8 point include your full name, course identification, and semester; number pages starting with the first page on the bottom right.

Example of citation in text:

The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references:

From a journal:

Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology* 18(1), 27-45.

From a website:

No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf

From a book:

Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

University Specific Procedures:

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@tamuc.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*).

COURSE OUTLINE / CALENDAR

SED 300 Agenda Fall 2012

This agenda is tentative and may be revised as needed. Additional assignments or revisions to assignments may occur during the semester. All assignments must be typed, unless otherwise specified.

Week	Class Activities	Due Next Week
<p>Week One</p> <p>Course Introduction</p>	<p><u>Course Overview</u> Information concerning Field-Based Teacher Education (FBTE) and Early Field Experience (EFE) will be Presented.</p>	<p>Prepare Class Notebook Download and Print</p> <ul style="list-style-type: none"> • PPR Prep Manuals • Content TEKS • FBTE Handbook <p><u>Written Statement:</u> Why do you want to be a teacher? <u>Write a Simile OR Metaphor:</u> Simile—Teaching is like... Metaphor—Teaching is...</p> <p>Read Chapter 4</p>
<p>Week Two</p> <p>Safe Learning Environments</p>	<p>PPR Pre-Assessment & Review SED 300 Notebook Check <u>Chapter 4</u> Safe Learning Environment Establishing norms for the classrooms</p>	<p>Note:</p> <p>FBTE Sept 14 deadline ✓ Submit application By 8:00 am to Ed North 202</p> <p>EFE _____ deadline ✓ Submit application By 8:00 am to Ed North 202</p> <p>Read Chapter 3</p>
<p>Week Three</p> <p>Diversity</p>	<p><u>Chapter 3</u></p> <p>Diversity in the Classroom Diversity Case Studies Microteaching Demonstration Guidelines (Submit topic for Micro-teaching Demonstration for approval)</p>	<p>Prepare a five minute Microteaching Demonstration</p> <p>Create a Mini-Lesson Outline to submit prior to demonstration</p>

Week Four Student Microteaching Demonstrations	Microteaching Demonstrations (Five minute time-limit) Submit Mini-Lesson Outline	Read Chapter 5 and TExES Competencies
Week Five Instructional Planning & TExES Competencies	Chapter 5 Instructional Planning TExES Competencies Activity	Read Chapter 6
Week Six Lesson Planning	Chapter 6 Course Syllabi, Instructional Unites and Curriculum Integration Dissecting the Lesson Plan Template	Prepare an course content lesson plan using template Read Chapter 11
Week Seven Assessing and Reporting Student Achievement	Chapter 11 Assessment Overview Assessment Activities Discuss Mid-Term Exam	Prepare an assessment tool for previous lesson plan (alternative or performance) Study for Mid-Term
Week Eight Mid-Term	Mid-Term Examination Notebook Check	Re-Read Chapter 3 EFE Activities 1-5 due
Week Nine Special Populations	Submit EFE Activities 1-5 Chapter 3 Addressing Cultural Diversity and Different Learning Styles	Adapt previous lesson plan to meet the needs of three special populations Read Chapter 10
Week Ten Technology in the Classroom	Submit Special Population Modifications Chapter 10 Educational Technology, Media, Computer Based Instructional Tools, and Other Resources Discuss Interdisciplinary Group Teaching Project Guidelines due Week Fourteen	Research technology resources for instructional planning and bring to class ready to share Re-Read Chapter 4
Week Eleven Classroom Procedures, Routine, and Management	Share Technology Resources Chapter 4 Establishing and Maintaining a Safe and Supportive Classroom Learning Environment	Create Classroom Management Plan Read 320 to 324 and 276-278

<p>Week Twelve</p> <p>Professionalism in Education</p>	<p>Code of Ethics Fair Use Guidelines and Copyright laws Parental Communication Community Involvement</p>	<p>“What does it mean to be a Professional in Education?” Prepare a two-page paper (use Syllabus guidelines)</p>
<p>Week Thirteen</p> <p>PPR Preparedness</p>	<p>Submit Professionalism Paper</p> <p>PPR Study Suggestions</p> <p>PPR Post Assessment</p>	<p>Presentation of Group Interdisciplinary Teaching Project is due</p>
<p>Week Fourteen</p>	<p>Post PPR Assessment Results Discussion (Final Review) Presentation of Interdisciplinary Teaching Project (Group Activity)</p>	<p>Study for Final</p>
<p>Week Fifteen</p>	<p>Final Exam</p>	

Field-Based Teacher Education Program (FBTE)

Application Website

WE WILL TALK ABOUT THIS IN CLASS, BUT YOU WILL NEED TO COMPLETE THIS ON YOUR OWN

Go to this website: <https://www.tamu-commerce.edu/teacher/field/FBInfo.asp>

Look under Programs then Field-Based Teacher-Ed Application

For **SPRING 2012** Intern or Intern/Resident Placement, the deadline for submitting your complete application packet to **Ed North, 202**, is

Please read the website completely. You will need the following Items, in order:

1. Confirmation Page.
 2. Copy of your Degree Evaluation
 3. Completed Checklist of Requirements form.
 4. Schedule of Courses form. (Click your level to view the appropriate form.)
**8th - 12th &
EC-12th Grade (All Level)**
 5. Signed Commitment Contract.
 6. Autobiography (Stapled together). **Note: Please include your maiden name, if married.**
Secondary/All-Level Applicants-submit **10 copies of autobiography.**
 7. Manila file folder (Put all contents in the manila file folder to turn in to Education North building, 202.)
- MANILA FILE FOLDER INFORMATION-** Please print neatly in pencil the following information on the tab of the manila folder:
- Last Name, First Name Level (EC-4, 4-8, 8-12, or All Level)
Social Security No.
Teaching Field (for 4-8, 8-12, or All Level Only)
1st Interview Choice CWID

DEADLINE FOR TURNING IN YOUR (COMPLETE) APPLICATION IS

NOTE: ONLY APPLICATIONS WITH ALL ATTACHMENTS WILL BE ACCEPTED. KEEP A COPY FOR YOUR RECORDS.

