This online course uses Blackboard 9.1 as its teaching and learning environment. You must have your NET ID to log into the course on Blackboard.

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 825-2692.

You are required to check your Blackboard account every day for announcements, Blackboard mail messages, assignment due dates, and/or assignment directions. This course utilizes PDF files. In order to access these files, please click the Adobe Reader link located in the Course Content tab of your Blackboard account.

To successfully submit assignments, you MUST use a computer. Tablets and iPhones are not reliable tools to use with Blackboard.

Begin this course by reading the syllabus very carefully. You can access the directions for assignments by checking the Course Calendar. This tab will either have the assignment directions or tell you the title of the tab where the directions can be found on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let your instructor know as quickly as possible. The quickest way to contact your instructor is through TAMUCC email or the Blackboard mail message system. If you choose to make contact via telephone, please identify yourself and the course number clearly.

You will usually receive a response to email and Blackboard messages within 48 hours, with the exception of weekends and/or holidays.

I. Course Description
This course provides an overview of the characteristics and needs of special student populations in a culturally diverse society. Emphasis will be placed on learning about special education, gifted and talented, culturally and linguistically diverse, and at-risk student populations. Instructional strategies, differentiated curriculum, and assessment will be examined in relation to these special populations.

The three variations of the Special Populations course (All Level = EDUC 4321, 4-8 = EDUC 4323 and EDUC 4322 = 8-12; EDUC 4324= EC-6) are based upon the three distinctive levels of teacher certification in the State of Texas. Each of these three courses requires field experiences and assignments in their respective levels of teacher certification. Every section of the Special Populations courses offered at TAMU-CC may include a mix of preservice teachers seeking any level of teacher certification. However, the field-based experiences/assignments of any given Special Populations class will be required at the appropriate EDUC
II. Rationale
The schools of today are becoming increasingly culturally and linguistically diverse. In addition, most schools actively promote an “inclusive” academic environment. Special student populations served in inclusive general education classrooms include students with disabilities, gifted and talented students, culturally and linguistically diverse students, and students at-risk for school failure. Thus it is important for all teachers to understand how to adapt instruction to meet the needs of all students, especially those with special learning needs. While most are seeking teaching careers in the “general education” classroom and others are considering careers working specifically in special education or bilingual education, these two career paths are, in fact, rapidly conjoining.

III. Required, Supplemental, and Optional Course Materials
No text is required for this course. Necessary articles, videos, and online modules will be listed within the assignments.

IV. Commissioners Standards Chapter 149 Standards

Pedagogy and Professional Responsibilities Standards (EC-Grade 12) covered in this course:

(1) Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
1.2k the implications of students’ developmental characteristics for planning appropriate instruction; TS2Cii Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs; TS2C1 Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
1.6k appropriate strategies for instructing English language learners; TS2Biii Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); TS3C Teachers teach both the key content knowledge and the key skills of the discipline.
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills; TS3A Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content.
1.10k how lesson content and skills connect with other disciplines and within the discipline; and
1.11k current research on best pedagogical practices. TS3Aii Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
1.13k the importance of developing instructional goals and objectives that can be assessed; TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.17k the importance of knowing when to integrate technology into instruction and assessment; and

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

1.19k the importance of designing instruction that reflects the TEKS;

1.20k features of instruction that maximize students’ thinking skills;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

1.23k the benefits of designing instruction that integrates content across disciplines; TS3Cii Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-work experiences.

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives; TS5Aii Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies; TS5Ai Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.

1.28k the role of technology in assessing student learning;

1.29k the benefits of and strategies for promoting student self-assessment;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction;

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

1.3s plan lessons that reflect an understanding of students’ developmental characteristics and needs;

1.4s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

1.5s use effective approaches to address varied student learning needs and preferences

1.6s plan instruction that motivates students to want to learn and achieve; and

1.7s exhibit appropriate knowledge of a subject to promote student learning

1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;

1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.10s plan instruction that makes connections within the discipline and across other disciplines;

1.11s use variety of pedagogical techniques to convey information and teach Skills;

1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13s develop instructional goals and objectives that are able to be assessed;

1.14s develop instructional goals and objectives that reflect students’ age, develop-mental level, prior skills and knowledge, background, and interests

1.15s develop instructional goals and objectives that reflect different types of student learning and skills.

