SED 370.001
Introduction to Pedagogy and Active Learning
Summer 2011

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Prerequisites: None

I. Course Description:

SED 370 – Introduction to Pedagogy and Active Learning (3 semester hours). An overview of the pedagogical skills and competencies needed to become effective, learner-centered teachers. SED 370 is a learner-centered experience exploring active learning patterns and practices with an emphasis on the integration of instructional technology into the teaching and learning process.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes/ELL Standards):

Program Learning Outcomes:

This class is designed to augment the student’s ability to affectively express ideas creatively both in writing and verbally, and to improve critical thinking skills.
The purpose of this course is to introduce students to the theory and practice of teaching in a learner-centered environment through the examination of basic pedagogical principles and their relationship to professional and pedagogical responsibilities compiled by the Texas State Board of Educator Certification (SBEC), and the five proficiencies for educators proposed by the Texas Education Agency (TEA). SED 370 will focus primarily on content found in Competencies 001, 002, and 007. A complete description of these 13 competencies may be viewed and/or downloaded at: www.sbec.state.tx.us/.

This course enables the pre-service candidate to:

- Understand the development, creation and adaptation of instruction and assessment for all students.
- Understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.
- Understand an effective management for a diverse learner-centered classroom.
- Understand the importance of implementing and modifying instruction based on the needs of diverse students and incorporating technology as appropriate.
- Understand some strategies and methods for reading and literacy in various contents.

**Student Learning Outcomes:**

Students will be able to:

- Define and illustrate the importance of a learner-centered environment and learner-centered instruction.
- Demonstrate an awareness of the cultural, ethnic, and racial diversity of the students in the secondary classroom.
- Demonstrate an awareness of environmental factors that influence the learning process.
- Demonstrate an awareness of the resources and legal issues surrounding students with special needs.
- Identify various learning styles.
- Identify the basic elements of productive student-centered communication.

**ELL STANDARDS:**

a. I.002.1 Knows theories, concepts, and research related to L1 and L2 acquisition.
b. III.008.1 Knows historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
c. III.009.1 Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, socio-cultural factors, home environment, attitude, exceptionalities.
d. III.009.3 Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

MAJOR COURSE TOPICS:

- Learning theories
- Culturally relevant teaching
- Philosophy of education
- Constructivist teaching Models
- Obstacles to Learning
- Diversity (race, ethnicity, culture, special populations, learning differences, etc.)
- Application of growth and human development
- Introduction to the teaching profession
- Aspects of effective/non-effective communication, including uses of Electronic Media
- Code of ethics/legalities
- Motivations to enter the teaching profession
- Purposes of education

COURSE ASSIGNMENTS:

SYLLABUS REVIEW
The first assignment is a response to a discussion prompt which asks a series of questions regarding the purpose and understanding of this syllabus. Grades will be determined by candidates’ ability to articulate reasonable assumptions regarding this course and the subsequent relationships to individual perceptions concerning (among others) the teacher education program, pre-service teaching, the teaching profession, learning theories, the field education in general, etc. The grading period for this assignment ends June 9th.

EDUCATIONAL PHILOSOPHY ESSAY
The Educational Philosophy instructions file, including the grading rubric file, is attached and can be viewed on the course web page. (For this assignment please use the format illustrated at the end of this syllabus). The grading period for this assignment ends July 1st.

FIELD EXPERIENCE ASSIGNMENTS
Field experience assignments can be grounded in observations, activities, and collaborative efforts with peers. Students are required to fulfill the required field experiences during the semester. For this semester the field experiences will consist of an interview with: (1) a public school teacher; (2) a high school or middle school student; and/or, (3) an administrator of a public school. The interviews may consist of generalized questions about rewarding experiences, changes in school systems, effectiveness of technology in the schools, standardization of education, and/or desired changes to the curriculum, etc. A synopsis of each interview is suitable for this assignment. A formal essay format is not
necessary. Submitted only as a response on the discussion board in myCourses. The grading period for this assignment ends June 24th.

