I. Course Description

EDUC 5352  
Planning/Teaching/Learning Processes  
Course Syllabus  
This class is on-line

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Office Hours: If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

Planning/Teaching/Learning Processes is a graduate level course that provides the student with information and practice in the dimensions and complexities of teaching. This course also provides the student with a foundational knowledge of teaching strategies, and the role of a teacher. What outstanding teachers do in the classroom will be the overarching theme of this course.

II. Rationale

Planning/Teaching/Learning Processes is a graduate level course that provides the students with information and practice in the dimensions and complexities of teaching. This course also provides the student with a foundational knowledge of teaching strategies, and the role of a teacher. What outstanding teachers do in the classroom will be the overarching theme of this course.

III. Course Format

This class will be on-line and will last 5 weeks. A new unit will be presented each week so it is important that students keep up with the work as it is assigned. If any student has trouble using on-line classes a student tutorial is available on the Island Online website http://iol.tamucc.edu and the island helpdesk phone number is 361-825-2825.
IV. STATE ADOPTED PROFICIENCIES
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identified needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

V. TExES COMPENTENCIES
Domain I-Designing Instruction and Assessment to Promote Student Learning
Competency 002 – The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II-Creating a Positive, Productive Classroom Environment
Competency 005 – The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III-Implementing Effective, Responsive Instruction and Assessment
Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.
Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV-Fulfilling Professional Roles and Responsibilities

Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012 – The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

TExES Competencies

The beginning teacher will:

- incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  - varying activities
  - interacting with students in different formats, when appropriate
  - soliciting participation
  - extending student responses
  - providing appropriate wait time
  - implementing the lesson at an appropriate level of difficulty
  - using higher level questioning
  (TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)

- evaluate and provide feedback on student progress during instruction through:
  - communicating learning expectations
  - monitoring students’ performances as they engage in learning
  - reinforcing correct responses/performances
  - providing corrective feedback or clarifying
  - reteaching using a different strategy, as appropriate
  (TExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)

- maximize the amount of time available for instruction by:
  - beginning promptly/avoiding wasted time at the end of the instructional period
  - implementing appropriate sequence of activities
  - maintaining appropriate pace
  - maintaining focus
  - keeping students engaged
  (TExES I.003, I.004, III.008; Proficiency II.3)

- managing student behavior by:
  - specifying expectations for class behavior
• applying rules consistently and fairly
  (TExES II.005, II.006; Proficiency II.1)

• present subject matter to teach for cognitive, affective, and/or psychomotor learning by:
  • beginning instruction/activity with an appropriate introduction
  • presenting information in an appropriate sequence
  • relating content to prior or future learning
  • providing for definitions of concepts and description of skills and/or attitudes and interests
  • providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests
  • stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests
  • providing opportunities for application of knowledge learned
  • closing instruction through assessing students’ knowledge of the objective
  (TExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)

• use effective communication skills by:
  • making no significant errors in content
  • explaining content and/or learning tasks clearly
  • using correct grammar
  • using accurate language
  • demonstrating skill in written communication
  • using appropriate vocal delivery
  (TExES III.007; Proficiencies I.1, IV.2)

• create a learning environment by using strategies to motivate students to learn through:
  • relating content to student interests/experiences
  • challenging students by using higher level thinking/problem solving skills
  (TExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)

• maintaining a supportive environment by:
  • avoiding sarcasm and negative criticism
  • establishing a climate of courtesy and respect
  • encouraging slow and reluctant students
  • establishing and maintaining a positive rapport with students
  (TExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)

• demonstrate enthusiasm for teaching by:
  • employing varied expressions
• demonstrating varied voice intonation  
  (TExES III.007; Proficiency II.5)

• exhibit improvement in instructional techniques during each observation  
  (TExES IV.012; Proficiency IV.4)

• apply learning principles in the classroom  
  (TExES III.008; Proficiency I.1)

• analyze and reflect upon teaching performance  
  (TExES IV.013; Proficiency IV.4)

VI. Course Objectives and Outcomes

Course goals:
A. Develop a well-informed perspective of teaching as a profession  
B. Increase understanding of the teaching/learning process  
C. Demonstrate instructional planning skills  
D. Gain experience in promoting a positive student learning environment  
E. Increase knowledge of instructional evaluation and student assessment

Course objectives:
A-1. Formulate a pedagogically sound and personally comfortable philosophy of teaching  
A-2. Identify and familiarize yourself with three personally relevant professional journals  
A-3. Gain familiarity with the TExES competencies through use of the TExES-related teacher observation form.

B-1. Summarize and discuss applications of developmental, behavioral and cognitive learning theories  
B-2. Summarize and discuss the critical role of questioning in the teaching/learning process

C-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives  
C-2. Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning  
C-3. Prepare an introductory abbreviated lesson plan  
C-7. Plan instruction that is designed to meet students’ special learning needs

D-1. Demonstrate understanding of varied methods of assessment of student work on quizzes, exams and other forms of assessments.
D-2. Incorporate methods of assessment and checking for understanding in lesson plans

VII. Course Topics

The major topics to be considered are:
Lesson Planning
Learner-Centered Knowledge
Learner-Centered Instruction
Equity in Excellence for all Learners
Learner-Centered Communication
Learner-Centered Professional Development

VIII. Instructional Methods and Activities

Methods and activities for instruction include:
This course will be delivered on-line course activities and reflections. We will have discussion forums supported through an online platform, chapter assignments, and reflections. This course is reading intensive and therefore it is critical that the assigned chapters are read carefully, participating in discussion forums, and completing activities/reflections.