1.16s use various types of materials and other resources to aid in preparing and implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities

1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning.
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives.
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives.
1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;
1.25s communicate assessment criteria and standards to students;
1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding.
1.27s promote students’ use of self-monitoring and self-assessment;
1.28s analyze assessment results to aid in determining students’ strengths and needs;
1.29s use assessment results to help plan instruction for groups of students or individuals;

(2) Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development;
2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students;
2.4k the importance of communicating enthusiasm for learning; and
2.5k the necessity of communicating teacher expectations for student learning.
2.6k how classroom routines and procedures affect student learning and achievement;
2.7k how to organize student groups to facilitate cooperation and productivity;
2.8k the importance of time management for effective classroom functioning;
2.9k procedures for managing transitions;
2.10k routines and procedures for managing and using materials, supplies, and technology;
2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
2.13k theories and techniques relating to managing and monitoring student behavior;
2.14k appropriate behavior standards and expectations for students at various developmental levels;
2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
2.18k appropriate responses to a variety of student behaviors and misbehaviors.
2.19k features and characteristics of physical spaces that are safe and productive for learning;
2.20k the benefits and limitations of various arrangements of furniture in the classroom;
2.21k procedures for ensuring safety in the classroom;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students’ emotional needs and ways to address needs.
2.1s interact with students in ways that reflect support and show respect for all students;
2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning;
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;
2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement;
2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior;
2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.
2.18s organize the physical environment to facilitate learning;
2.19s create a safe and inclusive classroom environment;
2.20s use effective strategies for creating and maintaining a positive classroom environment;
2.21s respect students’ rights and dignity.

(3) Standard 3—The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)
3.1k the importance of clear, accurate communication in the teaching and learning process;
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
3.3k spoken and written language that is appropriate to students’ age, interests, and background; and
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussion
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
3.6k how to present content to students in relevant and meaningful ways
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding;
3.9k strategies and techniques for using instructional groupings to promote student learning;
3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning
3.12k characteristics of effective feedback for students;
3.13k the role of timely feedback in the learning process; and
3.14k how to use constructive feedback to guide each student’s learning.
3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;
3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;
3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
3.7s create lessons with a clearly defined structure around which activities are organized;
3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
3.10s represent content effectively and in ways that link with students’ prior knowledge and experience;
3.11s use flexible grouping to promote productive student interactions and enhance learning;
3.12s pace lessons appropriately and flexibly in response to student needs;
3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and
3.14s encourage students’ self-motivation and active engagement in learning;  
3.17s base feedback on high expectations for student learning.

(4) Standard 4--Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession  (Domain IV. Competencies 011-013)  
4.1k the importance of families’ involvement in their children’s education; and  
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;  
4.18s maintain accurate records;

V. Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

VI. State Adopted Proficiencies:

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. Equity in Excellence for All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

VII. TExES Competencies

The following TExES competencies will be developed in this class:

001. The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their development characteristics and needs.

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.

004. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

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.
006. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

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

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.

013. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

VIII. **Course Objectives and learning Outcomes:**

This course is designed to demonstrate the competencies and proficiencies presented above.

The student will:

1. Observe and engage in school-based experiences with special populations and culturally and linguistically diverse students. (TExES Competencies: 002, 004, 005, 006, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations)

2. Observe and explore various types of intervention, modification and adaptive strategies utilized with special needs students and better understand when to use them, and when to seek outside assistance, including training on Detection of Students with Mental or Emotional Disorders. (TExES Competencies: 002, 004, 005, 006, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Differentiated Instruction)

3. Recognize symptoms which differentiate severe or serious problems of learning or behavior. (TExES Competencies: 002, 004, 005, 006, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations)

4. Broaden knowledge base of teaching and working with special populations and culturally diverse students (i.e. characteristics, federal and state laws, placement and array of services, instructional planning and strategies, collaborative teaching efforts, assessment, and involvement of family and community). (TExES Competencies: 001, 002, 011, 012, 013) (State Proficiencies: 1, 3, 4, 5) (Curricular Topic: Special Populations; Parent Conferences/Communication)

5. Investigate and broaden knowledge of disabilities associated with special education students. (TExES Competencies: 001, 002,) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)

