University of North Texas at Dallas  
FALL 2013  
SYLLABUS

EDSE 3830/ EDEE 3380/Teaching and Learning in Grades EC-6  
3 Credit Hours

<table>
<thead>
<tr>
<th>Department of</th>
<th>Teacher Education</th>
<th>Division of</th>
<th>Education and Human Services</th>
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</thead>
<tbody>
<tr>
<td>Instructor Name:</td>
<td>Jacqueline E. Romano, Ph. D.</td>
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<tr>
<td>Office Location:</td>
<td>Founders Hall 257</td>
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<tr>
<td>Office Phone:</td>
<td>972-338-1321</td>
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<tr>
<td>Email Address:</td>
<td><a href="mailto:Jacqueline.romano@unt.edu">Jacqueline.romano@unt.edu</a></td>
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</tr>
</tbody>
</table>
| Office Hours: | Monday: 12:00 – 3:00, Tuesdays: 4:00 pm- 5:00 pm, Wednesdays: 1:00 pm – 6:00 pm  
Special appointments, please contact Dr. Romano for availability |
| Classroom Location: | DAL I, Room 244 |          |                               |
| Class Meeting Days & Times: | Wednesdays 7:00 to 9:50 pm |          |                               |

**Course Catalog Descriptions:**

EDEE 3380: Effective teaching practices through reflective decision making in grades EC–6. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment.  
EDSE 3830: Examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school.

**Prerequisites:**

EDEE 3380: admission to the teacher education program, a child/adolescent/lifespan development course, and an educational-application computer course.  
EDSE 3830: junior standing and admission to the teacher education program

**Textbooks:**


**Access to Learning Resources:**

Texas Education Agency: [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)  
UNT Dallas Writing Lab: Bldg 1 3rd floor 972-338-1646  
The Interstate Teacher Assessment and Support Consortium: [http://www.ccsso.org](http://www.ccsso.org) click on Resources and then Programs

**Learning Objectives/Outcomes:**

By the end of this course, the student will
|   | Understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental needs  
InTASC Standard #1: Learner Development  
InTASC Standard #6: Assessment  
Texas PPR Standard I: The teacher designs instruction appropriate for all students |
|---|---|
| 2 | Understand student diversity and know how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning  
InTASC Standard #2: Learning Differences  
InTASC Standard #6: Assessment  
Texas PPR Standard I: The teacher designs instruction appropriate for all students |
| 3 | Understand procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives  
InTASC Standard #6: Assessment  
InTASC Standard #7: Planning for Instruction  
Texas PPR Standard I: The teacher designs instruction appropriate for all students |
| 4 | Understand learning processes and factors that impact student learning and plans effective, engaging instruction and appropriate assessments  
InTASC Standard #6: Assessment  
InTASC Standard #7: Planning for Instruction  
Texas PPR Standard I: The teacher designs instruction appropriate for all students |
| 5 | Know how to establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to create an environment that is safe and productive  
InTASC Standard #3: Learning Environments  
Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport |
| 6 | Understand strategies for creating an organized and productive learning environment and for managing student behavior  
InTASC Standard #3: Learning Environments  
Texas PPR Standard II: The teacher creates a classroom environment of respect and rapport |
| 7 | Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts  
InTASC Standard #8: Instructional Strategies  
Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction |
| 8 | Provide appropriate instruction that actively engages students in the learning process  
InTASC Standard #8: Instructional Strategies  
Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction |
| 9 | Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction  
InTASC Standard #8: Instructional Strategies  
Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction |
| 10 | Monitor student performance and achievement and provide students with timely, high-quality feedback and responds flexibly to promote learning for all students  
InTASC Standard #6: Assessment  
Texas PPR Standard III: The teacher promotes student learning by providing responsive instruction |
| 11 | Understand the importance of family involvement and know how to interact with families  
InTASC Standard #10: Leadership and Collaboration  
Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities |
| 12 | Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities  
InTASC Standard #9: Professional Learning and Ethical Practice  
Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities |
| 13 | Understand and adhere to legal and ethical requirements for educators  
InTASC Standard #9: Professional Learning and Ethical Practice  
Texas PPR Standard IV: The teacher fulfills professional roles and responsibilities |
Course Evaluation Methods

This course will utilize the following instruments to determine student grades.

Grading Matrix:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Points</th>
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<tbody>
<tr>
<td>Tests (3 tests at 100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Direct Instruction Lesson Plan using Madeline Hunter Lesson Plan- Key</td>
<td>200</td>
</tr>
<tr>
<td>Assignments TK20</td>
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<tr>
<td>Teacher Decision-Making Designing Instruction Reflective paper</td>
<td>100</td>
</tr>
<tr>
<td>Classroom management Plan</td>
<td>100</td>
</tr>
<tr>
<td>Attendance and Co-teaching Presentations</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
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Grade Determination:

- A = 90% or better
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = less than 60%

Test and Final Exam Information:

- Tentative Test Dates: Sept 25, Nov 6, Dec 4
- Final exam date TBA

Writing Assignments:

