# 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>
</tr>
</thead>
</table>

**Instructor Name:** Dr. Glenda Moss  
**Office Location:** Dal 1, 201P  
**Office Phone:** 972-338-1373  
**Email Address:** glenda.moss@unt.edu

**Office Hours:** M-F By appointment

**Classroom Location:** Dal 1 Room 204

**Class Meeting Days & Times:** Wednesdays 5:30-8:20

**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/  
UNT Dallas Writing Lab  
Bldg 1 3rd floor 972-338-1646

**Learning Objectives/Outcomes:** By the end of this course, the student will

1. 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
   - InTASC Standard #8: Instructional Strategies
   - 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 II: 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>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (13 quizzes at 10 points each)</td>
<td>130</td>
</tr>
<tr>
<td>Philosophy of Teaching and Classroom Management Paper</td>
<td>100</td>
</tr>
<tr>
<td>4 Lesson Plans</td>
<td>400</td>
</tr>
<tr>
<td>Analysis of Direct and Indirect Instruction</td>
<td>100</td>
</tr>
<tr>
<td>Text Structures – Annotation of a Research Article</td>
<td>70</td>
</tr>
<tr>
<td>Attendance and Group Presentations</td>
<td>100</td>
</tr>
<tr>
<td>PPR Post Practice Test</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>
A = 90% or better
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = less than 60%

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.

Course Outline

<table>
<thead>
<tr>
<th>Dates &amp; Standards</th>
<th>Topics for Discussion</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15</td>
<td>PPR Practice Test</td>
<td>Study Content of handout, Teaching in Diverse, Standards-Based Classrooms, and Borich, Chapter 1. Quiz 1 on January 29.</td>
</tr>
<tr>
<td>Jan 22 INTASC 1,4,6 PPR I Comp. 1,2</td>
<td>Introduction to the Course Children’s Developmental Processes Teaching in Diverse, Standards-Based Classrooms Key Behaviors Contributing to Effective Teaching Helping Behaviors Related to Effective Teaching</td>
<td>Study Content of “Differentiation through choice,” “Effective instruction for diverse learners,” and Borich Chapter 2. Review last week’s material for Quiz 1 on January 29.</td>
</tr>
<tr>
<td>Jan 29 INTASC 2,3,5,9 PPR I Comp. 2,3</td>
<td>Quiz 1-10points Student Diversity Adaptive Teaching Differentiated Instruction ELL students</td>
<td>Study Borich Chapter 3 Review last week’s material for Quiz 2 on February 5</td>
</tr>
<tr>
<td>Feb 5 INTASC 2,4,9,10 PPR II Comp. 5,6</td>
<td>Quiz 2-10points Classroom Management: Establishing the Learning Environment</td>
<td>Study Borich Chapter 4 Review last week’s material for Quiz 3</td>
</tr>
<tr>
<td>Feb 12 INTASC 2,4,9,10 PPR II Comp. 5,6</td>
<td>Quiz 3-10points Classroom Management: Promoting Student Engagement</td>
<td>Study Borich Chapter 5 Write Philosophy of Teaching and Classroom Management Statement and Plan - Connect to Theories and Overriding Educational Theories Review last week’s material for Quiz 4</td>
</tr>
<tr>
<td>Date</td>
<td>INTASC</td>
<td>PPR Comp</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Feb 19</td>
<td>4,5,7,8</td>
<td>8,10</td>
</tr>
<tr>
<td>Feb 26</td>
<td>4,5,7,8,9</td>
<td>8,10</td>
</tr>
<tr>
<td>March 5</td>
<td>3,6,7</td>
<td>9</td>
</tr>
<tr>
<td>March 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>1,3,5,6,8</td>
<td>7</td>
</tr>
<tr>
<td>March 26</td>
<td>2,4,5,6,8</td>
<td>7</td>
</tr>
<tr>
<td>April 2</td>
<td>1,3,4,5,6,8</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>April 9</td>
<td>1,3,4,5,6</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>April 16</td>
<td>2,3,4,5,6,8</td>
<td>5</td>
</tr>
<tr>
<td>April 23</td>
<td>2,3,4,5,6,8</td>
<td>8,10</td>
</tr>
<tr>
<td>April 30</td>
<td>1,3,5,8,9</td>
<td>11,12</td>
</tr>
<tr>
<td>May 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**University Policies and Procedures**

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

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.
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.