6. Explore his/her awareness of personal beliefs about teaching special populations and culturally and linguistically diverse students through a case study and tutoring students of specials needs. (TExES Competencies: 001, 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Code of Ethics & Standard Practices)

7. Promote and strengthen his/her interest in working with ALL students, including special populations. (TExES Competencies: 001, 002,) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)

8. Gain experience in modifying instruction to meet students’ special educational needs. (TExES Competencies: 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Differentiated Instruction)

9. Recognize the nature and significance of cultural diversity in historical and contemporary contexts and demonstrate an awareness and appreciation for cultural diversity. (TExES Competencies: 002, 012, 013) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)
IX. Course Topics:
TAC §228.30(b): 17 Subject Matter Curricular Topics
- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
- TEKS Organization, Structure & Skills
- TEKS in the Content Areas
- State Assessment of Students
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Classroom Management
- Special Populations
- Parent Conferences/Communication
- Instructional Technology
- Pedagogy / Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

X. Instructional Methods and Activities
EDUC 4321/2/3/4 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.
A. Traditional Experiences (group discussion, demonstrations, guest speakers, video, student discussions/presentations)
B. Field Experiences will involve observation, reflection, planning and teaching of individuals/small groups at the appropriate course level that matches the preservice teacher’s desired level of teacher certification.

XI. Evaluation and Grade Assignment
Overview of Course Requirements:
1. Getting to Know You (30 points);
2. Getting to Know You response to peers (10 points);
3. Initial Response to Assigned Readings (10 points each);
4. Response to Peers’ Responses to Assigned Readings (5 points each);
5. Case Study Final Report (200 points); IF YOU HAVE A SPLIT ASSIGNMENT, YOU MUST COMPLETE THIS WITH ONE STUDENT DURING YOUR SECOND ASSIGNMENT;
6. Syllabus Quiz (30 points);
7. Introduction to class PowerPoint (30 points) See specific directions under Week 1 in content area;
8. Response to 2 peer’s PowerPoint Introduction (10 points). See specific directions under Week 1 in content area;
9. Classroom Observation and Report (100 points);
10. ELL Lesson Plan (50 points).
11. 1 page reading response to BICS and CALP (10 points)
12. 15 concepts learned from Colorin Colorado webcast (10 points)
13. 1 page summary of Sheltered Instruction (10 points)
14. 1 page summary of English Language Proficiency Standards (ELPS) PowerPoint (10 points)
15. IRIS modules (50 points each)
16. Countdown Papers = (25 points each)
Detailed Description of Course Requirements:

1. **Class Attendance and Participation**
   
   The Student Handbook and Code of Conduct 2014-2015 includes the following policy regarding class attendance:

   Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades (see course requirement for attendance above). Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office for clarification.

2. **Initial Responses to Assigned Readings and Videos.**

   This activity requires you to either read the assigned material or watch the assigned videos and post an initial reflection/response to the reading or video which adds value to the reading or watching of the video. Students are required to post at minimum of 75 words or more words per assignment on the Discussion Board of the same name as the assignment i.e. you will post an initial response to Ethics Module: Boundaries under the discussion thread by that same name. WITH THE EXCEPTION OF WEEK 1, the initial responses will be due EVERY WEDNESDAY by 11:30 p.m. Central Standard Time.

   I strongly recommend that you write your Initial Response in a word document and copy and paste it into Blackboard. This will keep you from losing your work in the event of a computer disconnect or issue.

   Be sure to post your reflection before reading your peers.

   All postings, Initial Responses to the Reading and Responses to Peers (see below), 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, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

   Explain how the knowledge or concept might have unintended consequences in the future. Remember that the written reflections you share with us are open ended conversations not summaries of the readings or formal essays about the reading. The thinking you share with the class does not have to have a clear beginning, middle, and end. It does not have to read like a coherent essay (though it may, if you so choose). But it ought to represent your serious thinking.

   Responses that demonstrate serious thinking about the readings or videos, are professionally written, contain a minimum of 75 words, and use person-first language (see handout provided) will receive full credit. Responses that seem superficial and do not seem to demonstrate serious thinking will receive no credit.
Some examples of possible initial response content COULD include:
a. What are your feelings after having watched/read the assignment? Explain.
b. Are there any connections between the content and your life/work? Explain.
c. Do you have any additional questions after having seen the video or read the assignment?
d. Have you been surprised by what you’ve seen/read? Explain.
e. What do you consider the most important points of the video or reading? Why?
f. Are there points or concepts you don’t understand? Explain.
g. What did you learn? Explain.
h. Did you have any insights? Explain.
i. Have your feelings changed since you’ve watched the video or read the assignment? Explain.
j. What have you learned and how does this affect your perception of teaching?
k. DO NOT merely answer each question!

