EDCI 5340.W01 is an Online Course:

EDCI 5340 uses Blackboard as its only teaching and learning environment. All EDIC 5340 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires 5340 students to have their normal NET ID to log into the course on Blackboard.

Since EDCI 5340 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course by using the Content Tab, Group Tab, or Blog Tab on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC Blackboard messages. If you choose to contact me via telephone, please identify yourself and the course number clearly.

I will respond to email, Monday through Friday within 48 hours, with the exception of weekends and/or holidays.
Technical Difficulties:

Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. Course Description
This graduate level on-line course is offered in support of graduate degree programs in the College of Education. It is designed to 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 on-line 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. Gain factual knowledge (terminology, classifications, methods, trends).
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Acquiring an interest in learning more by asking questions and seeking answers.

VI. Course Topics:
The major topics to be considered are:
1. The Effective Teacher
2. Understanding Your Students
3. Goals, Standards, and Objectives
4. Technology Integration in Instruction
5. Questioning Strategies
6. Teaching Strategies for Direct and Indirect Instruction
7. Assessing the Learner

VII. Instructional Methods and Activities
Methods and activities for instruction include:

A. Classroom Experiences (discussion threads, collaboration, peer review, group work, individual work, online deliveries and reflection).
B. Clinical Experiences: Developing lesson plans with direct and indirect strategies and posting a youtube video modeling the lesson
C. Field Experiences: Observing a classroom.
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
1. Module Videos: 20%. You will complete video assignments for each module using Pearson’s MyLab/Mastering (Tools). You will receive points for completion.
2. Activities 20%. You will observe a classroom, and complete two additional activities: comparing Common Core to TEKS and a Questioning Activity.
3. Blog: 20%. You will develop lesson plans with direct and indirect strategies and post a youtube video modeling the direct instruction lesson. You will self evaluate and respond to at least two peers’ videos.
4. Discussion Board: 20%. You will facilitate a “Hot Topic” discussion and respond to two peers’ postings each week.
5. Quizzes: 20%. You will take Module quizzes after reading chapters in the textbook.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Meets Expectations</th>
<th>Acceptable</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation</td>
<td>• Starts dialogue by asking provocative questions and posing interesting issues</td>
<td>• Initiates dialogue</td>
<td>• Starts the discussion</td>
<td>• Took part in the dialogue but posts did nothing to engage the others in the topic</td>
</tr>
<tr>
<td>The week you lead the hot topic</td>
<td>• Invites other ideas and is receptive to other perspectives</td>
<td>• Discusses the topic in an open and engaging manner</td>
<td>• Poses questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responds to what others have said and helps them make connections</td>
<td>• Is receptive to other’s comments</td>
<td>• follows though to the end</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keeps the discussion moving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>• rich in content</td>
<td>• substantial information</td>
<td>• generally competent</td>
<td>• rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>• full of thought, insight, and analysis</td>
<td>• thought, insight, and analysis has taken place</td>
<td>• basic information provided</td>
<td>• no analysis or insight is displayed</td>
</tr>
</tbody>
</table>
| Timeliness | • all required postings  
• early in **discussion**  
• throughout the **discussion** | • all required postings  
• some not in time for others to read & respond  
• most at the last minute without allowing for response time | • all required postings  
• 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 | 

**B. Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100%</td>
<td>A</td>
</tr>
<tr>
<td>83-91%</td>
<td>B</td>
</tr>
<tr>
<td>74-82%</td>
<td>C</td>
</tr>
<tr>
<td>65-73%</td>
<td>D</td>
</tr>
<tr>
<td>below 64%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades are reported after the **due date** of the assignments or quizzes.

**Response to Peers**

You are required to post a written response to each of your group’s hot topic. This activity also requires you to read your classmate’s Initial Responses to the hot topic and post responses to at least two (2) of your classmates.

All **Responses to Peers**, should **add value and substance** to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any of the authors we read—but any university student should be able to explain the reason for their agreement or disagreement.

In every Response to a Classmate, do one or more of the following:

- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different perspective about the hot topic.
- Provide a different frame of reference for the hot topic.
- Provide a different example.
- Apply your classmates’ ideas to a different but related topic.
Tell a story about how your classmate's response to the hot topic relates to your life.

Explain how your classmate’s response to the hot topic will affect your teaching in the future.

Explain how your classmate’s ideas, if applied, might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the hot topic.

Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. Be sure to check the Course Schedule Overview for due dates.

IX. Course Schedule and Policies

A. A tentative course schedule:

Assignments for each module are due on a weekly basis by Friday afternoon at 3:00 PM. The only exception is the Hot Topics Module. This is an ongoing assignment in which students will be assigned to lead a Hot Topic session during the course and all posts are due Friday at 3:00PM.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Due</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is an Effective Teacher?</td>
<td>Friday afternoon, Week 1</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>2</td>
<td>Understanding Students</td>
<td>Friday afternoon, Week 2</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>3</td>
<td>Goals, Standards, Objectives</td>
<td>Friday afternoon, Week 3</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>4</td>
<td>Technology Integration in Instruction</td>
<td>Friday afternoon, Week 4</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>5</td>
<td>Questioning Strategies</td>
<td>Friday afternoon, Week 5</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>6</td>
<td>Teaching Strategies for Direct Instruction and Indirect Instruction</td>
<td>Friday afternoon, Week 4</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>7</td>
<td>Assessing the Learner</td>
<td>Friday afternoon, Week 7</td>
<td>3:00 PM</td>
</tr>
<tr>
<td></td>
<td>Hot Topics -ongoing</td>
<td>Friday afternoon 3:00 PM</td>
<td></td>
</tr>
</tbody>
</table>
B. Class Policies

**Turning in Assignments:** All assignments should be submitted electronically through Blackboard. Attachments should be in “word” or pdf format.