IX. Evaluation and Grade Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Autobiographical Sketch</td>
<td>50</td>
</tr>
<tr>
<td>TEKS assignment</td>
<td>50</td>
</tr>
<tr>
<td>Chapter Summary (5 at 100 each)</td>
<td>500</td>
</tr>
<tr>
<td>Lesson Plan (4 parts at 50 per part)</td>
<td>200</td>
</tr>
<tr>
<td>Assessment assignment</td>
<td>100</td>
</tr>
<tr>
<td>IRIS activity</td>
<td>50</td>
</tr>
<tr>
<td>Extra Activity of choice</td>
<td>50</td>
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</tbody>
</table>

Grading Scale

- 1000-900 = A
- 899-800 = B
- 799-700 = C
- Below 700 = F

Grades (Source: Graduate Catalog)

The letter grades used for graduate work are the same as those used in undergraduate work (A, B, C, D, and F), but graduate credit is allowed only for courses completed with grades of A, B, and C, although grades of D and F are used in computing grade point averages. Limits are placed on the number of C’s that are allowed for graduate credit. Grade points per semester hour are noted below:
A  Excellent  4
B  Good  3
C  Average  2
D  Passing  1
F  Failure; work not passed  0

X. Course Requirements

1. Participation/Active learning is based on the assumption that:
   a) Students will read all assigned reading materials.
   b) Students will raise relevant questions, contribute relevant observations to the
      topic being considered, and reflect on the content and activities of the course
      via Discussion Forum.
   c) Student participation will reflect prior completion of reading assignments.
   d) Participation will reflect awareness of appropriate interpersonal
      communication, i.e., use of “I” statements, as well appropriate on-line
      protocol.

2. Discussion Forums

   Students are expected to participate and share the initiation of intellectual
   dialogue and to guide themselves, and their classmates, in the dissemination,
   analysis, and creation of course relevant information. In particular, students must
   maintain communicative visibility when engaged in an online discussion forum.
   They must not rely on others to carry online dialogue. Everyone must proactively
   contribute to these discussions.

XI. Course Schedule and Policies

   The course schedules are located in the “Course Content” section of Blackboard,
   our on-line provider.

XII. Textbook

   The textbook adopted for this course is:

XIII. Bibliography

   The knowledge bases that support course content and procedures include:
   management for today’s classroom. Santa Monica, CA: Lee Canter &
   Associates.
   Evertson, Carolyn, and Harris, Alene H. (1994). Classroom Organization and


XIV. 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.

XV. 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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.
XVI. Course Expectations

At times I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests.

Please use this course as an excuse to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

I have very high expectations from each of you and hope you have high expectations of the course as well. I promise to try my best to make this course as useful and enriching as possible for each of you.

Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. They must not rely on others to carry Discussion Forum dialogue. Everyone must proactively contribute to these discussions. Therefore, in order to perform efficiently and effectively, students must keep up with all the assigned readings. A student must not be a "quick study" reacting to postulates, but rather must respond confidently with acquired and incisive knowledge. A student must posit relevant questions, find useful applications.

These items serve as examples of student intellectual performance, which in-turn affects the instructor’s assessment.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to engage respectfully in a dynamic on-line environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
4. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
5. Students are expected to respect the rights and dignity of each member of the campus community.
6. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
Policy

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 an “F” in the course.

Rubric

Online Discussion Forum

<table>
<thead>
<tr>
<th></th>
<th>Superior (3)</th>
<th>Average (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis / Interpretation</td>
<td>The message uses historical sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Some messages do analysis or interpretation well, but a significant number do not. This might either be because the analysis was not done well, or because it was not attempted (that is, was simply opinion or hearsay).</td>
<td>Messages generally show little evidence of historical analysis, consisting instead of opinion and feelings and impressions.</td>
</tr>
<tr>
<td>Scholarly Dialogue</td>
<td>All sources are cited. Argumentation is from the evidence. No <em>ad hominem</em> arguments.</td>
<td>Citations are sometimes missing, are incorrect, or are from a poor source (e.g., a K12 internet site or an encyclopedia).</td>
<td>Messages regularly lack any sort of citation. Arguments are from opinion, not from evidence.</td>
</tr>
<tr>
<td>Connections to Professional Practice</td>
<td>Discussion postings provide evidence of strong reflective thought pertaining to personal perspectives and how the module's learning objectives relate to professional development.</td>
<td>Discussion postings provide evidence of some reflective thought pertaining to personal perspectives and professional development.</td>
<td>Discussion postings provide little or no evidence of reflective thought pertaining to personal perspectives and professional development.</td>
</tr>
</tbody>
</table>
| Participation in the Learning Community | Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. | Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. | Student
| Message | sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively. | never answers someone else's question. When student asks a question, there's no acknowledgment to any responses. |
| Writing Skill | Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing. | Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument. | Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled. |