3. Response to Peers

All postings, Initial Responses to the Reading and Responses to Peers, should add value and substance to the online conversation. Each posting must be at LEAST 75 words in length. 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, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

Remember that the written reflections you share with me and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. It should 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 reading.

4. Getting to Know You

Assignment directions are listed in the Course Calendar on Blackboard. Check the Course Calendar for specific directions.

5. The syllabus Quiz

The syllabus quiz is on Blackboard and must be completed by end of week 1 of course

6. Case Study

The assignment directions are listed in the blue menu tab with the same title on Blackboard. IF YOU HAVE A SPLIT ASSIGNMENT, YOU SHOULD COMPLETE THIS WITH ONE STUDENT AND SHOULD BEGIN DURING YOUR SECOND ASSIGNMENT. Please plan ahead.
7. Classroom Observation and Report

EDUC 4321-4324 Field Experience Reflection

Name: __________________________________ Date: __________________________
Teacher Observed: ______________________ Date(s) __________________________
School: _____________________________ Grade Level: _______________________
Number of Hours: ______________________

Classroom Climate: How did the teacher interact with the students? Was the classroom attractive? Bulletin Boards? How did the teacher show that she was aware of her second language learners?

Experiences Observed/Participated in the following experiences:
What were your impressions? What did the teacher do to ensure success for their ESL/Special Education students?
Principal/Teacher Signature: _____________________________

The directions are listed on the blue tab on the Blackboard menu. This is due Week #12

8. English Language Learner (ELL) Lesson Plan

Objective: The student will develop a lesson plan based on appropriate ELL strategies presented in this course.

**Please copy and paste the template on the next page. Failure to do so will result in a 0 for the assignment. Submit the less plan under the ELL Lesson Plan tab on the Blackboard blue menu.**

1. The lesson plan may be for any grade level and curricular area in which you are certified to teach in the state of Texas.
2. Select appropriate English Language Proficiency Standards (ELPS) that you plan to focus on in the lesson. These can be found at: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
3. Copy and paste the specific ELPS you will be using in the lesson.
4. Select the appropriate TEKS for the lesson. These can be found at: http://tea.texas.gov/index2.aspx?id=6148
5. Copy and past the specific TEKS you will be using in the lesson.
6. List the particular topic the lesson will address (i.e. multiple key signatures, free enterprise, or skip count by twos).
7. Write a content objective based on the TEKS you chose. These should be written as: TSW (the student will).
8. Write a language objective based on the ELPS you chose. These should be written as: TSW (the student will).
9. Precisely list or discuss the English as a Second Language (ESL) strategies you will use. Refer back to the articles and video in the content of this course for ideas.
10. List the key vocabulary that will be used.
11. List all materials to be used in the lesson.
12. List specific technology that will be used in the lesson. This should be MORE than a mere search for materials.
13. Precisely list or discuss additional teaching/learning strategies to be presented in the lesson.
14. Motivation refers to the ways you will build background, develop interest in the topic, or refer to prior knowledge.
15. Practice should include exactly how students will practice the new concepts or skills.
16. Application will include those meaningful activities, student/teacher interactions, student/student interactions, application of the ESL and appropriate teaching strategies, and feedback to students.

17. Next, you must state strategies you will use to review the concepts or skills taught.

18. Include your plans to assessment the objectives.

19. Finally, state ways you can extend this lesson.

20. THIS ASSIGNMENT IS DUE NO LATER THAN 11:30 P.M. ON THE LAST DAY of Week #15.

The ELL lesson plan directions are listed in the blue menu tab with the same title on Blackboard.

9. BICS and CALP Assignment


10. Listen to the webcast on English language learners in Middle School and High School, and write 15 ideas or concepts that you learned from the webcast [http://www.colorincolorado.org/webcast/english-language-learner-instruction-middle-and-high-school](http://www.colorincolorado.org/webcast/english-language-learner-instruction-middle-and-high-school) Complete directions are on the Course Calendar.

