WAYLAND BAPTIST UNIVERSITY

**SCHOOL OF EDUCATION**

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

**Course Syllabus for EDUC 5301-VC01**

**Advanced Principles and Practices in Education**

**Spring 2018 – February 26, 2018 – May 19, 2018**

# Course Number and Title: EDUC5301 Advanced Principles and Practices

Professor: Dr. Keri James

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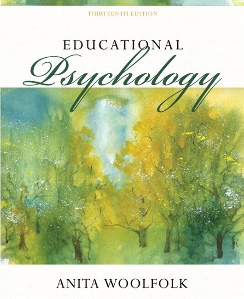
Office Hours: Please feel free to e-mail me any time during the week. If you need to

contact me by phone, my cell phone is the best way to get in touch with

me.

**Course Description**: Development of skills related to the teaching learning process.  Field experience required – 14 hours.

**Resources:**

**Textbook:** EDUC 5301- Woolfolk / Educational Psychology, Enhanced (Loose-leaf)

ISBN 9780134013527

**Prerequisite Courses: None**

**Note: Any student who, because of a disabling condition, may require some special arrangement in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.**

**Required Website Resource:**

[Educator Standards K’s and S’s](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

[Pedagogy and Professional Responsibilities (EC-Grade 12)](http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147484798&libID=2147484797)

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| --- | --- |
| ***Course Goals*** | Goals to be reached by the end of the course:   1. The student possesses and draws on knowledge of content and pedagogy to provide relevant and meaningful learning experiences for all students. 2. The student responds appropriately to diverse groups of learners. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills. 3. While acting as an advocate for all students and the school, the teacher demonstrates effective classroom management skills. |
| ***Course Outline:*** | The student will be able to :   * describe the impact of educational psychology on learning and teaching * identify the impact of major theorist on learning * identify the stages of moral and social development. * utilize knowledge and skills gained to integrate students under IDEA into the classroom. * design classrooms that are culturally compatible. * identify techniques and strategies that will enhance long-term memory and problem solving. * describe the impact of constructivist teaching strategies on learning. * develop a plan for student and class motivation * describe processes necessary for creating and maintaining a positive learning environment. * describe when to utilize various instructional strategies for teaching content material. * design and utilize various assessment strategies to measure student mastery. |
| ***Course Outcome Competencies*** | Professional teachers:   * recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. * understand how students develop and learn. * respect the cultural and family differences students bring to their classroom. * are concerned with their students’ self-concept, motivation and the effects of learning on peer relationships. * are also concerned with the development of character and civic responsibility. |

**(EC-12 PPR State Standards are posted under “Course Content” in Blackboard.)**

**Course Requirements:**

**Discussion Board** – most weeks the student will participate in a discussion board with their classmates concerning the topic for each identified week.

**Weekly Assignment/Activity/Quiz** - each week the student will complete an activity/assignment/quiz to interact with the content of the chapter for the week

**Field Experience**: You must complete a minimum of 14 hours of field observations in order to receive credit for this course. It is suggested that students observe content areas/grade levels in which they plan to teach.

**Tentative Course Outline and Grading Structure:**

|  |  |  |
| --- | --- | --- |
| **Module/Week** | **Topic** | **Due Date** |
| One | Chapter 1: Learning, Teaching, and Educational Psychology | March 3 |
| Two | Chapter 2: Cognitive Development  Chapter 3:The Self, Social and Moral Development | March 10 |
| |  |  |  | | --- | --- | --- | |  | Spring Break | March 12-17 | | |  |  |  | | --- | --- | --- | |  | Spring Break | March 12-17 | | March 12-17 |
| Three | Chapter 4: Learner Differences and Learning Needs | March 24 |
| Four | Chapter 5: Language Development, Language Diversity, and Immigrant Education  Chapter 6:Culture and Diversity | March 31 |
| Five | Chapter 7: Behavioral Views of Learning  Chapter 8: Cognitive Views of Learning | April 7 |
| Six | Midterm examination Chap 1-8 | April 14 |
| Seven | Chapter 9:Complex Cognitive Processes  Chapter 10:The Learning Sciences and Constructivism | April 21 |
| Eight | Chapter 11:Social Cognitive Views of Learning and Motivation  Chapter 12:      Motivation in Learning, and Teaching | April 28 |
| Nine | Chapter 13:Creating Learning Environments  Chapter 14: Teaching Every Student | May 5 |
| Ten | Chapter 15: Classroom Assessment, Grading, and Standardized Testing  Field Experience form due (required for course credit) | May 12 |
| Eleven | Final examination | May 13-19 |

**Participation Policy:** Students are expected to submit class assignments with punctuality and to participate actively on the discussion board. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to be a professional. If you wouldn’t use the excuse for your boss/principal, don’t use it as excuse for this class. You will never be any better teacher than you are a student.

**Disabled Persons:**

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.

**Academic Honesty**

Wayland “expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the high standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**University Grading System:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | 90-100 |  | Cr | For Credit\* |
| **B** | 80-89 |  | **NCR** | No Credit |
| **C** | 70-79 |  | **I** | Incomplete\*\* |
| **D** | 60-69 |  | **W** | Withdrawal |
| **F** | below 60 |  | **X** | No grade given |
|  |  |  | **IP** | In Progress |

\* A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*\*A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and attendance requirements have been met.

**Computation of final grade:**

Weekly Modules (may include activity, quiz and/or discussion board): 65%

Midterm: 10%

Field Experience Form: 10%

Final Exam: 15%