

**University of North Texas at Dallas**  
**Fall 2014**  
**Online SYLLABUS**

| <b>EDEE 3380 TEACHING AND LEARNING IN GRADES EC-6</b>                            |  | <b>3 Credit Hours</b>                           |
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| <b>Department of</b>   | Teacher Education  | <b>Division of</b> Education and Human Services |
| <b>Instructor Name:</b>  | Dr. Glenda Moss  |   |
| <b>Office Location:</b>  | Dal 1, 201P  |   |
| <b>Office Phone:</b>   | 972-338-1373   |   |
| <b>Email Address:</b>  | glenda.moss@unt.edu  |   |
| <b>Office Hours:</b>   | M-F By appointment   |   |
| <b>Classroom Location:</b>   | Online   |   |
| <b>Class Meeting Days &amp; Times:</b>   |  |   |
| <b>Course Catalog Descriptions:</b>  | EDEE 3380: Effective teaching practices through reflective decision making in grades EC–6. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment. |   |
| <b>Prerequisites:</b>  | EDEE 3380: admission to the teacher education program, a child/adolescent/lifespan development course, and an educational-application computer course.   |   |
| <b>Textbooks:</b>  | Borich, Gary D. (2014). <i>Effective teaching methods: Research-based practice</i> . Eighth edition. Columbus, Ohio: Merrill/Prentice Hall.<br>Mooney, Carol G. (2000). <i>Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, &amp; Vygotsky</i> . Merrill Education/Redleaf College Textbook Series.<br>Certify Teacher – online PPR Training  |   |
| <b>Access to Learning Resources:</b>   | Texas Education Agency<br><a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a><br>UNT Dallas Writing Lab<br>Bldg 1 3 <sup>rd</sup> floor 972-338-1646   |   |
| <b>Learning Objectives/Outcomes:</b> By the end of this course, the student will |  |   |
| 1  | Understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental needs<br><a href="#">InTASC Standard #1: Learner Development</a><br><a href="#">InTASC Standard #6: Assessment</a><br><a href="#">Texas PPR Standard I: The teacher designs instruction appropriate for all students</a>   |   |
| 2  | Understand student diversity and know how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning<br><a href="#">InTASC Standard #2: Learning Differences</a><br><a href="#">InTASC Standard #6: Assessment</a><br><a href="#">Texas PPR Standard I: The teacher designs instruction appropriate for all students</a>  |   |
| 3  | Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives<br><a href="#">InTASC Standard #6: Assessment</a><br><a href="#">InTASC Standard #7: Planning for Instruction</a><br><a href="#">InTASC Standard #8: Instructional Strategies</a><br><a href="#">Texas PPR Standard I: The teacher designs instruction appropriate for all students</a>                                       |   |

|    |   |
|----|---|
| 4  | Understand learning processes and factors that impact student learning and plans effective, engaging instruction and appropriate assessments<br>InTASC Standard #6: Assessment<br>InTASC Standard #7: Planning for Instruction<br>Texas PPR Standard I: The teacher designs instruction appropriate for all students                        |
| 5  | Know how to establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to create an environment that is safe and productive<br>InTASC Standard #3: Learning Environments<br>Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport                               |
| 6  | Understand strategies for creating an organized and productive learning environment and for managing student behavior<br>InTASC Standard #3: Learning Environments<br>Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport   |
| 7  | Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts<br>InTASC Standard #8: Instructional Strategies<br>Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction  |
| 8  | Provide appropriate instruction that actively engages students in the learning process<br>InTASC Standard #8: Instructional Strategies<br>Texas PPR Standard II: The teacher promotes student learning by providing responsive instruction  |
| 9  | Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction<br>InTASC Standard #8: Instructional Strategies<br>Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction   |
| 10 | Monitor student performance and achievement and provide students with timely, high-quality feedback and responds flexibly to promote learning for all students<br>InTASC Standard #6: Assessment<br>Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction                                       |
| 11 | Understand the importance of family involvement and know how to interact with families<br>InTASC Standard #10: Leadership and Collaboration<br>Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities  |
| 12 | Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities<br>InTASC Standard #9: Professional Learning and Ethical Practice<br>Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities |
| 13 | Understand and adhere to legal and ethical requirements for educators<br>InTASC Standard #9: Professional Learning and Ethical Practice<br>Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities  |

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades.

