



**EDCI 414: Management and Curriculum Development for Diverse Learners  
Course Syllabus: Spring 2013**

According to State of Texas HB 2504, this course syllabus must be submitted in advance of the when the courses is actually scheduled to begin. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submitting it for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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**COURSE INFORMATION**

**Required Text:** The text you will need depends on the teacher certification level you are pursuing.

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: (Not Required)

Wong, H.K. & Wong, R.T. (1991). *The First Days of School*. Sunnyvale, CA: Harry K. Wong Publications.

**Course Description:**

EDCI 414/514 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 is limited to students in the Teacher Alternative Certification program that are currently working as educational aides.

This course follows an on-line class in the module format. This will allow the continuous flow of information without weekly interruptions. Students will interact with classmates by participating in online activities and discussions. In addition, students will have access to online resources, such as PowerPoint presentations, class notes and/or handouts, and relevant website links.

### **Student Learning Outcomes:**

The student learning outcomes and goals of EDCI 414/514 include, but are not limited to providing students the skills necessary to accomplish the following standards set in the Texas Teacher Competencies:

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 construct assignments that foster higher order thinking skills, purposeful learning, equity and excellence for all students and uses this knowledge to create a productive learning environment. (Competency 008)
4. The teacher provides appropriate assignments and assessments that actively engage students in the learning process. (Competency 010)
5. The teacher understands strategies for managing student behavior and uses this knowledge to create an environment that is safe and productive. (Competency 006)

## **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, materials 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 projects, discussions, and activities to help you internalize the material. These will be explained in detail within the modules.

The following coursework module items align the preceding course objectives with student assignments, activities, discussions, readings, and/or research. All assignments, activities, discussions, readings, research are worth a specific amount of points which are provided and explained within the modules.

**Course Objective/Learning Outcome #1, 2 & 3** – Each student will develop and analyze lesson plans and planning procedures. 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. Students 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 lessons will be age/grade appropriate, accommodate for various learners, and may extend to other disciplines. A creative, organized presentation documenting all portions of the lesson cycle will be constructed.

**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 this activity is to develop and analyze an appropriate 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 age and grade appropriate. All ideas “borrowed” from other sources must be documented and corresponding TEKS must be identified.

**Course Objective/Learning Outcome #5** – Students 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 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.

**Course Objective/Learning Outcome #6** – Students will show competence in responding to the TExES PPR domains presented in this course by completing a multiple choice exam in the TExES format. The exam will cover the required textbook readings, the major points made during class discussions and lectures, and results of research. The exam is an open book, open note exam to be completed during the dates posted. The exams will be timed and grades are made available to students following the submission of the exam.

If you lose Internet connectivity during the exam, log back in immediately and continue taking 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.

**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 complete an online group activity. Your group will rewrite the book *Some Things Are Scary* with a twist: “To a New Teacher, Some Things are Scary.” Details about this activity will be provided in the corresponding module.

## **General instructions for Tasks, Projects, Discussions and Assessments**

This course occurs in a digital learning environment designed in module format. Beside the introductory module, each module runs approximately 2-4 weeks during which time you will be expected to read assigned material, participate in discussions and 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. See the course “Calendar” for these important dates.

### **You are expected to:**

**Participate** in all online projects and discussions. There 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 actively engaged with the group through communication and contributions to complete any projects.

**Discussions** will consist of your postings and responses. Your discussion should be full of thought, insight, and analysis. For others to get something from your discussion it should be rich in content with new ideas. You may use details and connections to make a point. A discussion is people exchanging ideas, so you need to comment on the postings of your classmates. Try to "think outside the box" when developing your responses. Simply saying “I (dis)agree” will not be enough.

**Read** required textbook, **view** required videos and **review** 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.** The students 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** 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 submitted according to the “Calendar” 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 the percentage of total possible points you have obtained. This percentage will be appear in the eCollege Gradebook. Note the grading Rubric for all assignments and points following the syllabus. The percentage score will be adjusted for professional behavior or late work.

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 = <60% of total points

## 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 – 2007 or 2010)
- 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 [www.tamuc.edu](http://www.tamuc.edu) and follow the prompts to eCollege.

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@tamuc.edu](mailto:helpdesk@tamuc.edu)

## COMMUNICATION AND SUPPORT

### **Questions about the course, assignments, syllabus, etc.**

Contact me via university email any time 24/7.

### **Office Hours**

I check my email M-F during the day. If you would like to make a face-to-face or phone call appointment, let me know and we can set a time (Remember to include your phone number in your email to me).

### **Announcements:**

Announcements are often posted on the home page when you go to the course. At times I often send the same announcement to you via the eCollege email system.

### **Email Correspondence**

From me to you: all emails from me will be sent to your Leo email account, therefore, it is important to go check your email regularly. Also note that all important university information (financial aid information, graduation info and concerns, transfer credits, etc.) will go to your Leo email, not your personal email address.

**From you to me:** Always send emails directly to my university email address on the first page of the syllabus.

### **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. 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...).

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| <b>COURSE AND UNIVERSITY PROCEDURES and POLICIES</b> |
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**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. In some activities you have the choice to opt out of the partnership or group and *work as an individual*.

**Late Work.** Specific dates and times are established for every assignment. Grades for work not submitted when due are automatically scored as a 0. Assignments typically have a midnight deadline. Late work is not accepted and “extra credit” work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the eCollege clock.

## **University Specific Procedures:**

### **Course Withdrawal Policy**

Students have the right to drop the course without penalty until the “drop date” as established by the university. Students dropping the course during this time will receive a Drop Pass (DP) grade which does not lower your GPA. After the drop date, students who drop the course receive a Drop Fail (DF) or Fail (F) on their academic records, which will lower your GPA. If you simply stop participating and/or submitting assignments, you will not automatically receive a DP. Instructors cannot enter your academic records and drop the course for you. It is the student’s responsibility to officially drop the course via the MyLeo webpage.

### **Appeal of the Final Grade (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation)**

1. The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on:
  - a) some basis other than performance, or
  - b) standards different from those applied to other students in the same course section, or
  - c) a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.
2. Students who believe their grade to be unfair must first discuss the matter with the instructor.
3. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student’s appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
4. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

### **Academic Integrity/Honest Statement**

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

For information about plagiarism, review the following websites:

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

### **Requests for Special Accommodations**

Requests by students with disabilities for accommodations must go through the Academic Support Committee. An individual instructor cannot make accommodations for students without committee 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](mailto:StudentDisabilityServices@tamu-commerce.edu)

### **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).