SED 300: Teaching Profession
Section: 003
COURSE SYLLABUS: Fall 2012

Instructor:	Mark J. Reid, Ph.D. – Associate Professor
Office Location:	Commerce Campus – Sower Education South #217
Office Hours:	Monday: 3 to 4:30 & Tuesday 8:30 to 12:00
Office Phone:	903.886.5534
Office Fax:	903.886.5581
Email Address:	mark.reid@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Carjuzaa, Jioanna & *Kellough*, Richard D. (2012). *Teaching in the Middle and Secondary Schools. 10th Edition. Allyn & Bacon.*

Grant Wiggins and Jay McTighe (2005). 2nd Ed. Understanding By Design. Association of Supervision and Curriculum Development, Alexandria, VA.

Other Materials:

Internet Access/Connection - must be able to access the university library databases

Optional:

Wong, H. & Wong, R. (2009). How to Be an Effective Teacher - The First Days of School. Harry K. Wong Publications, Inc.

Anderson, S.C., et.al. (2005). The Best Test Preparation for the TExES PPR. Research & Education Association. Piscataway, New Jersey.

Course Description:

This course introduces the professional body of knowledge necessary for effective teaching as part of the Mathematics Science Teacher Preparation Program. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will center around lesson presentations by students in the field and in the classroom to fellow preservice teachers. Preparations for these lessons will include study of many topics including classroom management strategies, curriculum and lesson planning, teaching models, discipline theories, and certification issues.

Student Learning Outcomes:

Learning Outcome #1: The learner will be an active and engaged participant in small group, and class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

Learning Outcome #2: The learner will prepare and lead at least two major teaching experiences.

Learning Outcome #3 The learner will experience myriad instructional strategies for working with all students including the special populations such as special education and English Language Learners.

Learning Outcome #4: The learner will study the Understanding by Design principles of curriculum planning.

COURSE REQUIREMENTS

Instructional Methods

Students will experience many types of instructional strategies - many of which focus on a student centered approach, for example, Jigsaw. Discussion on the strategies will include how they are being used and how to implement them in the K-12 environment.

Activities/Assessments

SED 300 ASSIGNMENTS	POINTS
□ Weekly Focus Activities	5
□ Teaching as a Career	5
□ Classroom rules/procedures/consequences/rewards	15
□ Lesson in Class Presentation	50
□ Lesson in School Presentation	25
□ Reflection on in School Presentation	15
□ Contemporary Issues in Education	10
□ Detailed Lesson Plan for Second School Presentation	25
□ Lesson in Class Presentation	60
□ Second School Presentation	35
□ Readings Reflections/Other Homework	10
□ Support Scholars	15
□ Teacher Movie Reflection	25
□ Final Exam	50

Note: Additional assignments or revisions to assignments may occur during the semester. Also, late work will not receive credit, however, ALL work must be completed (late or not) in order to receive an "A."

For ONE late assignment for the semester students may appeal to the instructor after the final exam for reinstatement of the points for that assignment. The appeal should be made within two days of the final exam and must be done before course grades have to be submitted to the university.

Grading

The final course grade will be determined by adding the points earned and dividing that total by the total possible points. This percentage will be compared to the scale below.

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

*To remain in the TAMU-C Alternative Certification program, students must maintain a minimum GPA of 2.5 in professional development courses, with no grade lower than a "C." Students who intend to use graduate courses toward a master's degree must possess, at the least, a minimum GPA of 3.0 in all graduate level courses to apply to the master's degree program. Only 12 graduate semester hours may be applied toward a master's degree before you have a GRE score and are admitted to the Graduate School.

Certification Note: Texas teacher certification is contingent upon passing the state administered TExES. Students are not eligible to take the Pedagogy and Professional Responsibilities (PPR) TExES until they have completed most of the course requirements. Students who are having difficulty scoring satisfactorily on the TExES-style tests **should consider study groups, special tutoring, and available TExES workshops.** Specific dates for TExES registration and review sessions may be obtained by contacting the **ExCET/TExES Office** at 903-468-3082 in Education South 205, Commerce campus or accessing their webpage at http://excet.tamu-commerce.edu.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course. In terms of technology you will need:

- *Internet access/connection – high speed recommended (not dial-up) - Note: you must be able to access the internet and the university library databases*
- *Word Processor (i.e. MS Word or Word Perfect)*
- Flashdrive or other portable media storage device

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Use the telephones numbers and email address to communicate with me outside of class sessions.

If you have a webcam and microphone and a free Skype account you can contact me via a video call over the internet – my Skype user name is markjreid

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce 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. Plagiarized assignments will receive no credit.

See http://www.plagiarism.org/ for more details about how to avoid plagiarism.

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@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).*

Attendance Policy:

As per University Policy B-19: Students are expected to be present for all class meetings for any course in which they are enrolled. Students are responsible for learning about and complying with the attendance policy stated in the catalog, Student's Guidebook, and/or faculty syllabus. Students will be allowed to make up missed work if the absence is determined excused by the instructor. **"Faculty members may recommend to the appropriate college dean that a student be dropped from a course when unexcused absences reach approximately 20%" (2 classes of SED 300) "of total scheduled class meetings for the term."**

COURSE OUTLINE / CALENDAR

See Course Requirements for a list of course assignments. The course calendar will be supplied in class once dates of presentations in the public school have been finalized

BIBLIOGRAPHY OF BOOKS:

Anderson, S.C., et.al. (2005). The Best Test Preparation for the TExES PPR. Piscataway, New Jersey. Research & Education Association.

Arends, R. I. (2008). *Learning to Teach*. Fifth Edition. New York: McGraw-Hill, Inc.

Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. ASCD Publication, Alexandria, Virginia.

Clark, R. (2004). *The Essential 55: An Award-winning Educator's Rules for Discovering the Successful Student in Every Child*. Hyperion.

Emmer, E.T., Everson, C.M., Clements, B.S., Worsham, M.E. (2002). *Classroom Management for Secondary Teachers*. Boston: Allyn and Bacon.

Funkhouser, C. (1999). *Education in Texas: Policies, Practices and Perspectives, Eighth Edition.* Scottsdale, Arizona: Gorsuch Scarisbrick, Publishers.

Glasser, W. (1998). Quality School: Managing Students Without Coercion, Harper Collins.

Good, T. & Brophy, J. (2007). *Looking in Classrooms, Seventh Edition*. Addison-Wesley Educational Publishers Inc.

Jones, F. H. (2007) Fred Jones Tools for Teaching: Discipline, Instruction, Motivation 2nd Edition, Frederic H. Jones & Associates, Inc.

Kellough, R. & N. Kellough. (2010). *Secondary School Teaching: A Guide to Methods and Resources.* Upper Saddle River: New Jersey: Merill.

Kohn, A. (2006). *Beyond Discipline: From Compliance to Community*. ASCD Publication, Alexandria Virginia.

Ornstein, A. & Levine, D. (2008). *Foundations of Education, Sixth Edition*. Dallas: Houghton Mifflin Company.

Posner, G. (1993). *Field Experience: A Guide to Reflective Thinking*. White Plains, NY: Longman.

Silberman, M. (1996). *Active Learning*, 101 Way to Teach Any Subject Boston: Allyn and Bacon.

Wong, H. & Wong, R. (2009). *How to be an Effective Teacher*: *The First Days of School*. Sunnyvale, CA. Wong Publications.