This is an online course. You will need 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 help desk phone number is (361) 825-2692. Each student is advised to check his/her Blackboard account every day for announcements, due dates in the course calendar, 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.

This course is organized into four units. The units can be accessed through the Course Content link in Blackboard. We will begin with Unit 1 and continue through Unit 4.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. You can reach me through TAMUCC email. I will respond to email within 48 hours, except for weekends and/or holidays. If there is a pressing issue, you can text me at (361) 533-6253.

I. Course Description:
This course enables prospective professional educators to synthesize their general education experiences/courses with current issues and practices related to teaching and learning in the United States. Career opportunities and personal commitments to the teaching profession will be explored. Field observations will be required. No prerequisites.

II. Course Rationale:
As today’s schools become more diverse, educators must promote an environment that welcomes all students, regardless of background, culture, language, or special need. The classroom now serves as an “inclusive” academic environment where teachers promote student success by implementing a variety of instructional strategies, differentiating curriculum and diversifying assessment. This course provides a foundation in designing instruction that meets the needs of special student populations. Most states require a course such as this for teacher certification.

III. TExES Competencies:
01 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
02 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.
03 The teacher understands procedures for designing effective and coherent instruction and
assessment based on appropriate learning goals and objectives.

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

05 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.

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

07 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

08 The teacher provides appropriate instruction that actively engages students in the learning process.

09 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

10 The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

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

12 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.

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

IV. Student Learning Outcomes:
The student will:

1. Develop a foundation regarding concepts of legal and ethical implications related to a professional career as an educator. The outcome of this objective will be based on the Current Events and Issues in Education reports. (TExES Competencies: 012, 013) (Curricular Topics: Code of Ethics and Standard Practices, Parent Conferencing & Communication Skills)

2. Examine personal beliefs concerning the impact of quality curriculum development, lesson planning, and teaching. The outcome of this objective will be based on the Current Events and Issues in Education reports. (TExES Competencies: 001,002,003,004, 005, 008) (Curricular Topics: Curriculum Development and Lesson Planning, Learning Theories, Motivation, and Child Development)

3. Develop instructional strategies and appropriate methods to increase student motivation and success based upon current educational issues and developmentally appropriate practices. The outcome of this objective will be based on the Classroom Management Procedure or Routine assignment. (TExES Competencies: 007, 009, 012) (Curricular Topics: Pedagogy/Instructional Strategies, Motivation, Learning Theories, and Special Populations)

4. Demonstrate an understanding of the pedagogical learning theories and how to apply techniques of motivation/encouragement in the classroom. The outcome of this objective will be based on The Teacher in Video Analysis assignment. (TExES competencies 003, 004, 007, 008, 009) (Curricular Topics: Pedagogy/Instructional Strategies, Learning Theories, Motivation, Curriculum Development and Lesson Planning)

5. Explore the relationship between child development, learning theories, and classroom climate. The outcome of this objective will be based on researching and reporting on a developmentally appropriate classroom environment.
appropriate Classroom Management Procedure or Routine. (TExES competencies 004,005,006, 007) (Curricular Topics: Classroom Management, Child Development, Learning Theories)

6. Understand how diversity in the contemporary classroom can influence instructional design and how to best meet the needs of special populations of students. The outcome of this objective will be based on the Cultural Background Report (TExES competencies 002,010) (Curricular Topics: Special Populations, Pedagogy/Instructional Strategies, Differentiated Instruction)

7. Enhance professional knowledge by interacting with other members of the educational community. The outcome of this objective will be based on the Education Career Research Report (TExES competency (012); (Curricular Topic: Code of Ethics & Standard Practices)

V. High Impact Educational Practices (within EDUC 2307)
   A. Common Intellectual Experiences
   B. Learning Communities
   C. Collaborative Assignments and Projects
   D. Diversity/Global Learning

VI. Course Topics
EDUC 2307 considers the following 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

VII. Instructional Methods and Activities
   - Traditional Experiences: (reading assignments and on-line delivery)
   - Field Experiences: (field observations; value clarifications; community resource use)
   - Quizzes and exams