GROUP PRESENTATION
Groups will make a comprehensive research presentation to the class. Research groups have the option of presenting a topic selected from a list of pre-determined topics. The presentation/research must be associated with the field of contemporary secondary education. Each group presentation will be at least 40 minutes in length. A group co-authored research paper (1000 words) will be submitted on or before July 7th. If a member of the group is unable or fails to contribute or participate in the research, the remaining group member must present the project individually. The grading period for the research paper assignment ends July 7th.

Grades for each group and group member will be determined based on the presentation of (1) a research question which challenges existing knowledge of the topic, which includes a convincing rationale, an argument in support of or that which speaks against current ideology of the topic, (2) historical contexts and contemporary relevance in the form of a literature review of existing knowledge of the topic, which must include at least 5 resources (journals, books, websites, etc), (3) actual evidence of research data and methodology (data are gathered from observations, experiences, or interviews only), (4) a formally written research document including reference list, (5) innovation and originality of research question and presentation.

The research document and presentation must be formatted to include: (A) Introductory statement concerning the purpose for choosing the topic and the importance of the research question; (B) Overview of current literature on the topic; (C) Methodology of collecting data; (D) Interpretation of the data; (E) Summary, implications, and conclusions. Each group must include innovative technology support with the presentation. That is, each presentation must include the use of websites, film(s), music, etc. Presentations will begin at mid-term. Further details will be discussed later.

The project is research based from original data gathered by the group members, not merely a presentation of interesting ideas or opinions or beliefs. Said another way, this activity is meant to disseminate newly found information, not as an exercise of reporting or reviewing established personal ideas, opinions, beliefs, or published literature only. While opinions or beliefs may be a vital part of the project, each presentation must show evidence that any personal ideas, opinions, and beliefs were challenged.

REFLECTIVE ESSAYS, CLASS DISCUSSIONS and ON-LINE DISCUSSIONS

Written essays, as well as class presentations and discussions, should be well articulated with an analyses of ideas and relevant information, well constructed and convincing arguments, fair evaluation of diverse points of view, and distinguishing that which is verifiable from mere conjecture. Reflective essays and subsequent on-line discussions with regards to the same prompt have separate grading periods.
Students will write responsive essays in response to required reading and discussion thread prompts provided in the discussion board portion of myCourses. Additionally, each student will be required to participate in on-line discussions with most prompts by replying to other responses. Essays must be submitted on schedule and reveal scholarly expressions reflective of appropriate university level writing skills and development, critical analysis of the topic, personal insight, and reflection. Poorly written and grammatically incorrect essays will be graded accordingly as an N/A or receive a reduction of at least but perhaps more than a letter grade. Grading periods for each essay and discussion thread will be provided in each prompt.

Some essay and discussion topics will be selected from but not limited to the following:
- Article - *Our Vanishing Work Ethic*.
- Several chapters from *The Courage to Teach*.
- This American Life: *Shouting Across the Divide, episode #322*. Originally aired on *This American Life*, a weekly program from Chicago Public Radio, this one hour program is located at [www.thisamericanlife.org](http://www.thisamericanlife.org).
- Paulo Friere, *Pedagogy of the Oppressed*.
- Pedro Noguera, *Transforming High Schools*.
- Plato, *Republic, Book VII, Allegory of the Cave*.
- Reflective essay on one of the following films: *The Water is Wide; Freedom Writers*.

**ENLACE MODULE**
Each candidate will complete the online (myCourses) ELL module and the appropriate assessment objectives. Date TBD.

**POP QUIZZES**
At the discretion of the professor, unscheduled pop quizzes addressing matters directly or indirectly related to the course content may be given at any time during any class meetings.

