



Fall 2012 SYLLABUS for

EDCI 515

Effective Teaching in a Diverse Environment

AN ONLINE COURSE

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COURSE INFORMATION

Required text – The text you will need depends on the level you will teach.

For EC-6 Certification:

Nath, J. L. & Cohen, M. D. (2003). *Becoming an EC-6 Teacher in Texas*. (2nd ed.). Wadsworth CENGAGE Learning. (selected chapters)

For Middle/High School Certification

Nath, J. L. & Cohen, M. D. (2003). Becoming a Middle or High School Teacher in Texas. (2nd ed.). Thomson & Wadsworth. (selected chapters)

Suggested nor required) reading for all levels: Wong, H.K. & Wong, R.T. (1991). *The First Days of School. Sunnyvale, CA: Harry K. Wong Publications.* (not required)

Course Description for Management and Curriculum Development for Diverse Learners. (Three Semester Hours Credit)

EDCI 415/515 continues to provide the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of all elementary students. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. Students will exhibit and understanding of the Texas teacher standards on professional development as assessed by the Pedagogy and Professional Development portion of the TExES. Enrollment is limited to those admitted into the Alternative Certification program and students working as educational aides. Prerequisite for Alternative Certification: EDCI 514 and passing EC-6 Generalist or Content area test of the TExES; Corequisite EDCI 522-523. Prerequisite for Aids: Permission of Head, minimum overall GPA of 2.5, admission to teacher education program, and must have passed TSI, EEd 412; Co-Prerequisite for Aids:

Prerequisite EEd 422-423, EDCI 414.

This course is designed to be taught as an on-line course using the module format. This will allow the continuous flow of information without weekly interruptions. Students are expected to interact with one another by participating in activities and through online discussions. In addition students will be able to have access to online resources, such as PowerPoint presentations, class notes and/or handouts, and relevant website links.

COURSE REQUIREMENTS

Course Objectives

Upon successful completion of this course, the student will be able to:

1. Demonstrate the ability to promote student learning by planning and implementing effective instruction centered on students' development, needs, and backgrounds.
2. Analyze and apply a variety of child development theories, models, and strategies that foster a stimulating productive classroom environment..
3. Create a positive classroom environment for a diverse class that applies student-centered approaches, supports high student achievement, develops motivation, and encourages critical thinking..
4. Apply various principles and strategies, including verbal and nonverbal techniques for communicating with students, parents, and educational professionals in varied teaching and learning situations (questioning, responding to discussions, conferencing, etc).
5. Facilitate the family/care giver's involvement in children's education by demonstrating various principles, strategies, and techniques for effective communication and interaction with student's families/caregivers in various situations and meetings (ARD etc).
6. Practice self-reflection regarding design and delivery of: (1) effective instruction and assessment by using a variety of instructional and (2) classroom management techniques by effectively collaborating with other members of the educational community.
7. Demonstrate an understanding of current issues of education by examining the structure of education in Texas, its professional ethics, requirements, responsibilities, and advantages.

Instructional / Methods / Activities Assessments of Learning Outcomes

This course consists of a series of various combined activities and assessments. These are designed to assist you in achieving the outcomes/ objectives for the course instructional units or modules. There will be many projects, discussions, and activities to help you internalize the material. These will be explained in more detail during the course.

The following 6 explained coursework items align the preceding student learning outcomes and goals with student assignments, activities, discussions, readings, and/ or research. Each assignments, activities, discussions, readings, research, etc will be worth a specific amount of points.

Course Objective/Learning Outcomes # 1 & # 3- Module Title: Understanding Human

Development - Each student will participate in an activity to demonstrate that they can promote student learning by planning and implementing effective instruction centered on students' development, needs, and backgrounds. This class assimilates the basic theories and principles of moral, social, physical, and cognitive human development and merges those concepts into organizing, delivering and assessing instruction. Perspectives of employing various methods of developmentally appropriate instruction are explored in the context of their practical application in the classroom. This class is designed with a selfevaluation,

lecture, activities or projects, and reflections. It may also involve a discussion format.

The classes are designed to advance your knowledge of professional responsibilities and to enhance your use of technology.