VIII. Evaluation and Grade Assignment
IX. Course Requirements

<table>
<thead>
<tr>
<th>Traditional Experiences</th>
<th>Number</th>
<th>Points Each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Discussion Forums</td>
<td>5</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>Current Event &amp; Issue Reports</td>
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<td>50</td>
<td>100</td>
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<tr>
<td>Field Experiences</td>
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<td></td>
<td></td>
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<tr>
<td>Teacher in Video Analysis</td>
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</tr>
<tr>
<td>Cultural Background Report</td>
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<tr>
<td>Education Career Research</td>
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<tr>
<td>Classroom Observation</td>
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<td>Exams</td>
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<tr>
<td>Syllabus Quiz</td>
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<tr>
<td>Chapter Quizzes</td>
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<td>Mid-term Exam on Blackboard</td>
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<td>Final Exam on Blackboard</td>
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</table>

DESCRIPTION OF COURSE REQUIREMENTS:
Each student is advised to check his/her Blackboard account at least once daily for announcements, due dates in the Course Calendar, and/or assignments. PRINT YOUR COURSE CALENDAR NOW!!

**Chapter Reading Assignments/Discussion Forum Questions on Blackboard**

Important Instructions:

This is essentially a reflection of your reaction to the readings/prompt/text/etc. The key words are reflection/reaction – ABSOLUTELY no summary as all your peers will have already read what you are writing about. If the response is submitted after the due date or after the discussion, 0 points will be earned. **React and Connect.** How does this reading connect with what we’ve read earlier? What do you agree with in the reading? What do you disagree with? What provokes an emotional response?

Reading responses MUST be submitted by the due date for grading and to give your peers enough time to have read prior to class and responded as necessary.

This learning activity requires you to read the reading assignment and post an initial reflection/response to the reading by the due date/time posted in the course schedule.
Initial Responses to the Reading are required to 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, the prompt, 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.

In every post, do one or more of the following:
- Agree with the author and explain why you agree.
- Disagree with the author and explain why you disagree.
- Provide a different perspective to the reading.
- Provide a different reference for the reading or prompt.
- Provide a different perspective of the ideas in the reading.
- Provide a different example for the application of the ideas in the reading.
- Apply the ideas in the reading to a different set of circumstances.
- Tell a story about how the topic relates to your life.
- Explain how you will apply the ideas in the reading to your future classroom or students.
- Explain how the ideas in the reading might have unintended consequences in the future.

Remember that the written reflections you share with us are open ended conversations shared with classmates, not summaries of the readings BUT a discussion about your understanding of the reading. The thinking you share with the class does not have to be a well-organized essay, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking. Responses that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. DUE: See Blackboard Week

Responses to Peers
You are required to post a written response to at least two (2) of your peer’s “Initial Responses to Assigned Readings” for each assigned reading.
This activity requires you to read your classmate’s Initial Responses to the assigned reading 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 by related topic.
- Tell a story about how your classmate’s response to the reading relates to your life.
- Explain how your classmate’s response to the reading 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 readings 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 reading. Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit. **You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.**

**Current Event Reports**

It is very important for you to know and understand the educational events/issues that are happening locally, nationally and globally. You will be required to complete two (2) current event assignments on topics related to course content. This assignment consists of reading an article in a newspaper, magazine, or educational journal, analyzing the information as it pertains to current educational issues, and taking a position regarding the topic. Two @ 50 points each. Total = 100 points

**Teacher in Video Analysis**

Submit a completed analysis of a teacher portrayed in a video. Choose a movie that features a practicing classroom teacher (for example, Freedom Writers, Mona Lisa Smile, Stand and Deliver, Mr. Holland’s Opus, Boston Public, etc.) The supplied template MUST be used for your analysis report or it will result in a zero on the assignment. Total = 75 points

