

University of North Texas at Dallas
Spring 2013
SYLLABUS

EDEE 3380 Teaching and Learning in Grades EC-6		3 Credit Hours		
(comparable to EDSE 3830)				
Department of		Teacher Education	Division of	
			Education and Human Services	
Instructor Name:		Jacqueline E. Romano, Ph. D.		
Office Location:		Founders Hall 257		
Office Phone:		972-338-1321		
Email Address:		Jacqueline.romano@unt.edu		
Office Hours:		Mondays: 2:30 pm – 6:00 pm, Tuesdays: 2:00 pm – 5:00 pm, Wednesdays: 2:30 pm – 5:00 pm, or by special appointment		
Classroom Location:		DAL I, Room 248		
Class Meeting Days & Times:		Mondays and Wednesdays 1:00 to 2:20		
Course Catalog Descriptions:		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. EDSE 3830: Examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school.		
Prerequisites:		EDEE 3380: admission to the teacher education program, a child/adolescent/lifespan development course, and an educational-application computer course. EDSE 3830: junior standing and admission to the teacher education program		
Textbooks:		Borich, Gary D. (2011). <i>Effective teaching methods: Research-based practice</i> . Seventh edition. Columbus, Ohio: Merrill/Prentice Hall. Mooney, Carol G. (2000). <i>Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky</i> . Merrill Education/Redleaf College Textbook Series.		
Access to Learning Resources:		Texas Education Agency: http://www.tea.state.tx.us/ UNT Dallas Writing Lab: Bldg 1 3 rd floor 972-338-1646 The Interstate Teacher Assessment and Support Consortium: http://www.ccsso.org click on <i>Resources</i> and then <i>Programs</i>		
Learning Objectives/Outcomes: By the end of this course, the student will				

1	<p>Understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental needs</p> <p>InTASC Standard #1: Learner Development InTASC Standard #6: Assessment Texas PPR Standard I: The teacher designs instruction appropriate for all students</p>
2	<p>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</p> <p>InTASC Standard #2: Learning Differences InTASC Standard #6: Assessment Texas PPR Standard I: The teacher designs instruction appropriate for all students</p>
3	<p>Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives</p> <p>InTASC Standard #6: Assessment InTASC Standard #7: Planning for Instruction Texas PPR Standard I: The teacher designs instruction appropriate for all students</p>
4	<p>Understand learning processes and factors that impact student learning and plans effective, engaging instruction and appropriate assessments</p> <p>InTASC Standard #6: Assessment InTASC Standard #7: Planning for Instruction Texas PPR Standard I: The teacher designs instruction appropriate for all students</p>
5	<p>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</p> <p>InTASC Standard #3: Learning Environments Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport</p>
6	<p>Understand strategies for creating an organized and productive learning environment and for managing student behavior</p> <p>InTASC Standard #3: Learning Environments Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport</p>
7	<p>Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts</p> <p>InTASC Standard #8: Instructional Strategies Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction</p>
8	<p>Provide appropriate instruction that actively engages students in the learning process</p> <p>InTASC Standard #8: Instructional Strategies Texas PPR Standard II: The teacher promotes student learning by providing responsive instruction</p>
9	<p>Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction</p> <p>InTASC Standard #8: Instructional Strategies Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction</p>
10	<p>Monitor student performance and achievement and provide students with timely, high-quality feedback and responds flexibly to promote learning for all students</p> <p>InTASC Standard #6: Assessment Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction</p>
11	<p>Understand the importance of family involvement and know how to interact with families</p> <p>InTASC Standard #10: Leadership and Collaboration Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities</p>
12	<p>Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities</p> <p>InTASC Standard #9: Professional Learning and Ethical Practice Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities</p>
13	<p>Understand and adhere to legal and ethical requirements for educators</p> <p>InTASC Standard #9: Professional Learning and Ethical Practice Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities</p>

Course Evaluation Methods

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

Grading Matrix:

Instrument	Points
Tests (2 tests at 100 points each)	200
Quizzes (2 quizzes at 50 points each)	100
Final Exam	200
Madeline Hunter Skill Lesson Plan Key Assignments TK20	100
Indirect Instruction Lesson Plan	100
Designing Instruction & Assessment Paper	100
Implementing Effective Instruction Paper	100
Attendance and Group Presentations	100
Total:	1,000

Grade Determination:

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

Test and Final Exam Information:

- Tentative Test Dates: Feb 11 and April 17
- Tentative Quiz Dates: March 18 and May 2
- Final exam date TBA.

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.

DRAFT- Course Outline

Dates	Texas Educator Standard	Topics	Homework
W-1 Jan 14	Designing Instruction & Assessment	Introduction to the Course Overview of syllabus/ assignments Introductions	Read “Teaching in Diverse, Standards-Based Classrooms”
Jan 15	Designing Instruction & Assessment	Children’s Developmental Characteristics	Borich Chapter 1
W-2 Jan 21	Designing Instruction & Assessment	Developmentally-appropriate Instruction Group presentations on “Helping Behaviors”	
Jan 23	Designing Instruction & Assessment	Adaptive Teaching Differentiated Instruction“ Differentiation through choice” and “Effective instruction for diverse learners”	Borich Chapter 2
W-3 Jan 28	Designing Instruction & Assessment	Student Diversity	
Jan 30	Designing Instruction & Assessment	Group presentations on strategies for ELL students	Borich Chapter 3
W-4 Feb 4 & 6	Designing Instruction & Assessment	Goals, Standards, and Objectives Behavioral objectives Cognitive, affective, and psychological domains	
W-5 Feb 11		Test 1	Borich Chapter 4
& 13	Designing Instruction & Assessment	Unit and Lesson Planning	
W-6 Feb 18	Designing Instruction & Assessment	Unit and Lesson planning	Borich Chapter 7
Feb 20		Teaching Strategies for Direct Instruction	
W-7 Feb 25	Designing Instruction & Assessment	Teaching Strategies for Direct Instruction	Borich Chapter 8
& 27		Teaching Strategies for Indirect Instruction	Write M.H. Lesson plan
W-8 March 4-6 M.H. Lesson Plan is due 3/6/13		Teaching Strategies for Indirect Instruction Learning Processes Group presentations on factors that impact student learning	Write the Indirect Instruction Lesson Plan Borich Chapter 11
W-9 March 11-15	Spring BREAK		
W-10 March 18 & 20 Indir. Lesson Plan is	Designing Instruction & Assessment	Cooperative Learning	Designing Instruction paper due next week

due 2/20			Borich Chapter 5 & 6
W-11 March 25-27 Designing Instruction Paper due 2/27	Creating a Positive Environment	Classroom management: Climate & Expectations	Borich Chapter 9 Mooney Chapter 1
W-12 April 1-3	Creating a Positive Environment	Communication and Questioning	Borich Chapter 10
W-13 April 8, 10	Creating a Positive Environment	Motivation and Engagement Self-directed Learning	Mooney Chapter 2
W-14 April 15	Implementing Effective Instruction	Questioning Strategies Total Participation Techniques	Mooney Chapter 3
April 17		Test 2	
Week-15 April 22& 24 Implementing Instruction Paper due	Implementing Effective Instruction	Assessment, Feedback, & Flexibility	Borich Chapter 12
Week-16 April 29	Implementing Effective Instruction	The Role of the Family	Mooney Chapter 4
& May 1	Fulfilling Professional Roles	Enhancing Professional Knowledge & Skills	Mooney Chapter 5
May 2	Review		
TBA	Final Exam		

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

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 Campuses 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.