I. Course Description

An overview of the pedagogical skills and competencies needed to become effective 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

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 adaption 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.

**College and Career Readiness Cross-Disciplinary Standards:**

This course addresses cross-disciplinary standards as tools which help pre-service teachers understand and put into practice methods and concepts to further challenge, engage, and evaluate not only their own learning and the deeper meanings of effective pedagogy, but also to help in preparation for future quality classroom experiences. These standards include key cognitive skills such as reasoning and problem solving, including foundational skills such as reading, writing, data analysis, and conducting research.

Both the academic and business worlds emphasize the importance of being able to apply these skills across a wide variety of contexts and subject matter. They describe 21st century learning and work environments in cross-disciplinary skills are prerequisites to solving many of the most important problems students will encounter in college and the workplace. These problems require applying knowledge across disciplines and subject areas and the mastery of a foundational set of communication and critical analysis skills that span subject areas. Pre-service teachers not only must possess content knowledge, they also need to apply key cognitive skills to the academic tasks presented to them, most of which require much more than simple recall of facts.

These cross-disciplinary standards enable pre-service teachers to engage in deeper levels of thinking in preparation for the transition from an environment where a primary focus was placed on acquiring content knowledge to one of possessing complex cognitive skills necessary to achieve deeper understandings of the content while teaching others to do so, as well. The cross-disciplinary skills include (I) Key Cognitive Skills, which include intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity; and, (II) Foundational skills, which include reading, writing, and research across the curriculum, use of data, and use of technology. Further information concerning the College and Career Readiness Cross-disciplinary Standards will be discussed during the course.

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

Assessments may include the following:

**Educational Philosophy (100 points):** Students will begin developing a written philosophy of education.

**Lesson presentation:** Students will not actually present a lesson, but will give a brief (15-20 minutes) presentation in which they will explain the various parts of a lesson they have prepared (objectives, lesson plan, technology integration, modifications, assessment, etc).

**Online Quizzes:** Students will take an online quizzes covering concepts discussed in class.

Portions of all assignments, including due dates, are subject to alteration or variation in some form.

IV. Evaluation and Assessments (Grading)

The professor ultimately determines the course grade based on quality of work, effort, progress, and participation.

Students in the secondary and EC-12 education certification programs must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student 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.

A grade of WH (incomplete or grade withheld) may be given at the discretion of the instructor and 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 an F. Students that are granted a grade of WH may not receive an A for the course.

**Attendance policy:** More than two unexcused absences may result in the loss of a letter grade for the course. Students with 5 or more absences will not pass the course. Excessive or habitual tardiness may be viewed as absences at the discretion of the instructor.

**QUALITY OF ASSIGNMENTS**
All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher. **All submitted work should be typed unless otherwise**
noted. Assignments may be submitted as file attachments to the instructor’s email address (see page 1).

You will need to submit your work in one of the following formats: .doc, .docx., .rtf, .pdf, or .htm. If you do not have Microsoft Office on your computer, you can purchase it at the campus bookstore at a significant discount, or you can download OpenOffice, a free software suite that is compatible with Microsoft Office. Go to http://www.openoffice.org

V. Tentative Course Outline/Calendar

Weeks 1-3: Teaching in the State of Texas. Requirements, terminology, expectations, standards, organizations, professionalism, communication


Weeks 7-10: Student lessons


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 student’s ability to manage time, improve critical thinking skills, develop problem solving skills, and become self-autonomous.

VI. Texts and Other Resources

Supplemental journal readings, when assigned, will be available online through the university library or via D2L.

Online Resources:

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<thead>
<tr>
<th>Texas Education Agency</th>
<th><a href="http://www.tea.state.tx.us">www.tea.state.tx.us</a></th>
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</thead>
<tbody>
<tr>
<td>University library</td>
<td><a href="http://library.sfasu.edu/">http://library.sfasu.edu/</a></td>
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VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of the students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

UNDERGRADUATE TEACHER CERTIFICATION
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

ACADEMIC HONESTY
It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

STUDENTS WITH DISABILITIES
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/(936) 469-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and /or auxiliary aids to be provided.

IX. Other Relevant Course Information