#### Grading Matrix:

| Instrument  | Points     | SLO           |
|---|------------|---------------|
| Quizzes (13 quizzes)  | 135        | 1-13          |
| Online Discussion   | 60         | 2, 4, 11      |
| Philosophy of Classroom Management Paper with Connection to Major Philosophy of Education | 25         | 5, 6          |
| Lesson Plans and Learning Activities  | 60         | 1, 3, 4, 7, 8 |
| Thematic Unit Outline   | 50         | 1, 3, 4, 7, 9 |
| Certify Teacher - PPR   | 40         | 1-13          |
| Final Exam  | 80         | 1-3           |
| PPR Post Practice Test  | 50         | 1-13          |
| <b>Total:</b>   | <b>500</b> |               |

#### Grade Determination:

- A = 90% 100% (450-500)
- B = 80 – 89% (400-449)
- C = 70 – 79% (350-399)
- D = 60 – 69% (300-349)
- F = less than 60%

## Writing Assignments:

- Type and single space papers.
- Proofread carefully or ask someone to proofread your papers.
- Visit the writing lab if you have trouble with verb tense or run-on sentences.
- Explain ideas fully. Relate ideas to your field experience or your own experiences in elementary, middle, or high school.

## Course Outline

| Date  | Module Topics  | SLO     |
|---|--|---------|
| Module 1 F2F<br>August 27<br>7:00p-9:50p<br>Module 1 BB | Module 1 F2F – contact Dr. Moss or Ms. McBride and set up a time to take the PPR Practice Test by August 27 or meet from 7-9:50 to take it on August 27.<br>Module 1 BB – Course Intro & Syllabus Overview<br>Introduction to Blackboard Learn   |         |
| Module 2<br>August 28-<br>September 3                   | Module 2 – Theories of Childhood<br>Read <i>An Introduction to Dewey Montessori Ericson Piaget &amp; Vygotsky</i> by Carol Garhart Mooney. For each theorist, list the salient points of the philosophy and two examples of teacher practices that you think exemplify the philosophy. (10 points)   | 1, 3, 4 |
| Module 3<br>September 4-10                              | Module 3 – The Effective Teacher<br>Review PP-Introduction Children’s Developmental Characteristics<br>Review PP-Chapter 1_The Effective Teacher<br>Review Domain 1 Development – Outline<br>Review PPR Preparation Manual Intro, Domain 1, Comp 1 (pages 1-15, 29-42, practice questions 1, 2, 3, 20, 23) (answers are on pages 59-66)<br>Read “Teaching in Diverse, Standards-Based Classrooms” and post your thoughts on Discussion Board. Reply to at least 2 peers’ posts. (15 pts.)<br>Read Borich, Chapter 1, The Effective Teacher, and complete online quiz (12 pts.) | 2       |
| Module 4<br>September 11-<br>17                         | Read “Differentiation through choice” and “Effective instruction for diverse learners.”<br>Post your thoughts on the reading on Discussion Board. Reply to peers’ posts. (15 pts.)<br>Read Borich Ch. 2, Understanding Your Students, and complete online quiz (12 pts.)<br>Review PPR Preparation Manual Domain 1 Comp 2 (page 16, practice questions 4,5,6)  | 2       |
| Module 5<br>September 18-<br>23                         | Read Borich Chapter 3, Classroom Management I: Establishing the Learning Climate, and complete online quiz (12 pts.)<br>Review PPR Preparation Manual Domain 2, Comp 5 (page 21, practice questions 10, 22, 33)  | 5, 6    |
| Module 6<br>September 24-<br>30                         | Read Borich Chapter 4, Classroom Management II: Promoting Student Engagement, and complete online quiz (13 pts.)<br>Review PPR Preparation Manual Domain 2, Comp 6 (page 20, practice questions 11, 12 34)<br>Read “A Critical Analysis of Philosophies of Education” and consider which major philosophies (Essentialism, Perennialism, Progressivism/Constructivism, or Critical Theory / Social Reconstructivism) resonate with you.<br>Write a philosophy of classroom management statement. Connect to one of the major philosophies of education. (25 pts.)              | 5, 6    |
| Module 7<br>October 1-7                                 | Read Borich Ch. 5, Goals, Standards, and Objectives & complete online quiz. (12 pts.)<br>Closely study the section of chapter 5 entitled “Steps in Preparing Behavioral Objectives.” Demonstrate your understanding and ability to write a behavioral objective for a lesson plan by choosing a state standard and writing a learning objective that includes learning outcome, condition, and criteria for proficiency. (10 pts.)<br>Review PPR Preparation Manual Domain 1, Comp 3 (page 17, practice questions 7, 18, 19)   | 1, 3, 4 |
| Module 8<br>October 8-14                                | Read Borich Chapter 6, Unit and Lesson Planning, and complete online quiz. (12 pts.)<br>Review PPR Preparation Manual Domain 1, Comp 4 (page 18-19, practice questions 8, 21, 24)  | 1, 3, 4 |

