EDUC 5352– Planning, Teaching, and Learning Processes
Course Syllabus – Summer 1

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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.

I. Course Description EdUC 5352 3 sem. hrs.
Planning/Teaching/Learning
This course serves as a basic course that deals with how teachers plan for classes they teach, how their courses are delivered, and how students learn and are assessed. Course activities include readings from the textbook, discussion forums so that students can interact with each other, and written assignments and other forms of learning and interaction. The goal of the course is to enable students to become excellent teachers in the State of Texas.

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
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 COMPETENCIES**

**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 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. Understand how to use the Texas TEKS in the classroom.
C. Increase understanding of the teaching/learning process
D. Demonstrate instructional planning skills
E. Gain experience in promoting a positive student learning environment
F. 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:
Texas TEKS
LESSON PLANNING

LEARNER-CENTERED KNOWLEDGE

LEARNER-CENTERED INSTRUCTION

EQUITY IN EXCELLENCE FOR ALL LEARNERS

LEARNER-CENTERED COMMUNICATION

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, participate in discussion forums, and complete activities/ reflections.

IX. EVALUATION AND GRADE ASSIGNMENT

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>TEKS Test 100</td>
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<tr>
<td>Autobiographical Sketch 50</td>
<td>50</td>
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<tr>
<td>Readings and 5 Discussion Forums @ 50 each</td>
<td>250</td>
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<tr>
<td>Lesson Plan for a class 4 plans @ 50 each</td>
<td>200</td>
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<td>Assessment to go with the lesson plan 50</td>
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<td>Sp, Ed. Test 70</td>
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<td>Three Questions Assignment 30</td>
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<td>Final Assignment 100</td>
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Assignments – Type all assignments unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

Late work – Assignments submitted *within one week of the due date* will be accepted for a maximum of 75% credit.

All assignments will be critically evaluated for correct spelling and grammar. As a professional educator, you must model clear and correct writing at all times. Proofread all assignments prior to turning them in to be graded. All assignments need to be typed, double-spaced, 12-pt font.

X. COURSE REQUIREMENTS

1. **Participation/Active learning** is based on the assumption that:
   a) Students will read all assigned reading materials and watch all videos.
   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. Take the time to read the Discussion Forum Rubric that you will find in BB Course Content as well as at the end of the Syllabus.

XI. Course Schedule and Policies

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

XII. Textbook

XIII. Bibliography

The knowledge bases that support course content and procedures include:


Weekly Outline of Course Topics – A specific agenda for each class day will be posted on Bb.

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Course Topics</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 6</td>
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XI. Required Textbooks

XII. Course Policies

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 failure. See website http://judicialaffairs.tamucc.edu/.

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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the method for citations within papers. You can find a style guide for APA at https://owl.english.purdue.edu/owl/resource/560/01/

**Classroom/professional behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

**Cell Phone Usage During Class**

Cell phone usage is prohibited during class unless special prior permission has been granted by Dr. Reinhardt. This includes text messaging, talking, vibrating phones, checking email, responding to email, and/or all other uses to which such devices may be employed. EDUC 4605/06/07/08 is a professional development course in the Department of Teacher Education at TAMU-CC. Pre-service teachers at FBISD are expected to demonstrate a level of professionalism beyond the typical behaviors their personal lives.

**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.

**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 Rule13.02.99.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](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.

**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 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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.