11. Go to the website for ISLA at ell.tamucc.edu and watch the PowerPoint module on Sheltered Instruction. Write a one-page summary of the PowerPoint’s main ideas. [http://ell.tamucc.edu/modules.html](http://ell.tamucc.edu/modules.html) See Course Calendar for complete directions.

12. Watch the attached PowerPoint on the English Language Proficiency Standards, and write 15 concepts or ideas that you learned from the PowerPoint. [Navigating the ELPS(1).pptx](file) See Course Calendar for complete directions.

13. Countdown Papers

The paper must be typed with a 12-point Times New Roman font.

5 Sentences on the Main Ideas (TYPE THIS HEADING)
What do you think you should remember after reading this article? Summarize the main points in 5 sentences.

4 Passages (TYPE THIS HEADING)
As you read, you should underline or highlight key passages that you think are important to understanding the reading. Select 4 of the passages from the reading that you think are most important. Copy the passages into your "Countdown" paper along with the page or paragraph numbers.

3 Key Terms (TYPE THIS HEADING)
Select 3 key terms from the reading that you think are central to understanding the chapter. List the term, the definition (the one the author provides or one you derive from what the author says), and the page number on which it is first mentioned.

2 Connections (TYPE THIS HEADING)
Did the reading remind you of something else you've read in this class or in another class? Have you had an experience that relates to something the author discusses? Think of 2 connections that you made to the reading and write 3 - 5 sentences for each.

1 Artifact (TYPE THIS HEADING)
List one example of how you might see an idea from this article reflected in curriculum or in a classroom of children.

Please post on the tab within the week number (e.g. Week #3 will have the tab for the first countdown paper).

14. IRIS Modules

Very specific directions are listed on the Course Calendar. Please post on the tab within the week number (e.g. Week #7, Week #8 and Week #10) will have the tab for the first countdown paper).

You may work ahead, but you cannot work backward in this course. Pay close attention to due dates and times. No late work will be accepted.

Grading Scale
90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
Below 69% = F

XII. Course Schedule
A. See Course Calendar on the Blackboard menu for specific dates.

XIII. Class Policies
• Written Work in EDUC 4321 - 4324
All written work in EDUC 4321 - 4324 must be submitted in 12-point font with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. Use template, when provided. If you want/need help with your academic writing, please contact the TAMUCC Center for Academic Student Achievement (CASA) http://casa.tamucc.edu.

• Do Not Email Assignments
No assignments will be accepted through regular TAMUCC email. Rather, assignments MUST be posted through Blackboard.

• Submission of Late Work
Late work is NOT accepted! There will be no exceptions to this policy unless deemed an emergency by the professor.

• Extra Credit and End of Semester Negotiations
No end of semester negotiations about grades will be entertained. However, your instructor will support you in every way possible during the semester to ensure that you perform well in the class. Please communicate any difficulties or concerns with the material or course directly with
your instructor. Your grade in the course is a direct reflection of your engagement in your own learning process. Please complete all assignments as instructed and submit them by the due date. There will be NO extra credit assignments under any circumstances.

- **Technical Difficulties**
  Since this class is a web-based, you must have the ability to connect to the Internet, download required material, and post assignments as needed. Extensions will not be granted due to last minute computer troubles, crashes, etc.; plan ahead and have back up plans in place should something go wrong.

- **Class Attendance and Participation**
  The degree to which you participate in all of the learning activities in EDUC 4321 - 4324 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. Points will be deducted for each absence. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2012-2013 includes the following policy regarding class attendance:

  Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count the absence as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

- **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](http://www.tamucc.edu/academics/academic_cal.html).

- **Academic Honesty**
  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/](http://judicialaffairs.tamucc.edu/)

- **Classroom Conduct**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty members. Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html

All cell phones will be turned off or set to vibrate during class. Please do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and provide the instructor notice prior to class.

- **Disabilities**
  “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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 contact the Disability Services Office at (361) 825-5816 or visit the office in CCH 116” http://disabilityservices.tamucc.edu

Your instructor not be able to make accommodations without a letter from Disability Services.

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

If you are a returning veteran and experience cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

- **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://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Preferred methods of scholarly citations
See Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

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.

XIV. Bibliography


*Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher, that will be the biggest honor for me.*

-A. P. J. Abdul Kalam