Secondary Education 300: Schools and Society
Early Field Experience (EFE)
V.I.P. Assignment: To Be Completed On or Before

WE WILL WORK ON THIS IN CLASS

Vital information

- Apply online for your **early field experience observation hours**. **Thirty hours** of field observation are required for ELED/SED 200 & 300, MLED 402, RDG 350 & 370, and ECE 364. The deadline for registering for field observation is **8:00 AM** on . Navigate to the necessary website, read all information, and submit your application. (Submit only **ONE** application)
- Go to <https://www.tamu-commerce.edu/teacher/efe/efemain.asp>
 - Look under Programs
 - Look under Early Field Experience (EFE)
 - Completely read the site. Under —Essential memo and Forms for the EFE|| you will find the forms that need to be printed and completed during the early field experience. The forms are: Rating Form (to be completed and signed by Mentor Teacher and/or Principal), Log Sheet, and one EFE Reflection to be submitted to Instr. Tolliver
- **Criminal Background Checks** – It is imperative that you visit the Educator Certification Office (ED North 204) to obtain a Criminal Background Check Form. Please know that observation applications will **not be processed** / sent to districts without the completed criminal background form attached to your EFE application. Districts **will not make assignments** without having the background form completed / submitted. Therefore, assignments will not be made until this process is completed. Only applications with completed background forms will be processed / sent to districts for observation assignments.
- **School districts will not accept late applications. You MUST submit your applications and your Criminal Background Checks by the deadline.** Once you have completed your 30 hours of observation, the Log Sheet, and Rating Form, will be submitted in an envelope with your name, date, course and section clearly printed on the front. ALL Early Field Experience Observation Hours must be completed and your final reflection paper must be handed in on or before . **Do not procrastinate – begin immediately upon approval and complete your 30 hours!**

<p style="text-align: center;">Undergraduate Graduation Checklist Graduation is almost here, make sure you are ready for it!</p>
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<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?

Useful Resources for Your Professional Library:

- Bransford, J.D., Brown, A. L., & Cocking, R. R. (Eds). (2000). How people learn. Brain, mind, experience, and school. Washington, D.C.: National Academy Press. (ISBN 0-309-07036-8).
- Curwin, R. L., Mendler, A. N., & Mendler, B. D. (2008). Discipline with dignity. Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 978-1-4166-0746-5)
- Echevarria, J., Vogt, M. & Short, D.J. (2008). Making content comprehensible for English learners. The SIOP model. Boston: Pearson.
- Freeman, Y. & Freeman, D. (2008). Closing the achievement gap for English language learners. Boston: Pearson.
- Fried, R. L. (2001). The passionate teacher: A practical guide. Boston: Beacon Press. (ISBN 0-08070-3143-7).
- Hadley, N. J. & Eisenwine, M. J. (2008). Interactive study guide for the TExES pedagogy and professional responsibilities. Boston: Pearson
- Johnson, L.. (2005). Teaching outside the box. How to grab your students by the brains. San Francisco: Jossey-Bass. (ISBN 0-7879-7471-4).
- Kellough, R.D. & Kellough, N. G. (2007). Secondary school teaching: a guide to methods and resources. (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall. (ISBN 0-13-170930-5)
- Meier, D. (2002). The power of their ideas: lessons for America from a small school in Harlem. Boston: Beacon Press.
- Nieto, S. (1999). The light in their eyes: creating multicultural learning communities. New York: Teachers College Press.
- Novak, J. D. & Gowin, D. (1997). Learning how to learn. New York: Cambridge University Press. (ISBN: 0-521-31926-9).
- Wong, H. K. & Wong, R. T. (2004). The first days of school. Mountain View, CA: Harry K. Wong Publications.

Print and Web Resources

- Delpit, L.. (1995). Language Diversity and Learning. In Other people's children: cultural conflict in the classroom (pp. 48-69). New York: The New Press.
- Delpit, L.. (1995). Teachers voices: rethinking teacher education for diversity. In Other people's children: cultural conflict in the classroom (pp. 105-127). New York: The New Press.
- Harper, C. & De Jong, E. Misconceptions about teaching English language learners. *Journal of Adolescent and Adult Literacy*, October, 2004. 48:152.
- McLaughlin, B. (1992). Myths and misconceptions about secondary language learning: what every teacher needs to unlearn. National Center for Research on Cultural Diversity and Secondary Language Learning., Washington, D.C.: Center for Applied Linguistics. Retrieved May 5, 2008 from <http://www.ncela.gwu.edu/pubs/ncrcdssl/epr5.htm>
- Sachs, G. T., Candlin, C. N., & Rose, K. R. (2003) Developing Cooperative Learning in the EFL/ESL Classroom. *RELC Journal*, 34, Dec., 338-369. Graphic Organizers Retrieved May 1, 2008 from <http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm>.

***TExES* Competencies Aligned with SED 300**

English Language Proficiency Standards

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Pedagogy and Professional Responsibilities EC-12

<http://texes.ets.org/texas/prepMaterials/>

- **Competency 001:** The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- **Competency 002:** The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- **Competency 003:** The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- **Competency 004:** The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.
- **Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- **Competency 006:** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- **Competency 007:** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- **Competency 008:** The teacher provides appropriate instruction that actively engages students in the learning process.
- **Competency 009:** The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
- **Competency 010:** The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
- **Competency 011:** The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- **Competency 012:** The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- **Competency 013:** The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.