**QUALITY OF ASSIGNMENTS**
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills. That is, students must analyze data, ideas, information, and methodologies by applying theory and inquiry based concepts; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives and diverse points of view; and be able to distinguish that which is verifiable knowledge from mere conjecture.

Each student is expected to participate in class discussions in a professional manner and submit written works which reflect outstanding scholarship of university level pre-service teachers.

Final semester grades will be determined in part by most or all of the assignments. The final semester grade is an average of all grades, which is usually 8-10 grades. Assignments submitted after the particular grading period will not be graded and subsequently will receive a failing grade.
The Educational Philosophy assignment (essay and rubric) is to be submitted as a hard copy. All other assignments are to be submitted on the Discussion Board in MyCourses within the appropriate discussion assignment topic. All or portions of any assignment, including grading periods, are subject to alteration or variation in some form. :-)

To better prepare for the teaching profession, this course is purposely designed with a reasonable amount of ambiguity. Doing so helps prepare the pre-service candidate for the unpredictable climate of the secondary classroom and challenges the candidate’s ability to manage time, improve critical thinking skills, develop problem solving skills, and become self-autonomous. In that light, additional coursework may be required without prior notice, which would include unscheduled additional reading assignments, presentations, research assignments, and/or any written assignments. Also, as with actual teacher contracts, students shall be subject to assignment changes, changes in class responsibilities and/or work. The final semester grade may be determined by the quality of and individual dedication to these unscheduled assignments or changes. Additionally, work submitted after the due date and/or not within submission guidelines or format will not be graded in a timely manner, and will incur at least a letter grade penalty, if not more.

This course is designed to introduce pre-service teachers to the teaching profession, and places an emphasis on developing time management, personal expression, and commitment to learning.

IV. Evaluation and Assessments:

Candidates in the secondary and all level education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A candidate earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Grades

Superior grades are reflective of superior work, such as providing scholarly critical analysis and personal reflection of reading assignments and/or with any subsequently required written responses or writing assignments; intellectual reasoning and active participation during class discussions; a passion for learning; and, a commitment to developing excellence in teaching. A portion of each student’s grade will be subjectively determined
by active participation in inquiry-based class discussions, group activities, and personal analyses of class discussions and activities. Efficient and well organized note-taking is highly recommended. Average or merely adequate work will receive an average grade. Poorly written work will be penalized or not accepted for credit. Late work will be penalized or not accepted unless a deadline extension is negotiated before the work is due, or as soon as possible after any justifiable occurrence which prevents a timely submission.

Please note that any student submitting an assignment after the grading period ends, or by means other than instructed, or in an academically unacceptable format will lose the rights and privileges of a person of reason by not having the work graded. With the exception of justifiable reasons, receiving any amount of credit for work submitted after a specific grading period will be at the discretion of the instructor. Grades for each assignment will be posted as soon as possible after each grading period.

Each written assignment submitted will receive an alphanumeric grade based on the following scale:

Written assignments grading rubric –

-Well written and grammatically correct essays/narratives turned in on schedule which feature (1) clearly expressed relevant personal ideas and reflections; with (2) supporting details and/or examples in regards to prompts and topics; (3) contain insightful, critical, and reflective analysis; and, (4) clearly exhibited and well organized information and ideas within well constructed and grammatically correct paragraphs with correct spelling and appropriate word usage will receive an A.
-Written assignments which contain clearly stated relevant ideas, supporting details and/or examples, contain evidence of critical and reflective analysis, but contain some apparent mistakes in grammar, spelling, and word usage; or, essays/narratives which otherwise would receive an A but are turned in late without prior arrangement will receive a B.
-Written assignments which do not contain clearly stated ideas, with few details or no examples, with little evidence of critical and reflective analysis, are poorly written with clearly apparent and numerous grammatical mistakes, misspellings, and improper word usage; and/or turned in extremely late without prior approval will receive a grade no higher than a C.
-Written assignments with irrelevant information which contain mere opinion or conjecture without supporting evidence, contain little or no evidence critical and reflective analysis, with multiple grammatical errors, and/or turned in extremely late will a grade no higher than a D.
-Written assignments not attempted, submitted extremely late, plagiarized, and/or clearly disregard instructions or questions embedded within prompts will receive an F.