**Academic Integrity/Plagiarism:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. The University reserves the right, through due process, to place on probation, suspend, or expel any student who violates academic integrity and regulations by providing false or misleading or incomplete information to the University; by falsification of University records; by plagiarism (the presentation of the work of another as one’s own work); classroom misdemeanor; or academic dishonesty. Academic misconduct for which a student is subjected to penalty includes all forms of cheating such as illicit possession of examinations or examination materials, forgery, or plagiarism. (See the Student Handbook and Code of conduct for full Rules and Regulations on Academic Integrity).

**Communication:** Participation and success in this course require communication. It is the student’s responsibility to communicate with the instructor, either verbally or written, to make arrangements for additional assistance. Respectful communication is expected between fellow students as well as with the instructor. Blackboard will be used as a regular source of information exchange.

**Dropping a Class:** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form.

**Incomplete, I.**
“An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time.” Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances. Requests for incompletes must be made in writing and must include: documentation, advanced notice, date that coursework will be submitted. If the coursework is not submitted by that date, the Incomplete will become permanent.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
http://falcon.tamu.edu/~students/JAffairs/ja_hndbk_academic_info.htm

**Time Requirements:**
Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 24 hours each week for 7
weeks on this class. Because this is an online course, you may have to spend even more time than 24 hours some weeks.

**Grading Feedback**

I will attempt to return feedback on your assignments two days after the due date. If I determine that grading will take longer than a week, you will see an announcement from me in the course. Discussion posts will have grades posted a week after the module ends.

**Late Work:**

Assignments are due on the dates indicated in the syllabus and schedule. Due dates are particularly important when someone else is relying on your contributions. Late work will be penalized according to the following schedule:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>3-6</td>
<td>50%</td>
</tr>
<tr>
<td>7-13</td>
<td>70%</td>
</tr>
</tbody>
</table>

**APA Format:**

Follow the sixth edition of the Publication manual of the American Psychological Association (APA) and related electronic resources for all citations and references, including electronic media such as CD-ROM, email, the Web, and electronic journals.

**Related Issues:**

Online courses require time management and planning on your part. You cannot afford to get behind since many topics and assignments are based on the skills and products of previous assignments; there is no meaningful way to "cram.” Contact me if you are having any problems with assignments.

There is a reliance on technologies in this course that impacts the need to have assignments done on time. Having ample time to complete an assignment will be the responsibility of the student. It is also the student's responsibility to find solutions to technical problems with sufficient time to complete the required tasks. Do not wait until a due date is near to discover/report lack of access to software, inability to connect to a network, etc. While the instructor will help wherever possible, it is the students’ responsibility to maintain his or her network.

**X. Textbook(s)**

*Note: Failure to obtain a textbook in a timely manner is not an excuse for late work.*

*The textbook(s) adopted for this course is:*

0133412598/ 9780133412598  Effective Teaching Methods: Research-Based Practice, Loose Leaf Version Plus NEW MyEducationLab with Video-EnhancedPear, 8/E
Syllabus Disclaimer:
This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change. Any changes will be posted on the Blackboard Learning System’s Announcements.

Blackboard Learning Systems:
Blackboard Learning System Help: URL: https://distance-education.tamucc.edu/ URL: Island Online Student Resources Webpage: https://distance-education.tamucc.edu/student_resources.html “Help” At the bottom of the Course Management Control Panel in the course menu on the left-hand column of the course interface. Phone: Help Desk (361) 825-2692

Special Instructions for Online Learning:

Getting Technical Help If you are having difficulties accessing course materials from your home computer, contact the IOL Helpdesk at (361)825-2692 or submit a request via email to computer.helpline@tamucc.edu

Technology Requirements To prepare your computer for using Blackboard 9.1, go to https://distance-education.tamucc.edu/assets/How%20to%20Prepare%20Your%20Computer%20for%20Using%20Blackboard.pdf To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/. To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/

Navigating Blackboard 9.1 Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials, which links to a page with videos to show you how to do tasks such as submitting an assignment. Items that are underlined are typically links and can be clicked for greater depth.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course servers, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/dislteinarn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance. In the event of a campus evacuation, this online course will continue as scheduled. If the computer servers are down, the course will resume as soon as they become available.

Online Course Guidelines
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
• Interact professionally and consistently with other classmates through discussions and email.
• Reach out through email Blackboard email to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
• Respect other classmates through thoughtful and professional communication.
• Add your opinions to participate in the discussions.
• Check the assignments every week. Don’t wait until the last minute.
• Be helpful to other students.
• Don't get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course.
• Stay focused and stay connected.
• Keep up with your assignments and your grades. It is not the instructor’s responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
• In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.

**Delivery of instructor feedback – During the week (exclude weekends)**, Instructor response to online requests usually occurs within a 24 hour period, but you can expect a response within 3 days.

• **Student login expectations** - Students are required to login often – once every three days at a minimum. It is recommended that students check daily for updates.

• **Faculty availability to support students** - I maintain a consistent web presence and am available to meet online in the Blackboard asynchronous or synchronous environment or via phone.

**XI. Bibliography**

*The knowledge bases that support course content and procedures include:*


Boston: Allyn and Bacon.
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 Web site 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.

**In the event of a campus evacuation** I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, Blogs, and/or Journal tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

*Required by SACS