The assignments are found on e-College. All students are expected to participate actively, and to the best of their ability in all course assignments, including discussions and projects. Formats and methods of turning in the assignments will be provided. Actively participating in a discussion is demonstrated by posting responses to discussion topics and posting reactions to classmates' comments. Each of your postings and responses should add to the original discussion. Try to compare the students you teach with the "average" student's development participating in a discussion. A rubric will be provided and explained during class concerning these discussions. The rubric follows the Discussion Forum Rubric by Kim Dooley and Leah Wickersham found at

http://assessment.tamu.edu/resources/conf_2007/dooley_wickersham_rubric.pdf (150 points)

Course Objective/Learning Outcomes # 1 through # 5- Module title: Teachers in the media:

The "master" teacher - During this project the students will discover how other teachers apply student centered approaches to support high student achievement, develop motivation, encourage critical thinking, and construct a positive environment for a diverse class. Working as an integral member of a cooperative group, the student will design and present an analysis of a movie that centers on the profession of education. The content of the movie should be analyzed based on current trends and issues in Pedagogy and Professional Responsibilities of educators. All members within the group should be actively involved with the development and presentation of information. Students should document individual contributions and submit a viewing guide. This will demonstrate an understanding of the relationship between the movie and the TExES domains and competencies, as well as an awareness of different educational approaches. The guide may be as creative as the group desires and may incorporate any current technology. A bibliography documenting supportive research should be included. The presentation will last approximately 30 minutes. Peer, individual, cooperative group, and teacher assessment will evaluate the success of the project. This assignment, the format, and the rubric for assessment will be explained further on e-College. (300 points)

Course Objective/Learning Outcome # 2 – Module Title: Using Diversity to Promote Student Learning

– Each student will participate in several activities in order to illustrate how the teacher appreciates human diversity, and they will try to predict diversity's role in the various learning situations. They will also describe the community's effect on learning. During this module the participants will create a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated. This will be done through viewing videos, discussions of scenarios, worksheets, and a quiz. (400 points)

Course Objective/Learning Outcomes # 4 & # 5 – Module Title: Communicating Effectively With Students And Their Families

- Each student will demonstrate the various principles, strategies, and techniques for effective communication and interaction with students and/or their families/ caregivers in various situations. Included will be techniques on how a teacher can engage the family/care giver's involvement in children's education. The student will analyze and apply effective questioning, verbal and nonverbal communications strategies and techniques. Subsequently the student will type a reflection response using an assigned format. Quality of activities should demonstrate a professional commitment to the development of appropriate teaching strategies and ability to modify activities to meet the needs of the students, parents and classroom. (150 points)

Course Objective/Learning Outcome # 6 – Module Title: i-Search - To help establish the practice of self-reflection regarding effective instruction (design, delivery, and assessment) and the practice of classroom management, students will participate in *action research*. This type of research is typically done by a member of the educational community to solve a specific classroom problem, improve a teaching method, or help make a decision relating to the classroom or school. In this assignment, students

will become part of a team of educators and skillfully and effectively find solutions to an educational problem they may be experiencing. The student will look in professional journals to explore new ideas and examine the effectiveness of their own teaching skills. They will effectively collaborate with other members of the educational community and their mentor for ideas for teaching and solutions to problems they may be encountering in the classroom.

As with other assignments, this assignment will be explained further on e-College. E-college will provide the format of the paper, requirements and steps for being successful in this endeavor. All students are expected to participate actively and to the best of their ability in all parts of the assignments, including interviews and research. Formats and methods of turning in the assignments will be explained. A rubric will be provided concerning this research. **(300 points)**

Course Objective/Learning Outcome # 7 – Module Title: Interacting and Communicating with other Educators & the Laws, Ethics, and Structure of Education in Texas - To aid in the student's ability to show competence in responding to the current issues of education by examining the structure of education in Texas, its professional ethics, requirements, responsibilities, and advantages, students will participate in a group project similar to a literature circle. Each student will have an important role to play in the group as they examine the Federal laws, the state laws and some local regulations. This assignment will be explained further on e-College. E-college will provide the format of the activities, the requirements, examples and steps for being successful with a literature circle. All students are expected to participate actively and to the best of their ability in all parts of the assignments, including discussions and research. Formats and methods of turning in the various parts of the literature circle will be explained. A rubric will be provided concerning this activity. **(150 points)**

