

University of North Texas at Dallas
Spring 2014
SYLLABUS

EDEE 3380 TEACHING AND LEARNING IN GRADES EC-6		3 Credit Hours	
Department of	Teacher Education	Division of	Education and Human Services
Instructor Name:	Dr. Glenda Moss		
Office Location:	Dal 1, 201P		
Office Phone:	972-338-1373		
Email Address:	glenda.moss@unt.edu		
Office Hours:	M-F By appointment		
Classroom Location:	Dal 1 Room 204		
Class Meeting Days & Times:	Wednesdays 5:30-8:20		
Course Catalog Descriptions:	<p>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.</p> <p>EDSE 3830: Examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school.</p>		
Prerequisites:	<p>EDEE 3380: admission to the teacher education program, a child/adolescent/lifespan development course, and an educational-application computer course.</p> <p>EDSE 3830: junior standing and admission to the teacher education program</p>		
Textbooks:	<p>Borich, Gary D. (2014). <i>Effective teaching methods: Research-based practice</i>. Eighth edition. Columbus, Ohio: Merrill/Prentice Hall.</p> <p>Mooney, Carol G. (2000). <i>Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky</i>. Merrill Education/Redleaf College Textbook Series.</p>		
Access to Learning Resources:	<p>Texas Education Agency http://www.tea.state.tx.us/ UNT Dallas Writing Lab Bldg 1 3rd floor 972-338-1646</p>		
Learning Objectives/Outcomes: 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 InTASC Standard #1: Learner Development InTASC Standard #6: Assessment Texas PPR Standard I: The teacher designs instruction appropriate for all students		
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 InTASC Standard #2: Learning Differences InTASC Standard #6: Assessment Texas PPR Standard I: The teacher designs instruction appropriate for all students		

3	Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives InTASC Standard #6: Assessment InTASC Standard #7: Planning for Instruction InTASC Standard #8: Instructional Strategies Texas PPR Standard I: The teacher designs instruction appropriate for all students
4	Understand learning processes and factors that impact student learning and plans effective, engaging instruction and appropriate assessments InTASC Standard #6: Assessment InTASC Standard #7: Planning for Instruction 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 InTASC Standard #3: Learning Environments 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 InTASC Standard #3: Learning Environments 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 InTASC Standard #8: Instructional Strategies 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 InTASC Standard #8: Instructional Strategies 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 InTASC Standard #8: Instructional Strategies 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 InTASC Standard #6: Assessment 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 InTASC Standard #10: Leadership and Collaboration Texas PPR Standard IV: The teacher fulfils 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 InTASC Standard #9: Professional Learning and Ethical Practice Texas PPR Standard IV: The teacher fulfils professional roles and responsibilities
13	Understand and adhere to legal and ethical requirements for educators InTASC Standard #9: Professional Learning and Ethical Practice Texas PPR Standard IV: The teacher fulfils professional roles and responsibilities

Course Evaluation Methods

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

Grading Matrix:

Instrument	Points
Quizzes (13 quizzes at 10 points each)	130
Philosophy of Teaching and Classroom Management Paper	100
4 Lesson Plans	400
Analysis of Direct and Indirect Instruction	100
Text Structures – Annotation of a Research Article	70
Attendance and Group Presentations	100
PPR Post Practice Test	100
Total:	1,000

Grade Determination:

- A = 90% or better
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = less than 60%

Writing Assignments:

- Type and double space papers.
- Use Times New Roman 12-point font.
- 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