Final semester grade is determined by the average of all grades.
V. Required books:

*The Courage to Teach*, Parker Palmer.
*English Language Learners*, Judie Haynes

VI. Tentative Course Outline: Topics to be discussed


**Week 2:** Dispositions of the pre-service educator. Conditions for learning. Legal and ethical requirements for educators. Begin viewing film. On-line essays and discussion threads continue.

**Week 3:** Learner-Centered Curricula vs. Teacher-Centered Curricula. Understanding learning processes, planning effective, engaging instruction with appropriate assessment, Diversification and Learning experience. On-line essays and discussion threads continue. Research presentations begin.


**Week 5:** Conclude research presentations. Understanding learning processes, planning effective, engaging instruction with appropriate assessment, Diversification and Learning experience.

VII. Course Evaluations:

Near the conclusion of the semester, students in the College of Education evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement; (2) Instruction evaluation purposes; and, (3) Learner evaluation, assessment, and responsiveness purposes. As you evaluate this course, please be thoughtful, thorough, and accurate. In the COE, the evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:

This class places an emphasis on active learner-centered instruction. Class discussions are not only a vital portion of this course, but, perhaps represent its most valuable element. In that light, each student, as preparation for the teaching profession, must be engaged in class discussions, must attend class regularly, be on time, and be prepared for optimum learning. Moreover, during the distinctively human activity of scholarly class
discussions, individuals should to do so without the interference and use of personal electronic devices. Simply stated, with the exception of electronic note-taking, electronic devices must be turned off…texting is not only disrespectful to others in the class and is a deterrent to attentiveness and meaningful learning.

The SFASU COE secondary teacher education program is preparation for a profession that requires strict adherence to professional conduct and performance. With that understanding, it is implicit that students begin making the transition into the teaching profession as an active scholar practitioner. Accordingly, students’ attendance must be consistently reliable. It is Departmental policy that after 3 documented unexcused absences at least a full letter grade will be deducted from the final course average. Students with 5 or more unexcused absences will receive a failing grade.

Candidates are expected to attend all sessions, arrive on time, and actively participate in class. University policy lists the following reasons for excusing student absences:

- Health-related issues
- Family emergencies
- Student participation in University-related activities

It is understandable that you may encounter any of these during the term; however, to be excused, they all require appropriate documentation. Students will sign an attendance sheet which will be randomly distributed during the course.

Tardiness in the teaching profession is unacceptable. Likewise, unless unavoidable, tardiness for pre-service teachers is definitely undesirable. Chronic tardiness will be viewed as detrimental to a candidate’s success in the teacher education program and may unfavorably affect not only the student’s final semester grade, but their continuation in the education program, as well.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Use the following format for your philosophy essay:

The Title of Your Essay Should Look Something Like This; In Bold 18-22 point font

Your Name (16 point font)

SED 370: Introduction to Pedagogy
Stephen F. Austin State University
Summer I, 2011 (14 point font)

Introduction

The opening paragraph(s) will state the purpose of your essay. Most essays are written in an APA style in 12 point font.

Sub-Titles within the text

Please feel free to interject sub-titles, such as the SFASU College of Education Core Values, within the text to give emphasis to crucial statements. Also, somewhere in your essay you should make a foundational statement which encompasses your educational philosophical beliefs, which we will discuss in class.

Conclusion

You may want to restate the purpose for writing the essay in your concluding statements. Your essays should always be spell-checked, written with passion, engaging the reader intellectually, and raising inquiry. Be proud of your work. Remember to keep a back-up copy. Be a scholar and be proud of what you write.

References:

A properly referenced essay gives power to your words. You should have few references.