|                                    |  |                                  |
|------------------------------------|--|----------------------------------|
|                                    | Demonstrate your understanding of an Interdisciplinary Thematic Unit by outlining a unit you might like to teach and designing a visual representation of the unit. (50 pts.)  |                                  |
| Module 9<br>October 15-21          | Read Borich Chapter 7, Technology Integration in Instruction and complete online quiz. (10 pts.) Look at the outline of your thematic unit and plan one learning activity that requires the use of technology by the students. Provide the state TEKS, a learning objective based on the format learned in chapter 5, and the learning activity that involves the use of technology. (10 pts.)<br>Review PPR Preparation Manual Domain 3, Comp 9 (page 24, practice questions 26, 27, 28)  | 1, 3, 4, 9                       |
| Module 10<br>October 22-28         | Read Borick Chapter 8, Questioning Strategies and complete online quiz. (10 pts.)<br>Review PPR Preparation Manual Domain 3, Comp 7 (page 22, practice questions 16, 17)<br>Examine the outline of your thematic unit and plan a lesson the uses questioning strategies. Provide the state TEKS, a learning objective based on the format learned in chapter 5, and a series of questions and on the various levels of Blooms Taxonomy that you could ask students to engage them in learning. (10 pts.)                                   | 1, 3, 4, 7                       |
| Module 11<br>Oct 29-Nov 4          | Read Borich chapter 9, Teaching Strategies for Direct Instruction and complete online quiz. (6 pts.)<br><br>Design a pre-test for a skill lesson.<br>Design a lesson plan for direct instruction toward mastery of the skill. Include the following components:<br>Gaining attention (anticipatory activity)<br>Informing the learner of objective and TEKS<br>Stimulating recall of prerequisite learning<br>Presenting the stimulus material<br>Eliciting the desired behavior<br>Providing feedback<br>Assessing the behavior (10 pts.) | 1, 3, 4                          |
| Module 12<br>November 5-11         | Read Borich chapter 10, Teaching Strategies for Indirect Instruction and complete online quiz. (6 pts.)<br><br>Design a lesson plan that includes indirect instructional strategies. Include the following components in the plan:<br>TEKS<br>Learning Objectives writing according to chapter 5.<br>Anticipatory activity<br>Three indirect instructional strategies<br>Assessment of learning (10 pts.)  | 1, 3, 4                          |
| Module 13<br>November 12-18        | Read Chapter 11, Self-Directed Learning and complete online quiz. (4 pts.)<br>Post your thoughts on Discussion Board and reply to peers' posts. (15 pts.)  | 2, 4                             |
| Module 14<br>November 19-25        | Read Chapter 12, Cooperative Learning and Collaborative Process and complete online quiz. (16 pts.)<br>Read Wood, McCormack, Lapp, & Flood, "Improving young adolescent literacy through collaborative learning. <i>Middle School Journal</i> , 28(3), 26-34.<br>Design a lesson using cooperative learning and a collaborative process. (10 pts.)<br>Review PPR Preparation Manual Domain 3, Comp 8 (page 23, practice questions 25, 32)  | 1, 3, 4                          |
| Module 15<br>November 26-<br>Dec 2 | Read Chapter 13, Assessing Learning and complete online quiz. (10 pts.)<br>Read "Communicating Effectively" and "Communicating with Families." Post your thoughts on effective communication on Discussion Board and respond to peers. (15 pts.)<br>Review PPR Preparation Manual Domain 3, Comp 10 (page 20, practice questions 22, 29, 30, 31)<br>Review PPR Preparation Manual Domain 4, Comp 11, 12, 13 (pages 26, 26, 27, practice questions 13, 35, 36, 37, 38, 39,40)   | 1, 3, 4, 7, 10,<br>11,<br>12, 13 |
| Module 16 –<br>F2F<br>December 3-9 | Final Exam (80 pts.)<br>Professional Pedagogy and Responsibility posttest (PPR) Set up a time with the instructor or Patricia McBride to take this test on campus. (50 points)   | 1, 3, 4                          |

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### **Assignment Policy:**

*Assignments should be turned in on time. Late assignments may be accepted with the instructor's approval.*

### **Exam Policy:**

*Exams may be taken late with the instructor's approval. Students who are not able to take an exam at the regularly-scheduled time must communicate the reason to the instructor within 24 hours of the regularly-scheduled time.*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

### **Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*