Dates & Standards	Topics for Discussion	Homework
Jan 15	PPR Practice Test	Study Content of handout, Teaching in Diverse, Standards-Based Classrooms, and Borich, Chapter 1. Quiz 1 on January 29.
Jan 22 INTASC 1,4,6 PPR I Comp. 1,2	Introduction to the Course Children’s Developmental Processes Teaching in Diverse, Standards-Based Classrooms Key Behaviors Contributing to Effective Teaching Helping Behaviors Related to Effective Teaching	Study Content of “Differentiation through choice,” "Effective instruction for diverse learners,” and Borich Chapter 2. Review last week’s material for Quiz 1 on January 29.
Jan 29 INTASC 2,3,5,9 PPR I Comp. 2,3	Quiz 1-10points Student Diversity Adaptive Teaching Differentiated Instruction ELL students	Study Borich Chapter 3 Review last week’s material for Quiz 2 on February 5
Feb 5 INTASC 2,4,9,10 PPR II Comp.5,6	Quiz 2-10points Classroom Management: Establishing the Learning Environment	Study Borich Chapter 4 Review last week’s material for Quiz 3
Feb 12 INTASC 2,4,9,10 PPR II Comp.5,6	Quiz 3-10points Classroom Management: Promoting Student Engagement	Study Borich Chapter 5 Write Philosophy of Teaching and Classroom Management Statement and Plan - Connect to Theories and Overriding Educational Theories Review last week’s material for Quiz 4

Feb 19 INTASC 4,5,7,8 PPR III Comp.8,10	Quiz 4-10points Philosophy of Teaching & Classroom Management -100pts Goals, Standards, & Objectives Demonstration Lesson w/Plan	Study Borich Chapter 6 Review last week's material for Quiz 5
Feb 26 INTASC 4,5,7,8,9 PPR III Comp.8,10	Quiz 5-10points Unit and Lesson Planning Making Planning Decisions	Study Borich Chapter 7 Review last week's material for Quiz 6 Write Lesson Plan
March 5 INTASC 2,3,6,7 PPR III Comp 9	Quiz 6-10points Technology Integration in Instruction Lesson Plan 1 due – 100pts	Study Borich Chapter 8 Review last week's material for Quiz 7 Write a Lesson Plan that uses technology
March 12	Spring Break	Spring Break
March 19 INTASC 1,3,5,6,8 PPR III Comp.7	Quiz 7-10points Questioning Strategies Lesson Plan 2 due – 100pts	Study Borich Chapter 9 Write a Lesson Plan that uses Questioning Strategies Review last week's material for Quiz 8
March 26 INTASC 2,4,5,6,8 PPR III Comp. 7	Quiz 8-10points Direct Instruction Lesson Plan 3 due – 100pts	Study Borich Chapter 10 Examine your lesson plans for evidence of direct instruction. Review last week's material for Quiz 9
April 2 INTASC 1,3,4,5,6,8 PPR I Comp 1,2,3,4	Quiz 9-10points Indirect Instruction Analysis of LP for Direct-50pts.	Study Borich Chapter 11 and Mooney Chapter 1 Examine your lesson plans for evidence of indirect instruction Review last week's material for Quiz 10
April 9 INTASC 1,3,4,5,6 PPR I Comp 1,2,3,4	Quiz 10-10points Self-Directed Learning Analysis of LP for Indirect-50pts.	Study Borich Chapter 12 and Mooney Chapter 2 Review last week's material for Quiz 11
April 16 INTASC 2,3,4,5,6,8 PPR II Comp 5 PPR III Comp 8	Quiz 11-10points Cooperative Learning and Collaborative Process Library to Find Article	Study Borich Chapter 13 and Mooney Chapter 3 Review last week's material for Quiz 12 Write a Lesson Plan that uses Collaborative Learning Process Complete Text Structures
April 23 INTASC 2,3,4,5,6,8 PPR III Comp 8,10	Quiz 12-10points Assessing Learners Lesson Plan 4 due -100pts Text Structure – 100pts	Study Mooney Chapters 4 & 5 "Communicating Effectively", "Communicating with Families" Review last week's material for Quiz 13
April 30 INTASC 1,3,5,8,9 PPR IV Comp 11, 12	Quiz 13-10points Article Presentations – 70pts	Online Practice Material for PPR
May 7	PPR Practice Test – 100pts	

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 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 Campus main voicemail number (972) 780-3600 or search postings on the campus website 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.