Other Course Requirements to Aid in the Objective/Learning Outcomes

Module Title: Practice for the PPR Exam - To aid in the student's ability to show competence in responding to the domains on the TExES PPR an on-line multiple choice exam in the TExES format will be administered. The exam which will cover the required textbook readings, the major points made during EDCI 514 and EDCI 515, discussions and lectures, and results of research. The exam is an open book, open note exam to be completed online during the dates posted. Each exam is created from a question pool and each student will get a different set of questions for their exam. The exams will be untimed and grades are made available to students following the submission of the exam. If you wish to review your answers, please make an appointment with the instructor to do so. 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), but **DO NOT** submit the exam until you are finished. Once the exam is submitted it is graded by e-College. 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. If an exam is not taken, the results will be a zero. There will be NO makeup exams. **(100 points)**

General instructions for Tasks, Projects, and Assessments

This course occurs in a digital learning environment designed in module format. Beside the introductory module, each module runs 2-3 weeks during which time you will be expected to read assigned material, participate in discussions and group tasks, reflect on the your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted. **Late work will not be accepted.**

There are 2 exceptions to the module format. *i-Search* is semester long project. Students may start the project at the beginning of the semester and may turn in the completed project at any time before the end of the semester. They may also submit different chapters as they complete them. The *Teachers in the media: The "master" teacher* will be presented on certain weeks. They will be viewed by the entire class and a rubric will be filled out evaluating the digital presentation. Viewing the presentation and submitting

the rubric will take approximately 45 minutes of your time.

You are expected to:

Participate in all online group/class discussions. There is will be opportunities to become an active member of a group to complete a project. You are expected to show a level of professionalism and be stay actively engaged with the group through communication and contributions to complete the project.

Read required textbook, **view** required videos; **look up** required articles or websites. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; as an online course you are expected to read/reflect for meaning.

Reflections: throughout the course, the student will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

Written tasks: Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Papers should be typed and carefully edited. Tasks/projects are to be completed and turned in according to the schedule posted in eCollege. **Extra credit is not an option**. There will be **no reminders** for the close of modules. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Grading Procedures: The final grade for this course will be calculated by determining percentage of total possible points you have obtained. Note the grading Rubric for all assignments and points. The percentage score will be adjusted for participation and professional behavior.

GRADING POLICIES

Grading Procedures: The final grade for this course will be calculated by determining percentage of total possible points you have obtained. Note the grading Rubric for all assignments and points. The percentage score will be adjusted for attendance and professional behavior.

Final grades are based on the following scale of 850 points :

A = 90-100% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = <59% of total points

Electronic Gradebook:

- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complementing various aspects of your work or making suggestions for improvement.

Written Assignments (5 points subtracted per item):

- Include a header on all your written assignments (name, date, course). **Put it all on one line.**
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Reports should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

Cite your Sources: APA style should be used for all references. Include a citation in the body of your report (Author, Year) and a bibliography at the end. A complete guide to APA style is available at <http://owl.english.purdue.edu/owl/resource/560/01/>. **A failure to cite your references can be considered plagiarism.**

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 to be included in a bibliography at the end of your work:

From a book:

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

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

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 (dial-up often does not work well)*
- *Word Processor (Microsoft Office Word – 2003 or 2007)*
- *Access to University Library site*
- *Access to an Email*

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.

Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities. TAMUC strongly recommends that you perform the "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 "BrowserTest" link under Support Services.

If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus to send in your work.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, 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

eCollege Student Technical 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.

- **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 (i.e. How to submit to dropbox, How to post to discussions etc...)

Email

You can easily use the "Email" tab on the top toolbar of eCollege to email me, any one individual or the whole class if you like. I will only send email to your university email addresses using this system so **please check your MyLeo email frequently**. Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues). If, for example, you have to miss class, although not required, I appreciate a message telling me why you will not be with us. (You still won't get any attendance points for the missed session, but I'll worry about you less.) Another good way to use the email capabilities of eCollege is to communicate with your partner(s) about your team assignments.