- Type and double space papers.
- Use Times New Roman 12-point font.
- Proofread carefully or ask someone to proofread your papers.
- Visit the writing lab if you have trouble with verb tense or run-on sentences.
- Explain ideas fully. Relate ideas to your field experience or your own experiences in elementary, middle, or high school.
## DRAFT- Course Outline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Texas Educator Standard</th>
<th>Topics</th>
<th>Homework</th>
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</thead>
<tbody>
<tr>
<td>W-1</td>
<td>Designing Instruction &amp; Assesment</td>
<td>Introduction to the Course Overview of syllabus/assignments Introductions Read “Teaching in Diverse, Standards-Based Classrooms” Chapter 1 Group presentations on “Key and Helping Behaviors”</td>
<td>Borich Chapter 1, pp. 7-26</td>
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<td>8/28</td>
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<tr>
<td>W-2</td>
<td>Professional Teaching Standards</td>
<td>PPR Practice TEST</td>
<td>Borich Chapter 3</td>
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<td>Sept 4</td>
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<tr>
<td>W-3</td>
<td>Cognitive Domain Designing Instruction &amp; Assessment</td>
<td>Chapter 3 Goals, Standards, and Objectives Hunter’s Lesson Plan</td>
<td>Borich Chapter 4 Begin writing M.H. Lesson plan</td>
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<tr>
<td>Sept 11</td>
<td></td>
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<tr>
<td>W-4</td>
<td>Designing Instruction &amp; Assessment</td>
<td>Chapter 4 Teacher Decision- making for Unit and Lesson Planning</td>
<td>Borich Chapter 7</td>
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<td>Sept 18</td>
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<tr>
<td>W-5</td>
<td>Designing Instruction &amp; Assessment Learning Environments</td>
<td>Chapter 7 Teaching strategies for Direct and Indirect Instruction</td>
<td>Borich Chapter 9 &amp; 12</td>
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<td>Sept 25</td>
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<tr>
<td>W-6</td>
<td>Designing Instruction &amp; Assessment Learning Environments</td>
<td>Chapter 9 Questions strategies Chapter 12 Assessment</td>
<td>Borich Chapter 2 pp. 38-52 Lesson Plan Due next week</td>
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<tr>
<td>Oct 2</td>
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<td>W-7</td>
<td>Learning Environments Cognitive, affective, and psychological domains</td>
<td>Chapter 2 Understanding your students: cognitive, affective, and psychological domains</td>
<td>Borich Chapter 2 pp. 54-75 Mooney Chapter 1, 2 Due M.H. Lesson Plan</td>
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<td>Oct 9</td>
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<td>W-8</td>
<td>Learning Environments Cognitive, affective, and psychological domains</td>
<td>Chapter 2 Cont. Intelligence Philosophy of Education Co-teaching J Dewey</td>
<td>Mooney Chapter 3, 4</td>
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<td>Oct 16</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Reading Material</td>
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<tr>
<td>W-9 Oct 23</td>
<td>Learning Environments Cognitive, affective, and psychological domains</td>
<td>Chapter 2 Socio-cultural aspects of learning Co-teaching: Bronfenbrenner, Erikson</td>
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<tr>
<td>W-10 Oct 30</td>
<td>Learning Environments Cognitive, affective, and psychological domains</td>
<td>Chapter 2 Meeting students needs Co-teaching Piaget, Vygotsky.</td>
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<tr>
<td>W-11 Nov 6</td>
<td>Learning Environments Cognitive, affective, and psychological domains</td>
<td>TEST 2 Chapter 10 Self-Directed Learning Co-teaching B. Bloom Gardner</td>
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<tr>
<td>W-12 Nov 13</td>
<td>Creating a Positive Environment</td>
<td>Chapter 11 Cooperative Learning Co-teaching J. Bruner</td>
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<tr>
<td>W-13 Nov 20</td>
<td>Creating a Positive Environment</td>
<td>Chapter 5 Classroom management: Climate &amp; Expectations Co-teaching Skinner</td>
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<tr>
<td>W-14 Nov 27</td>
<td>Implementing Effective Instruction</td>
<td>Chapter 6 Classroom Management: student engagement: Video</td>
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<tr>
<td>Week-15 Dec 4</td>
<td>Implementing Effective Instruction</td>
<td>TEST 3</td>
<td></td>
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<tr>
<td>Week-16 Dec 11</td>
<td>Implementing Effective Instruction</td>
<td>Final Exam</td>
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**University Policies and Procedures**

**Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.*

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.
The Department of Teacher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:
Assignments should be turned in on time. Late assignments may be accepted with the instructor’s approval.

Exam Policy:
Exams may be taken late with the instructor’s approval. Students who are not able to take an exam at the regularly-scheduled time must communicate the reason to the instructor within 24 hours of the regularly-scheduled time.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.
Videos about classroom management: (11 minutes)
https://www.teachingchannel.org/videos/new-teacher-classroom-management

planning:
new teacher survival guide: planning
differentiating instruction
mentoring
technology
Adhd
Formal observation
Parent-teacher