EDCI 515. Effective Teaching in a Diverse Environment
Course Syllabus

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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Office Hours: Monday, Tuesday, Thursday 3:00 - 5:00 in Commerce  
Prior to and after class by appointment
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Cell: 903.456.3241  
E-Mail: carole.walker@tamuc.edu

Course Information

**Required texts.** The Dreamkeepers: Successful Teachers of African American Children.  


EDCI 515 is a capstone course that prompts prospective teachers to refine their body of  
professional knowledge necessary for effective teaching. Course topics include diversity,  
instructional planning, classroom management, engaging teaching strategies, and informal and  
formal assessment. It aligns with selected TExES Professional Practice and Responsibilities  
(PPR) standards. Enrollment is limited to residents in the T-Res program.

The student learning outcomes and goals of EDCI 515 include, but are not limited to  
providing student the skills necessary to

1. Apply human developmental processes to plan instruction that engages and motivates  
students and is responsive to their developmental characteristics and needs (PPR  
Competency 001).
2. Use their understanding of student diversity to plan lessons and design assessments  
responsive to differences among students and that promote all students’ learning (002).  
3. Use technology to plan, organize, deliver, and evaluate instruction for all students (009).  
4. Interact effectively with families to promote their involvement in their children’s education  
(011).
5. Apply effective communications strategies in varied teaching and learning contexts (007).
6. Interact effectively with other members of the educational community during professional activities to enhance professional knowledge and skills (012).
7. Adhere to legal and ethical requirements for educators in Texas (013).

Course Requirements

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

1. Assess the quality of the best practices classroom plans completed for the comprehensive examination for the Master’s degrees in the Art of Teaching degree. (PPR 001)
2. Write reflectively about implications of culturally responsive pedagogy for their own practice in the areas of learning resources, teaching strategies, and the context for learning. (PPR 002)
3. Complete and submit for publication the findings from the action research studies completed for EDCI 595. (PPR 007 & 009)
4. Propose an action research study, including obtaining informed consent, to conduct the study to determine the impact of research-based classroom management procedures during the 2015-2016 school year. (PPR 012 & 013)

Course Components. This course is mostly face-to-face with online aspects: submitting assignments, participating in discussions, e-mailing, gradebook. Summarized below are the main components of the course along with the projected weight values for each.

Objective/Learning Outcome 1. My Best Practices Classroom. (10/100 points. 10%) Co-design a rubric for assessing responses to the comprehensive exam for Masters of Education in the Art of Teaching degree. Apply the rubric to analyze a classmate’s response. Apply the rubric to assess your own response.

Objective/Learning Outcome 2. Reflective Practice. Culturally Responsive Pedagogy. A Teacher-Researcher Stance. (15/100 points. 15%) Read assignments from the textbooks and other professional materials. Identify pithy quotes from the reading. Specify connections with other T-Res courses, classroom practices in clinical instructors’ classrooms, PPR standards, and at least one other scholarly source.

Objective/Learning Outcome 3. AR Findings Article and Conference Presentation Proposal. (45/100 points. 45%) Edit and expand as needed the research proposal, informed consent letters, one-pagers, information on the colloquium poster, and abstract, completed during Fall 2014 and Spring 2015 for EDCI 595. Submit the completed article to a scholarly publication such as the online Journal of Teacher Research. http://www.practicalteacherrresearch.com/JTAR1-2.html Propose a scholarly conference presentation such as CSOTTE. http://www.csotteconference.com/

Objective/Learning Outcomes 4. Classroom Management AR Proposal for 2015-2016. (30/100 points. 30%) Synthesize ideas from SED 514, clinical instructors, MISD behavior specialists Kelly Smith and Jennifer Phillips, The Dreamkeepers and other scholarly sources. Develop a paper which includes:
• Your Fall 2015 classroom rules
• Routines and procedures and a blurb describing how each will be taught, rehearsed, and rewarded during the first days of school
• One must-see everyday response that promises to impact the achievement of all students
• Direct quotations from five scholarly sources supporting the efficacy of the proposed response
• A research question about the impact of the proposed response
• A set of quantitative data that will be collected to inform the research question
• A set of qualitative data that will be collected to inform the research question
• Informed consent letters to your principal, your students, and/or their parents.

