EDCI 5340

TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Instructional Strategies for Effective Teaching

Course/Sec: EDCI 5340.B01
Instructor: Dr. Faye Bruun

Dates: Spring 2016
Office: ECDC 219J

Office Phone: 361-825-2417
Office Hours: Tues/Wed 1:30 – 4:30

E-Mail: Through Bb Messages

EDCI 5340.B01 is an Online/Blended Course:

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

Since EDCI 5340 is a blended 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.

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 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.

I will respond to email, Monday through Friday within 48 hours, with the exception of weekends and/or holidays. I am also available during office hours and by appointment.
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 blended 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 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:

- Understand the relationship between Educational Goals and Educational Standards in today’s learning environment.
- Analyze the purpose of behavioral objectives.
- Identify the purpose of incorporating behavioral objects into planning.
- Classify behaviors related to types of cognitive, affective and psychomotor domains.
- Reflect on ways to incorporate higher-order thinking skills into lessons.
- Describe the different types of questions and explain the question-asking sequence.
- Formulate questions at different levels of cognitive complexity.
- Develop knowledge and skills to promote inquiry and problem solving.
- Define the direct instruction model and organize lesson content for direct instruction.
- Reflect on how they can encourage learners to actively respond during direct instruction.
- Determine how to use media and technology with direct instruction.
- Identify ways of promoting the goals of direct instruction in a culturally diverse classroom.
- Define and use concept learning and inquiry learning as a teaching strategies.
- Define and use problem-based learning.
- Use constructivist strategies while teaching higher order thinking.
- Identify ways to promote the goals of concept learning, inquiry, and problem solving in a culturally diverse classroom.
- Identify and develop plans for cooperative learning activities.
- Identify roles to assign to members of cooperative groups.
- Develop ways to encourage and reward good group performance.
- Identify and analyze collaborative skills that can be taught to learners.
- Consider ways to promote the goals of cooperative learning in a culturally diverse classroom.
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. Self-Directed and Cooperative Learning

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 plan with direct instruction strategies and presenting to class
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

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</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>

1. Nine chapter tests: 20%
2. Hot Topic Discussion Board: 20%. You will facilitate a “Hot Topic” discussion and be a participant by responding to the topic and two peers’ postings.
3. Lesson Presentation: 20%. You will develop a lesson plan with direct instruction strategies and model the lesson to your class. You will complete a self-evaluation.
4. Effective Teacher Activity 10%. You will observe a classroom and complete form.
5. Questioning Activity 5%.
6. Five journals: 15%
7. Class participation 10% See page 8 of syllabus.

Grades are reported after the due date of the assignments or quizzes.
Policy for an Incomplete Grade:

The TAMU—CC policy for awarding a grade of Incomplete is as follows:

Incomplete - 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.

The key words are “a student who is passing” and “for reasons beyond the student’s control other than lack of time.”

You must request a grade of “Incomplete” in writing before the last day of class (not during finals week) and the request must include acceptable written evidence that the reason for the request is that you have experienced circumstances beyond your control that have prevented you from completing the learning activities in the course, and you must be passing the course at the time of the request. Awarding a grade of Incomplete is at the instructor’s discretion. If the student believes that the instructor has been arbitrary or capricious in the grading policy, she or he may use the grade appeals process described in the syllabus and on the Student Affairs homepage.

Response to Peers

You are required to post a written response of the 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 topic.
- Provide a different frame of reference for the 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 the Hot Topics or 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.

Course Schedule Overview
EDCI 5340 Instructional Techniques for Effective Teaching
Spring 2016:
You may work ahead, but you cannot work backward in this course. No late work is accepted.

Module 1: Tuesday, Jan. 26, in class
   Tuesday, Feb. 2 on line
   Tuesday, Feb. 9 in class

Module 2: Tuesday, Feb. 16 on line
   Tuesday, Feb. 23 in class

Module 3: Tuesday, Mar. 1 on line
   Tuesday, Mar. 8 in class

Module 4: Tuesday, March 22 in class

Module 5: Tuesday, March 29 on line

Module 6: Tuesday, April 5 in class
   Tuesday, April 12 on line

Module 7: Tuesday, April 19 in class
   Tuesday, April 26 on line
   Tuesday, May 3 in class

Please see the Course Schedule Overview on BlackBoard for all due dates.
B. Class Policies

- **Written Work in EDCI 5340**
  All written work in EDCI 5340 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.

**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.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, and Discussions 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 by watching what you say.
- 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 teacher'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 2 days.
- **Student login expectations** - Students are required to login often –< once every three days at a minimum. **Specific login instructions**
  - Blackboard Login https://bb9.tamucc.edu
- **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.
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 such as Hot Topics. No late work will be accepted.

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.

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 Bb messages.

Blackboard Learning Systems:
Blackboard Learning System Help:
URL: http://iol.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) 825-2825
EDCI 5340

Special Instructions for Online Learning:

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

Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/techreq.php for computer requirements.

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, check Bb messages. 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.

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 reserves, 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/distlearn/). 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.

B. In-Class Policies continued: 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.

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.

X. Textbook(s)
Required or Recommended Readings:

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

9780133412598  Effective Teaching Methods: by Borich,, 8/E 2014

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 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.
*Required by SACS

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. 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. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 8 is the last day to drop a class with an automatic grade of “W” this term.

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 sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane 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.