Course Number and Section: EDCI 5340.001  
Dr. Faye Bruun Office ECDC 219J
Monday – Thursday, 12:00 – 3:45  
ECMS Math Lab Room 210
Summer II  
Office Hours: M-Thursday, 4-5
Phone: 825-2417  
E-Mail: faye.bruun@tamucc.edu

I. Course Description
This course will emphasize research-based strategies for increasing student achievement, models of successful instruction to help teachers/administrators plan, and techniques for implementation of effective teaching.

II. Rationale
This course will support teachers and administrators as they develop their professional skills. The course will encourage becoming a reflective practitioner.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors Not applicable

IV. TExES Competencies Not applicable

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:
1. Demonstrate the ability to select models, strategies, and techniques appropriate for instruction and the needs of various student populations.
2. Become familiar with current issues and trends affecting today’s classrooms.
3. Demonstrate the ability to match objectives with the appropriate instructional design.
4. Demonstrate students’ knowledge of their field by articulating the major components of the field of curriculum and instruction.

VI. Course Topics:
The major topics to be considered are:
1. Creating an environment for learning
2. Helping students to develop understanding
3. Helping students extend and apply knowledge

VII. Instructional Methods and Activities
Methods and activities for instruction include:
Whole class and group discussions
Direct instruction
Modeling
Student and teacher presentations
Research
VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment

Model Presentation (20%) – Depending on size of class, individually or with a partner, research, develop, and present a strategy of teaching from the textbook. Describe in detail the model, its uses, and what it looks like. Present a lesson using this model. Presentation and lesson may not last longer than 60 minutes. Submit a detailed description of lesson – (Informal Lesson Plan) – You do not need objectives, TEKS, etc., but you do need to describe the activity thoroughly. A rubric will be used to determine your grade on the presentation. All presentation topics and dates of presentation will be decided by a lottery.

Blackboard Journal (20%)
You will answer Study Guide Questions in your Blackboard Journal.

Discussion Board Facilitator (15%) You will lead a discussion on a “hot topic” in education using the discussion board. You may begin with posting an article or attaching a video clip of an issue in the news.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Meets Expectations</th>
<th>Acceptable</th>
<th>Below Expectations</th>
</tr>
</thead>
</table>
| Facilitation   | • Starts dialogue by asking provocative questions and posing interesting issues  
• Invites other ideas and is receptive to other perspectives  
• Responds to what others have said and helps them make connections | • Initiates dialogue  
• Discusses the topic in an open and engaging manner  
• Is receptive to other’s comments  
• Keeps the discussion moving | • Starts the discussion  
• Poses questions  
• follows through to the end | • Took part in the dialogue but posts did nothing to engage the others in the topic |
### Critical Thinking
- *rich* in content
- full of thought, insight, and analysis
- substantial information
- thought, insight, and analysis has taken place
- generally competent
- basic information provided
- rudimentary and superficial
- no analysis or insight is displayed

### Connections
- Clear connections
  - to the article or video clip
  - to previous comments
  - to classroom contexts
- connections are made,
  - not really clear or too obvious
- limited, if any connections
  - vague generalities
- no connections are made
  - off topic

### Uniqueness
- new ideas
  - new connections
  - made with depth and detail
- new ideas or connections
  - lack depth and/or detail
- few, if any new ideas or connections
  - rehash or summarize other postings
- no new ideas
  - “I agree with …” statement

### Timeliness
- all required postings
  - early in discussion
  - throughout the discussion
- all required postings
  - some not in time for others to read & respond
- all required postings
  - most at the last minute without allowing for response time
- some, or all, required postings missing

### Stylistics
- few grammatical or stylistic errors
- several grammatical or stylistic errors
- obvious grammatical or stylistic errors
  - errors interfere with content
- obvious grammatical or stylistic errors
  - makes understanding impossible

### Discussion Board Participant (10%)
See rubric above.

### Classroom Participation (10%)
- See Class Attendance Policy.
**Final Project (25%)** Instructional Planning using the nine categories of strategies

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points&lt;br&gt;Student includes clear learning goals</td>
</tr>
<tr>
<td>Introducing new knowledge</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points&lt;br&gt;Student includes appropriate strategies to introduce new knowledge.</td>
</tr>
<tr>
<td>Practicing, reviewing, and applying knowledge</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points&lt;br&gt;Student uses appropriate strategies to practice and extend knowledge</td>
</tr>
<tr>
<td>Monitoring learning goals; Assessment</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points&lt;br&gt;Student uses appropriate strategies to monitor learning goals and provide clear assessment.</td>
</tr>
<tr>
<td>Professional Quality</td>
<td>3 Points</td>
<td>4 Points</td>
<td>5 Points&lt;br&gt;Student proofreads for errors.</td>
</tr>
</tbody>
</table>

**B. Grading Scale**

- 92-100% = A
- 83-91% = B
- 74-82% = C
- 65-73% = D
- below 64% = F
IX. Course Schedule and Policies
A. A tentative course schedule:

July 8  Introduction and Syllabus
July 9  Presentation Topics Chosen
        Setting Objectives and Providing Feedback, Chapter 1
July 15 Reinforcing Effort and Providing Recognition, Chapter 2
        Cooperative Learning, Chapter 3
July 16 Cues, Questions, and Advance Organizers, Chapter 4
        Nonlinguistic Representations, Chapter 5
July 17 Summarizing and Note Taking, Chapter 6
        Assigning Homework and Providing Practice, Chapter 7
July 18 Identifying Similarities and Differences, Chapter 8
        Generating and Testing Hypotheses, Chapter 9
July 22 Instructional Planning Using the Nine Categories of Strategies, Chapter 10
July 23 ***Final Project Due***

B. Class Policies

Attendance/tardiness  Regular attendance is expected at all classes. There is a high positive
                     correlation between consistent, punctual attendance and higher course grades. It is virtually
                     impossible to receive an A in the course if there are absences and/or lateness.

Late work and Make-up Exams  Points may be deducted for late work at the discretion of the
                              professor.

Extra Credit  Assignments may be given at the discretion of the professor.

Cell Phone/Electronic Device Usage  Cell phones and other electric devices should not be used
during class. If a potential emergency exists where a student is expecting an important call
concerning a child or family member, the phone should be put on vibrate.
Classroom/professional behavior
- Participate cooperatively in class discussions & lessons.
- Word-process all assignments (1 inch margins, 12 point font, Times New Roman). Written work should be clear, concise, and written in an academic manner. The Writing Center is available for help with written assignments.
- Additional assignments may be required if they will benefit the course objectives.
- Assignments and due dates may be modified at the discretion of the instructor if they will benefit/enhance the outcomes of the course.
- Be responsible for any information and materials missed when absent.
- No incomplete grades will be given.
- All students are expected to participate fully in class discussions, presentations, and group work. Failure to participate will affect your grade.

X. Textbook(s)

Recommended or Supplemental Reading:

XI. Bibliography
The knowledge bases that support course content and procedures include:
XII. Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Required by SACS