



MLED 404 Developing Communication Skills

Course Syllabus: Spring 2014

Middle Level Residency Seminars

(MLED 404 will be interactively integrated with MLED 410, ELED 452, SPED 480)

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COURSE INFORMATION

Course Description: A course that focuses on instructional strategies and practices to develop the written, verbal, non-verbal, and technical communication skills of the middle level learner. Also examines the culture and dynamics of communication within the classroom and the school. Foci will include: process writing; writing in areas of the curriculum, communication assessment, communicating with technology; and how to guide the middle-level learner in asking critical questions. Prerequisite: EIEd 300.

Required Texts: none; additional readings as the opportunity arises.

Student Learning Outcomes/Performance Objectives:

The following principles will guide the coursework in MLED 404:

The students will:

1. understand procedures for designing effective and coherent instruction and assessment for young adolescents based on appropriate learning goals and objectives conducive to developmentally responsive middle level programs
2. understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
3. be able to provide appropriate instruction that actively engages students in the learning process via problem-solving, decision-making, critical thinking and creative thinking
4. be able to incorporate the effective use of technology to plan, organize, deliver and evaluate instruction for all students, as well as explore methods of using technology instructionally in the classroom
5. be able to monitor student performance and achievement; and realize the importance of providing their students with timely, high-quality feedback; and responding in a flexible manner to promote higher-order learning and critical thinking skills for all students.
6. have an understanding of PDAS, Professional Development Appraisal System.
7. create and use assessments that are congruent with instructional goals and objectives to inform students of the teacher's high expectations for their success
8. be able to implement Bloom's Taxonomy for Higher Order Thinking Skills, Howard Gardner's Multiple Intelligences, and other criteria for constructing a learning environment in which middle level students will thrive to their highest potential

4-8 Pedagogy and Professional Responsibilities Competencies Aligned with MLED 404

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 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Course Requirements:

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

1. Attend seminars. Report on time and participate in all seminar activities.
2. Participate in a public school residency, maintain the agreed-upon schedule and be evaluated on your work experiences by the assigned mentor teachers in the school and your University liaison.
3. Maintain a reflection journal. Complete the Observation Journal as directed and turn it in for evaluation on announced dates.
4. Compile a professional educator portfolio.

Evaluation Procedures:

1. Attendance. Much of the work in this course is accomplished in collaborative work groups. Punctuality, dependability, and the ability to accomplish group goals are ways to demonstrate the professionalism required for success in a field-based teacher education program.
2. Field Experience: Internship/Residency
3. Weekly Reflections & Internship notebook
4. A thoughtful Professional Educator Portfolio

Goals of the Course

The students will:

- understand procedures for designing effective and coherent instruction and assessment for young adolescents based on appropriate learning goals and objectives conducive to developmentally responsive middle level programs

- understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
- be able to provide appropriate instruction that actively engages students in the learning process via problem-solving, decision-making, critical thinking and creative thinking
- be able to incorporate the effective use of technology to plan, organize, deliver and evaluate instruction for all students, as well as explore methods of using technology instructionally in the classroom
- be able to monitor student performance and achievement; and realize the importance of providing their students with timely, high-quality feedback; and responding in a flexible manner to promote higher-order learning and critical thinking skills for all students.
- have an understanding of PDAS, Professional Development Appraisal System.
- create and use assessments that are congruent with instructional goals and objectives to inform students of the teacher's high expectations for their success
- be able to implement Bloom's Taxonomy for Higher Order Thinking Skills, Howard Gardner's Multiple Intelligences, and other criteria for constructing a learning environment in which middle level students will thrive to their highest potential
- be knowledgeable of how to establish a pleasant, productive classroom environment
- be knowledgeable of strategies for managing student behavior
- be able to incorporate strategies for actively engaging students in learning
- be familiar with how to use technology to plan, organize, deliver, and evaluate instruction
- understand how to monitor student performance, give meaningful feedback, and vary instruction to promote learning for all students
- be proficient in ways to establish a positive, productive classroom environment in which collaboration is emphasized, diversity is respected, high expectations are conveyed, and the teacher's enthusiasm for teaching is apparent
- be able to schedule activities, manage time, and make use of technology and community resources to maximize student learning
- be able to apply effective procedures for managing student behavior while promoting appropriate behavior and ethical work habits
- be familiar with how to use meaningful presentation, students' self-motivation, links to prior knowledge, and monitoring of results to provide instruction that promotes intellectual involvement and active student engagement.
- be proficient with how to integrate the Technology Applications TEKS into the curriculum

Course Embedded Outcomes Assessment:

- Mentor teachers' judgments about the viability of the student's classroom management plans as implemented
- Mentor teachers' judgments about effectiveness of lessons taught
- Middle level students' judgments about their intellectual involvement and engagement during lessons
- Self, peers' and mentor's judgments about the impact of technology applications

Professional Educator Portfolio – the Essence of your MLED 404 Assessment.....

Your grade for this course will be based on activities involved in building a Professional Educator **Portfolio**. Components of the portfolio will be due at one checkpoint during the semester (mid-term) and the finalized portfolio will be due at the end of the semester. Your portfolio will need to include the items as distributed on portfolio handout/rubric.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professionalism

- You are expected to demonstrate professional behavior in all that you do. This includes but is not limited to refraining from outbursts, communicating appropriately, taking responsibility, and demonstrating initiative.
- **Thoughtful** participation in seminar discussions is expected. This requires reading the assignments and thinking about them (before seminars). It also requires coming to seminars ready to listen to other students as well as the instructor. Your professionalism will impact your grade.

Attendance:

- **According to University policy B19, “Students are expected to be present for all class meetings of any course for which they are enrolled.”**
- Attendance at all class meetings is required and essential to your success in this course.
- You are expected to attend all classes; be on time; stay until class is dismissed; and be actively engaged in discussions. Your participation will impact your grade.
- Excessive absences will reduce your grade in the course. For a definition of an excused absence, please see the Texas A&M Commerce undergraduate catalog. Be mindful that an absence, whether excused or unexcused, will affect your grade.
- In the event of an emergency and a missed class, you are responsible for obtaining class materials/ assignments/notes from one of your peers. Please notify us if you anticipate an absence.

Assignment due dates:

- All assignments will be submitted on time. This means the start of class on the day the assignment is due.
- Late assignments will not be accepted without our prior approval. If they are accepted, they will be reduced by a letter grade for each class period they are late.

Written assignments:

- All written assignments are to be typed and are expected to exhibit professional quality.
- You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive errors in grammar, spelling, and vocabulary will result in the reduction of your score by a letter grade.
- Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT.
- Student work is expected to be well-written, logical, and easy-to-read and follow.
- Assignments should be double spaced, 12 pt. Font size.

Grading criteria for papers, reports, artifacts, etc. (portfolio contents)

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| • Accuracy | 10% |
| • Completeness, including use of citations when appropriate | 10% |
| • Original thought (creativity, translation, application, extension vs regurgitation) | 30% |
| • Evaluation/Synthesis (quality of organization, drawing of relationships, etc.) | 30% |
| • Quality of Writing | 10% |

- Grammar/Spelling/Neatness 10%

Course Evaluation:

Based on total possible points, grades will be earned according to the following percentages:

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

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. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

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*).

Any changes in this syllabus will be communicated to you in class by the instructor.