**Cultural Background Report**

This experience can help you identify the range of cultural differences represented in your future classroom and compare it with your own experiences. The report MUST be completed using the template for this assignment. Total = 75 points

**Educational Career Research/Report**

You will research 5 school districts that you are considering for future employment. The district can be local, state, national, or even international. The report MUST be completed using the template for this assignment. Total = 75 points

**Classroom Observation**

You will be asked to watch and critique videos of real classroom teachers instructing students. See Classroom Observation PDF for full instructions. The report MUST be completed using the template for this assignment. Total = 75 points

**Exams**

- **Syllabus Quiz**– The Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Calendar. 50 points possible. (Total 50 points)
- **Chapter Quizzes** – Five chapter quizzes will be given over material covered in the textbook chapters on Blackboard in the Assessment link. You will be given ample time to take the quizzes. Therefore, you will not be able to make up any quiz. **There are no exceptions to this statement.**
Please refrain from asking for an exception. See Course Calendar for due dates. 50 points possible each. (Total 250 points)

- **Mid-course Exam** – The mid-course exam will be a combination of objective and short answer items. This will be available on Blackboard in the Assessment link. See calendar for due date. (Total 50 points)

- **Final Exam** – The final exam will be composed of a combination of objective and short answer items. This will be available on Blackboard in the Assessment link. See Course Calendar for due date. (Total 100 points)

**Be sure to check the course calendar for due dates.**

Although I reserve the right to alter this syllabus, assignments, and due dates, I will provide you with ample notification of any changes.

**X. Class Policies:**

**Written Assignments** must be typed or word-processed. Please use 12-point font. Points will be deducted for spelling, mechanical, and grammatical errors. When submitting writing to Blackboard, please copy and paste text from your word processor to Blackboard. All students are expected to follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMUCC writing center.

**Late assignments** – You should understand that I will not accept technology excuses. If your computer is not working or an internet connection is unavailable, it is your responsibility to find an alternative method for submitting your work. Please note: All tests and quizzes will close at 11:59 p.m. on the due date. Make sure to allow yourself enough time to complete the assessments in time. Assignments will not be accepted after **five days** of the due date. No extensions for quizzes and exams. The maximum number of points will be reduced by 10% for every day the assignment is past due. For example, if an assignment is worth 50 points and it is turned in 2 days late, the maximum number of points will be reduced by 20%. Therefore, this assignment will have a maximum start value of 40 points.

**Do not email assignments** – Only in the event of an emergency and with prior consent from the professor will assignments be accepted through regular TAMUCC email.

**Extra Credit and End of Semester Negotiations** - I will support you in every way possible during the semester to ensure you perform well in the class if you communicate any difficulties or concerns in a timely manner. 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 issued.

**Technical Difficulties** - Since this class is 100% online, you must have the ability to connect to the Internet, download required material, and post required materials as needed. I will not entertain excuses emerging from last minute computer troubles.

**Class Conduct:** The study of education in America allows us a dialogue and thus, an exchange of ideas and mores that may differ from the individual’s own. I provide and expect respect, courtesy, and open-mindedness among all of us. Students, therefore, should exhibit mature online behavior. Online classroom responses should not be considered “chat room” activities. A classroom level of formality should be maintained in all email and discussion board communication. Students should refrain from
text messaging style of writing or “chat speak.” While the nature of the course requires the expression of divergent opinions, discrimination, abuse, harassment, or disorderly conduct in any form that inhibits or interferes with my educational responsibility to my students will not be tolerated in the classroom or online. Specific rules are available in the TAMU-CC Student Handbook and through the website 825-2860http://judicialaffairs.tamucc.edu/studentcofc.html

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

XI. **Textbook**

XII. **Bibliography**


XIII. **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://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIV. **Disabilities**
“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 contact the Disability Services Office at (361) 825-5816 or visit the office in CCH 116.” http://disabilityservices.tamucc.edu 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.
XV. 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.

XVI. 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/

XVII. Preferred Methods of Scholarly Citations
See Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

XIII. 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 using 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.