

**1.** Wayland Baptist University

Virtual Campus

School of Education

**2. Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**3. Course Prefix, Number, & Name:** EDUC 2301 VC01 - ***Principles and Practices in Education***

**4. Term and Year: Fall 2019**

**5. Full Name of Instructor: Trisha Giacomazzi**

**6. Office Phone and WBU Email Address: (806)291-1048 office, (806)680-2044 Cell.** [**giacomazzit@wbu.edu**](mailto:giacomazzit@wbu.edu)

**7. Office Hours, Building, and Location:** M/W/F: 11:00 am-12:00 am & 1:00pm-2:30pm; Tue/Thur: 9:00-10:30 & 1:00 pm-2:00 pm in Van Howeling, Room 201 (Appointments can be scheduled as needed, but student must contact professor.)

**8. Class Meeting Time and Location: Online Course**

**9. Catalog Description:** Survey course of the teaching-learning process, and factors impacting teaching and learning with emphasis on assisting the student in deciding future grade level and content levels to teach. Field experience: 6 hours.

**10. Prerequisite: NONE**

**11. Required Textbook and Resources:** Access to: WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

Student Textbook:

Borich, Gary D. (2017), *Effective Teaching Methods, Research-based Practices*, Pearson, 9th ed.

**12. Optional Materials:**

**13. Course Outcome Competencies:** **(Correlated to State Competencies):**

1. Students will discuss and identify the contributing behaviors for effective teaching including ethical & legal issues.
2. Students will discuss the major developmental models and how they explain children’s learning processes.
3. Students will identify factors that establish a learning climate and promote student engagement including the purpose of schooling, diversity, social issues and problems, and curriculum.
4. Students will demonstrate the ability to develop goals, objectives, lessons and unit plans that integrates a teacher’s reflective process and philosophy of teaching.
5. Students will identify the levels of questions and describe when to use the various questioning strategies in a lesson presentation.
6. Students will develop an understanding of direct instruction, indirect instruction, constructivist learning and cooperative learning.
7. Students will identify various strategies for assessing student learning.
8. Students will discuss employment, teacher expectations and professional and ethical responsibilities.

**Means for Assessing Student Outcomes/Competencies:**

1. Exams (outcomes A, B, C, D, E, F, G, H)
2. Textbook Reading Analysis (outcomes B, C, D, E, G)
3. Research and Presentation (outcomes A, C, D, E, F, H)
4. Discussion Participation (outcomes A, B, C, D, E, F, G, H)
5. Develop Lesson Plans & Teach (A, B, C, D, E, G)

**Certification Preparation Alignment:** Pedagogy & Professional Responsibilities (PPR)

**DOMAIN 1:** DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency 001: The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

* 1. Understands the lifelong impact of the experiences on individual development and on society.
  2. Knows the typical stages of cognitive, social, physical, and emotional development of students.
  3. Recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
  4. Recognizes factors affecting the physical growth and health of students (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and knows that students’ physical growth and health impact their development in other domains (e.g., cognitive, social, emotional).
  5. Recognizes factors affecting the social and emotional development of students (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and knows that students’ social and emotional development impacts their development in other domains.
  6. Knows the stages of play development (i.e., from solitary to cooperative) and the important role of play in young children’s learning and development.
  7. Demonstrates knowledge of developmental changes in children’s thinking (i.e., from primarily concrete thinking to systematically).
  8. Analyzes how developmental characteristics of students impact learning and performance.

1.11 Understand how development is any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

1.12 Recognizes signs of developmental delays or impairments in students.

***Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010 The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.***

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.11k current research on best pedagogical practices.

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs;

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

2.7k how to organize student groups to facilitate cooperation and productivity;

2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively;

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom, promote active engagement in learning.

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.21s respect students’ rights and dignity.