DO NOT, however, send me your work as an email attachment. Send it to me via the dropbox as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the right dropbox, which is attached to the gradebook.

Dropbox

Your assignments are to be uploaded, **as an attachment**, to the appropriate dropbox. For team assignments, every person on the team needs to upload the work into his/her dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg.

“Please grade this latest report, not the one I sent yesterday as I made some corrections.” I may send you comments via this box as well, so please click on the score to see my feedback to you.

eCollege Announcements

When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university and post such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

Doc Sharing and Webliography

Often other students like to have access to your work such as the thematic units. Consider (not required) uploading your work into the doc sharing area, clicking on “Share with entire class. If you find a great website, consider adding it to the webliography so that others can view it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Specific EDCI 4/514 Course Policies and Procedures

1. Participate in all classes and activities every week. These class activities are designed to increase understanding of course content pertaining to trends and issues in pedagogy and professional responsibilities of educators.

2. Complete all required readings and assignments to the best of your abilities.

3. Research: Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, **all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research.** If you disagree to this, I will give you a paper to fill out and I will not use any response I know is from you.

4. Both graduate and undergraduate students take this class. Under graduate students often have fewer assignments to complete, the assignments may be less involved, or the assignments may be graded with less stringency. The instructor will consult with the undergraduate students to let them know how the course will be modified for them.

Professional Conduct Expected: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (*Student’s Guide Handbook, Policies and Procedures, Conduct*).

➤ **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 (the same rules apply for online discussions). If a student continues to act in the same unacceptable manner during future classes, the instructor reserves the right to drop the student from the course. (See *Code of Student Conduct from Student Guide Handbook*).

➤ **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.mydistancecourses.org/owl/course/view.php?id=29>

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

➤ **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.

➤ **Appeal of Final Grade**

Any student who is not satisfied with their final grade and believes they can justify why the final grade should be different is welcome to participate in the process of appeals. The policy for appealing a semester grade is available through the office of the Department of Curriculum and Instruction, Texas A&M University-Commerce. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum and Instruction and continue the appeal at that level.

Students with Disabilities:

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

Gee Library, Room 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

COURSE CALENDAR

Course Calendar EDCI 4/515 Fall 2012 Begins 8/27/2012 ends 12/14/2012 Please note: The course calendar is tentative and subject to change.	
Dates	Topics
Module 1 opens: Aug 27 closes: Sept 3	Getting to know you! Course Overview Introduction to the Teachers in the Media: The Master Teacher Project
Module 2 opens: Sept 3 closes: Sept 24	“Understanding Human Development” (Physical, mental, cognitive, social, emotional, moral), exploring seminal theorists as Piaget, Kohlberg, Erikson, Vygotsky, and Maslow
Module 3 opens: Sept 24 closes: Oct 15	Appreciating Human Diversity Effective Instruction for the diverse classroom: Considering all the factors --motivation, ESL, Bilingual classes, RTI, ADHD, LD, OHI, ED, 504, Accommodations and Modifications etc.
Module 4 opens: Oct 15 closes: Nov 5	Communicating Effectively With Students And Their Families Individually, In Conferences Or Meetings With Verbal, Nonverbal, and Media Communication Techniques Chapter I of i-Search should be completed
Week of Oct 29 – Nov 5	Teachers in the Media: The Master Teacher A Presentation Applying the TExES Domains and Competencies Group I
Module 5 opens: Nov 5 closes: Nov 26	Interacting and Communicating with other Educators and The Laws, Ethics, and Structure of Education in Texas Your rights as a teacher; Fulfilling Professional Roles and Responsibilities, Interacting and Communicating with other Educators Teachers in the Media: The Master Teacher A Presentation Applying the TExES Domains and Competencies Group II & Group III Chapter II of i-Search should be completed
Module 6 opens: Nov 26 closes: Dec 10	EDCI Practice PPR EXAM
Week of Dec 10 – Dec 14	Teachers in the Media: The Master Teacher A Presentation Applying the TExES Domains and Competencies Group IV, Group V, Group VI i-Search Chapters I – IV due