Communications

Virtual Office. Always available through eCollege, this is a great way to ask questions that others might need to ask as well. Submit your questions about course materials, expectations, requirements and assignments. I check regularly and respond.

Email. My preference is carole.walker@tamuc.edu. I can also be contacted through the “email” tab in eCollege.

Submitting assignments: All assignments are submitted through the eCollege. Dropbox. Click on the Dropbox tab, locate the folder for the assignment you wish to submit, attach your assignment and submit.

Grading

All assignments are graded on a scale of from 3 (highest grade) to 0 (lowest grade) based on the following criteria:

3 = Exceptional – Exceeds Minimum Expectations in All Areas Addressed. A+
Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; extremely well organized; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

2 = Above Average – Meets Minimum Expectations and the Majority of Areas Addressed and Exceed Expectations in Some Areas. A.
In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

1 = Adequate In some Areas and Inadequate in Other Areas. <A.
Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.
0 = Not Turned In Or Unacceptable Work. If work is turned in, it has deficiencies in a significant number of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

Final Grade. Your final grade in this course is based on your performance on all of the requirements.

Grading Considerations

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100 %</td>
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<tr>
<td>B</td>
<td>80 – 89 %</td>
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<tr>
<td>C</td>
<td>70 – 79 %</td>
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<tr>
<td>D</td>
<td>60 – 69 %</td>
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<tr>
<td>F</td>
<td>59 % or below</td>
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<table>
<thead>
<tr>
<th>Product</th>
<th>Points You Can Earn</th>
<th>Percentage of Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1. My Best Practices Classroom.</td>
<td>10 points</td>
<td>10 %</td>
</tr>
<tr>
<td>Learning Outcome 2. Reflective Practice.</td>
<td>15 Points</td>
<td>15%</td>
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<tr>
<td>Learning Outcome 3. AR Findings Article and Conference Presentation Proposal.</td>
<td>45 Points</td>
<td>45 %</td>
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<tr>
<td>Learning Outcome 4. Presentation of Research Results</td>
<td>30 Points</td>
<td>20%</td>
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<tr>
<td>• Scholarly journal article</td>
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<tr>
<td>• Conference presentation proposal</td>
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Academic Integrity/Honesty Statement

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 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.

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:
Schedule for EDCI 515. Summer II Semester 2015

**Pre-Class**
**Classroom Management. Routines and Procedures**
Jennifer Phillips

**July 8**
9:00 – 11:00 a.m.

**Week 1**
**The Dreamkeepers Reflections**
- Chapter 1. A Dream Deferred
- Chapter 2. Does Culture Matter?
- Chapter 3. See Color, Seeing Culture
- Chapter 4. We Are Family

**Summer II Semester 2015**

**Week 2**
**The Dreamkeepers Reflections**
- Chapter 5. The Tree of Knowledge
- Chapter 6. Culturally Relevant Teaching
- Chapter 7. Making Dreams into Reality

**Reflective Practice**
- Pithy Quotes
- Connections with CIs’ practice
- Alignment with other courses, PPR standards, scholarly sources

**T-Res Evaluation. Dr. Eric Stocks, UT-Tyler**

**Week 3**
**The Dreamkeepers Reflections**
- Afterword. The New Dreamkeepers
- Appendix A. Methodology
- Appendix B. Context
- Chapter 7. Making Dreams into Reality

**Research Findings**
- Scholarly article
- Scholarly conference presentation proposal

**Week 4**
**Classroom Management Action Research Proposal for 2015-2016**

**August 5**