EDCI 514.02W
Management and Curriculum Development for Diverse Learners
Course Syllabus: FALL 2012

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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 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 514/414 contains the professional body of knowledge necessary for effective teaching. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher standards on professional development as assessed by TexES. Enrollment limited to Alternative Certification and working as educational aides. Prerequisite for Alternative Certification: Co-requisite and prerequisite -- none. Prerequisite for Aids: Permission of Head, minimum overall GPA of 2.5, admission to teacher education program, and must have passed TSI. ElEd 412. Corequisite ElEd 422

This course is designed to be taught as an on-line class in the module format. This will allow the continuous flow of information without weekly interruptions. Students are expected to interact with one another in class by participating in activities and online 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.

The student learning outcomes and goals of EDCI 4/515 include, but are not limited to providing student the skills necessary accomplish the following standards set by Texas:

1. The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. (Competency 003)
2. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. (Competency 004)
3. 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 005)
4. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. (Competency 006)
5. The teacher provides appropriate assignments that actively engages students in the learning process. (Competency 008)

COURSE REQUIREMENTS

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

1. Prepare lesson plans with performance-based instructional objectives based on TEKS and/or a district provided scope and sequence or curriculum (i.e. C-Scope, Bundles, Integrated etc).
2. Select the appropriate cognitive, psychomotor and affective domains for preparing instructional objectives.
3. Select and/or develop appropriate content, assignments, material, and assessments for challenging, interactive and informational lessons appropriate for various learners.
4. Analyze Bloom's taxonomy, Howard Garner's Intelligences theory, as well as other learning theories and how they relate to teaching in a diverse environment.
5. Analyze and apply a variety of classroom management theories, models, and strategies that foster a stimulating productive classroom environment.
6. Exhibit competence in responding to the domains on the TExES PPR.

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 in-class projects, discussions, and activities to help you internalize the material. These will be explained in more detail during the course.
The following 5 explained coursework items align the preceding course objectives 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 Outcome # 1, 2 & 3 – Each student will be part of a team that will develop and present a lesson plan. This will demonstrate that he/she can prepare lesson plans with performance-based instructional objectives based on TEKS and/or a district provided curriculum. The content will be based on the TEKS or a district curriculum. The team will select the appropriate cognitive, psychomotor or affective instructional objectives and will select and/or develop appropriate content, assignments, material, and assessments for a challenging, interactive and informational lesson. The lesson will be age/grade appropriate, accommodate

for various learners, and will extend to two disciplines. A creative, organized presentation documenting all portions of the lesson cycle will be presented and a typed hard copy will be given to the instructor. Professionalism will be part of the group's grade for the presentation. **(300 points)**

Course Objective/Learning Outcome # 4 –The students will create a project to demonstrate that they can analyzing Bloom's taxonomy, Howard Garner's Intelligences theory, and learning theories and apply them to teaching in a diverse environment,.

The focus of the Final Summative Project is to develop an appropriate thematic unit with creative hands-on activities centered on Bloom's Taxonomy and Gardner's Multiple Intelligences. The finished product should reflect teacher-developed materials that are of high student interest and enhance creative thinking skills. Learning styles and modalities should be taken into consideration, and all materials should be relevant to the same grade level. All ideas "borrowed" from other sources must be documented. TEKS must be identified. A cover sheet with name and grade applicable is needed. The project must be typed. A format will be on-line and also available on request. **(300 points)**

Course Objective/Learning Outcome # 5 – Each student will participate in a project which will demonstrate that they can analyze and apply a variety of classroom management theories, models, and strategies that foster a stimulating productive classroom environment. The project integrates learning theories/ principles with a study of child development and a relationship to educational practice. Perspectives on behaviorism and cognitive and social learning are explored in the context of their practical application by the professional in the classroom. The module is designed with a self-evaluation, lectures, activities or projects, and reflections. They may also involve a discussion format. **(300 points)**

Course Objective/Learning Outcome # 6 – To aid in the student's ability to show competence in responding to the domains on the TExES PPR an on-line 50 question multiple choice exam in the TExES format will be administered**.** The exam which will cover the required textbook readings, the major points made during class discussions and lectures, and results of research from the on-line classes. The exam is an open book, open note exam to be completed online during the dates posted in the syllabus and announced in class. Each exam is created from a question pool and each student will get a different set of 50 questions for each exam. The exams will be timed for 5 hour 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 unless the instructor is notified before hand of a scheduled conflict at the school in which the student is working. **(100 points)**

Other Course Activity:
After listening to the short video of *Some Things Are Scary*, by Florence Parry Heide, illustrated by Jules Feiffer (an alternate is to check out the book from the library and read it) students will begin to work with groups on-line. Your group will rewrite the book Some *Things Are Scary* with a twist: To a New Teacher, Some Things are Scary. You will rewrite it telling 6 different ideas that are scary to a new teacher. For example: *Forgetting your principal's name is scary.*

Watch the voice thread to see our compiled new book and understand how it is related to our course. **(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 3-4 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.

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.** Tasks/projects are to be completed and turned in according to the schedule posted in eCollege. 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

All work should reflect an understanding of content and be presented in a professional manner. Papers should be typed and carefully edited. All work will be completed and turned in on time. Late work is not accepted. **Extra credit is not an option**. There will be **no reminders** for make-up work.

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 1100 points :

A = 990 – 1100 points (90-100%)
B = 880 – 989 points (80-89%)

C = 770 – 879 points (70-79%)
D = 660 – 769 points (60-69%
F = <769 points (<59%)

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. TAMU-C 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.

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@tamucommerce.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.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…).

COURSE AND UNIVERSITY PROCEDURES and POLICIES

Specific EDCI 4/514 Course Policies and Procedures

1. **Participate in all classes and activities.** These class activities are designed to help you prepare to perform in the classroom as a professional teacher and to increase your understanding of the professional responsibilities of educators. Group activities also help you learn to collaborate with other educators.

   The Performance Project in each module offers you an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow a CCC rule: collaboration, cooperation, completion. This means, as an adult, you will collaborate with another student or students in a cooperative manner to complete a high quality product. I truly believe two minds are better than one so I encourage partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and *work as an individual*. You will also be evaluated by the peers in your group.

2. **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.

3. **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.

University Specific Procedures:

1. 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 submitting modules, 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.

2. 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).*

3. 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.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

4. 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.

5. 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

COURSE OUTLINE / CALENDAR
Schedule for Fall 2012: Begins 8/27/2012 Ends 12/14/2012
Module topics/dates are tentative and subject to change.

MODULE I: The Beginning

August 27 – Module opens
September 10 – Module closes

Module II: Exploring lesson plan formats

September 3 – Module opens
October 1– Module closes

MODULE III: Inquiry Learning and Project Based Learning

Sept 24 – Module opens
October 22 – Module closes

MODULE IV: Designing lesson plans

October 15 – Module opens
November 12 – Module closes

MODULE V: Classroom Management

November 5 – Module opens
December 10 – Module closes

MODULE VI: Responding to the PPR

December 2 – Module opens
December 14 – Module closes