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.12k characteristics of effective feedback for students;

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

4.1k the importance of families’ involvement in their children’s education; and

4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.16k procedures and requirements for maintaining accurate student records;

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.3s communicate with families on a regular basis to share information about students’ progress and respond appropriately to families’ concerns; and

***Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.***

2.4k the importance of communicating enthusiasm for learning; and

2.11k non-instructional duties (e.g., taking attendance) and procedures for performing these duties effectively;

2.12K the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.

2.1s interact with students in ways that reflect support and show respect for all students;

2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and

2.21s respect students’ rights and dignity.

***Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.***

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.14s encourage students’ self-motivation and active engagement in learning.

***Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.***

4.1k the importance of families’ involvement in their children’s education; and

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

**14. Attendance Requirements:** As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**15. Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**16. Disability Statement:** “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**17. Course Requirements and Grading Criteria: Successful completion of weekly quizzes:** (10 @ 10 pts. each) (100 pts total) At the end of each week, a quiz covering the assigned Chapter readings and lecture notes will be given. Quizzes will be in a multiple choice or short answer format. Essays may be included. Books may NOT be used during tests at any time!

1. **Discussion Board Topics:** (10 @ 10 pts. Each) (100 pts. Total)
2. **Lesson Plan Development:** Create 2 lesson plans using an approved model (2 @ 100 pts. Each) (200 pts. total)
3. **Official Degree Plan w/Registrar:** You must have your official degree plan submitted and verified by the Registrar’s Office on file. (20 pts)
4. **Field Experience Reflection Papers:** (8 @ 50 pts. each) (400 pts. total)

You will need to arrange 8 different dates and times throughout the Fall for you to attend a Field Experience at a designated school in your area. While you are in a classroom for this observation you are **required** to interactive with the students. Sitting in the room and “watching” the teacher will not be accepted as interaction. A written reflective analysis paper will be written following the criteria in the assignment for each observation and then turned into the instructor. Please note: You must submit your reflective paper over your observation at the school, otherwise you will **NOT** gain credit for this assignment.

(A Field-based Experience Documentation Form, documenting hours and describing the specific type(s) of interactive experiences during the minimum 8 hours, **MUST** be submitted at the end of the term in order to gain credit for the course.) If a student misses the scheduled field experience they will be responsible for making this time up by contacting the school principal and scheduling a date/time to “make up” the time they missed. You must notify me of this make-up date/time.

1. **Midterm Exam** (150 pts.)-The midterm exam will cover readings & lectures from chapters 1-6 of the course. The midterm exam will be a multiple choice and short answer format.
2. **Final Exam** (150 pts.) -The final exam will cover reading & lectures from chapters 7-13 of the course. The final exam will be in a multiple choice and short answer format.
3. **EXTRA CREDIT: Complete the Course Evaluation for 10 points.**

**17.1 Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**18. Tentative Schedule:**

**Week** **Dates** **Assignments** **Projects**

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| 1 | August 19-23 | Reading Assignment: Chapter 1- The Effective Teacher & Chapter 2- Understanding Your Students  Discussion Board 1  Weekly Quiz-Chapter 1 & 2 | Begin Field-based Experience  Discussion Board 1  Weekly Quiz-Chapter 1 & 2  \*Assignments due Aug. 25 |
| 2 | August 26-30 | Reading Assignment: Chapter 3- Classroom Management I & Chapter 4-Classroom Management II  Observation & Participate in a Classroom Setting  Discussion Board 2  Weekly Quiz-Chapter 3 & 4  **Note: Sept. 3 is Labor Day Holiday** | Continue Field-based Experience  Observation Essay1  Discussion Board 2  Weekly Quiz-Chapter 3 & 4  **\*Assignments due Sept. 1** |
| 3 | Sept. 2-6 | Reading Assignment: Chapter 5- Goals, Standards, and Objectives  Create Official Degree Plan w/Registrar  Discussion Board 3  Weekly Quiz-Chapter 5 | Continue Field-based Experience  Observation Essay 2  Submit Official Degree Plan from the Registrar w/signatures  Discussion Board 3  Weekly Quiz-Chapter 5  \*Assignments due Sept. 8 |
| 4 | Sept. 9-13 | Reading Assignment: Chapters 6  Discussion Board 4  What is a Lesson Plan? Review different lesson plan templates, including Madeline Hunters’ Model  Weekly Quiz-Chapter 6 | Continue Field-based Experience  Discussion Board 4  Weekly Quiz Chapter 6  \*Assignments due Sept. 15 |
| 5 | Sept. 16-20 | Reading Assignment: Chapter 7- Technology Integration in Instruction  Discussion Board 5  Weekly Quiz-Chapter 7  Set up Interview appointments w/Professor  **Midterm Exam**-Ch. **1-6** readings/lecture notes | Continue Field-based Experience  Observation Essay 3  Lesson Plan #1  Discussion Board 5  Weekly Quiz-Chapter 7  \*Assignments due Sept. 22 |
| 6 | Sept. 23-27 | Reading Assignment: Chapter 8- Questioning Strategies  Discussion Board 6  Weekly Quiz-Chapter 8 | Continue Field-based Experience  Observation 4 Essay  Discussion Board 6  Weekly Quiz-Chapter 8  \*Assignments due Sept. 29 |
| 7 | Sept. 30-Oct.4 | Reading Assignment: Chapter 9- Teaching Strategies for Direct Teaching **&** Reading Assignment: Chapter 10- Teaching Strategies for Indirect Teaching  Discussion Board 7  Weekly Quiz-Chapter 9 & 10 | Continue Field-based Experience  Discussion Board 7  Weekly Quiz-Chapter 9 & 10  \*Assignments due Oct. 6 |
| 8 | Oct. 7-11 | Reading Assignment: Chapter 11- Self Directed & Constructivist Learning Conduct Interviews  Discussion Board 8  Weekly Quiz-Chapter 11 | Continue Field-based Experience  Observation 5 Essay  Discussion Board 8  Weekly Quiz-Chapter 11  \*Assignments due Oct. 13 |
| 9 | Oct. 14-18 | Reading Assignment: Chapter 12- Cooperative Learning and the Collaborative Process  Discussion Board 9  Lesson Plan #2  Weekly Quiz-Chapter 12  **Note: Fall Break is Oct. 17 & 18** | Continue Field-based Experience  Discussion Board 9  Observation 6 Essay  Lesson Plan #2  Weekly Quiz-Chapter 12  \*Assignments due Oct. 20 |
| 10 | Oct. 21-25 | Reading Assignment: Chapter 13-Assessing Learners  Participate in Discussion Board 10  Complete Field-Based Experience Documentation Form  Course Evaluation  Review for Final Ch. 7-13  Complete & Submit Extra Credit assignments | Discussion Board 10  Submit the completed Field-based Experience Documentation Form  Submit any Extra Credit  Weekly Quiz-Chapter 13  Submit Course Evaluation  \*Assignments due Oct. 27 |
| 11 | Oct. 28-Nov.2 | **Final Exam-**Ch. **7-13** readings/lecture notes | \*Assignments due Nov. 2 |

**19. Important Dates for Course:**

Aug. 19 – Online Classes Start

Sept. 2 - Labor Day Holiday

Oct. 17 & 18 - Fall Break

Nov. 2- Last Day of Course

**Communication:** I encourage each of you to contact me as soon as possible if you have questions or problems. Please email or text me with any questions or concerns. I will be checking my email at least once every 24 hours, so I will get back to you as soon as possible. I encourage each of you to interact with one another as well. Since this class is not conducted face-to-face, it is important to utilize each other as a resource within Blackboard. I will post announcements throughout the course on Blackboard, so please make sure you check this each week for updates.

**Student Email Accounts:** The University has set up a Wayland Baptist University.wbu.edu email account for each of you. If you have not already done so, **activate this email account ASAP**. This is the email address I will use to communicate with you. If I need to notify you of information during a time when Blackboard is down or for other various reasons, this is how I will contact you. You may go to [**http://email.wbu.edu**](http://email.wbu.edu) to set up the account.