

**AVSC 3302, Techniques of Instruction  
Fall 2019**

Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

August 26, 2019 to December 13, 2019

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: V. Carson Pearce**

**Office: 302M Beck Family Heritage Hall**

**Phone: 254-519-5776**

**Email: *carson.pearce@tamuct.edu***

**Office Hours**

Readily accessible through Canvas Message, which is checked daily during the week and once a day on weekends. Will respond within 24-36 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

**Student-instructor interaction**

All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

**WARRIOR SHIELD**

**Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

**Course Overview and description**

Techniques of Instruction acquaint the student with the fundamentals of teaching and learning in an aviation related environment. It also introduces various techniques of instruction and

analysis of flight maneuvers. The theory of flight and Federal Aviation Regulations relating to the flight instructor rating are also taught in this course.

### **Course Objective**

Upon completion of this course, the student will be able to:

- Recognize the importance of quality pilot instruction through different learning processes.
- Explain aircraft design and describe why aircraft fly.
- Discuss the significance of including preflight preparation in each lesson.
- Utilize specific teaching techniques and methods required of certified flight instructors.

### **Student Learning Outcomes (SLOs #1-#6)**

The following numbered outcomes are for the entirety of the Professional Pilot degree. Elements of each of the SLOs may be found in certain aspects of instruction. The Point Based Grade Component section shows which SLOs are accomplished through evaluation.

1. Explain the laws, regulations, and legal issues affecting the aviation industry.
2. Identify the issues affecting aviation safety and safety management.
3. Communicate proficiency in writing and oral presentations.
4. Evaluate the implications of an ethical dilemma from a variety of ethical frameworks.
5. Demonstrate how technology can support business decision-making.
6. Identify how the differences in business environment between countries may impact business decisions.

### **Competency Goals Statements (certification or standards)**

The course will be considered successfully completed when the student has demonstrated (through posted written assignments and exams) that they have identified and summarized a knowledge base of the major tenants of the Techniques of Instruction.

### **Required Reading and Textbook(s)**

1. Aviation Instructor's Handbook, FAA-H-8083-9, 2020, ISBN 9-781560-273820. I will be posting PDF copies of this book by chapters to be covered.
2. ASA INSTRUCTOR Test Prep 2020, ISBN 978-1-61954-526-7

## COURSE REQUIREMENTS

**Video Lesson Presentation:** You will present and post an approved lesson plan utilizing an aviation subject with an approved training aid for a specific lesson. The 10 minute lesson will be videotaped by you and posted on Canvas. This presentation will be critiqued by your fellow classmates and the instructor of this course. The preferred audience that this lesson is to be addressing is primary aviation students. The lesson does not need to cover an entire subject, but it does need to show good planning and originality in teaching an aviation classroom subject. (Part of Lesson Presentation for 30% of grade.)

### AVSC 3302 Techniques of Instruction Video Rubric

Points	10	7	3	0
<b>Quality of Presentation</b>	Full use learning techniques, student engagement, topic coverage, audio/visual aids and training aids with well-constructed lesson plans.	Partial use of learning techniques, student engagement, topic coverage, audio/visual aids and training aids with partially constructed lesson plans.	Marginal use learning techniques, student engagement, topic coverage, audio/visual aids and training aids with marginally constructed lesson plans.	No paper.
<b>Relevance of Video Presentation</b>	Submitted training video materials and instructor narrative shows logical linkage to instructional principles and concepts.	Submitted training materials and instructor narrative shows partial linkage to instructional principles and concepts.	Submitted training materials and instructor narrative shows partial linkage to instructional principles and concepts.	No paper.

**Discussion Posts:** Posts will be graded for writing ability, spelling and original content. Required responses will use a *minimum of two hundred words* in your well composed paragraph response. (Part of Weekly Discussion Posts for 40% of grade.)

**Tests:** There will be two tests equally spaced through the course (total of 30% of grade). Each test covers only the assigned textbook material during the previous weeks. **THERE IS NO FINAL COMPREHENSIVE EXAM.**

**Online Video Meetings:** We will attempt occasional online LIVE video conferences between the instructor and any students that wish to discuss each week’s activities. *This is voluntary and not required*, but many students will find this helpful. Dates and times will be announced in the near future.

**Point based grade components:**

Two Quizzes 30%

- SLO #1

Lesson presentation 30%

- SLOs 1 – 3

Weekly Discussion Posts 40%

- SLO 1 – 6
- The weekly discussion posts assesses peer instructional discussion and applications.

Points	10	7	3	0
<b>Quality of Post</b>	Appropriate comments: thoughtful, reflective, and respectful of other’s postings.	Appropriate comments and responds respectfully to other’s postings	Responds, but with minimum effort. (e.g. "I agree with Dan")	No posting.
<b>Relevance of Post</b>	Posts topics related to discussion topic; prompts further discussion of topic	Posts topics that are related to discussion content	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	No posting.
<b>Contribution to the Learning Community</b>	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Does not make effort to participate in learning community as it develops	No feedback provided to fellow student.

**Grading Criteria Rubric and Conversion**

- The Instructor reserves the right to make adjustments to the number of assignments, exams, and quizzes as needed to provide optimal student experience and participation to accomplish the course competencies.
- Quizzes and lesson presentation is not graded on a curve, but on individual results.
- Weekly discussion posts are evaluated by the instructor. If a student does not agree with the application of the discussion grading rubric to their post, the student may challenge the grade. The instructor may reevaluate the grade given or, he may offer for the student group to weigh in on the interpretation of the rubric and grade to the discussion posting in question.
- Dates are assigned for all material throughout the course. Postings, tests and the student produced video are due by midnight on the posted dates. Late submissions will have 5 points

deducted per day late. There are no late submissions accepted for tests.

### **Posting of Grades**

- All student grades will be posted using the Canvas Grade book and students can monitor their grade status through this tool.
- Normal turn-around time for grading is five business days. If, however, unforeseen schedule interruptions occur, a notification will be sent stating the anticipated grading delay time.

## **COURSE OUTLINE AND CALENDAR**

### **Complete Course Calendar**

Complete 16 Week Fall Semester Course Calendar:

#### **Week 1: August 26 - 30**

- Assigned Text Book Reading
- Aviation Instructor's Handbook Chapter 1; The Learning Process
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1
- Read Lesson 1
- Lesson Plan Introduction; Training Aid discussion
- Discussion Post (Introduction, Biographical Post)

#### **Week 2: September 02 - 06**

- Assigned Text Book Reading
- Aviation Instructors Handbook Chapter 1; The Learning Process continued
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1, Read Lesson 2
- Discussion Post

#### **Week 3: September 9 - 13**

- Assigned Text Book Reading
- Aviation Instructor's Handbook Chapter 2; Human Behavior.
- Assigned Textbook reading
- Aviation Instructor's Handbook Chapter 3; Effective Communication
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1. Read Lesson 3
- Review for Test #1
- Discussion Post

#### **Week 4: September 16 - 20**

- Assigned Text Book Reading
- Aviation Instructor's Handbook Chapter 4; The Teaching Process

- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1 Read Lesson 4
- Discussion Post
- Lesson Plan and Training Aid topics due, TOPICS ONLY
- Test #1

**Week 5: September 23 -27**

- Review “Teacher that Made a Difference
- Discussion Post
- Test #1

**Week 6: September 30 – October 04**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 5; Teaching Methods
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1 Read Lesson 6
- Discussion Post

**Week 7: October 07 – 11**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 5; Teaching Methods (continued)
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1 Read Lesson 7
- Discussion Post

**Week 8: October 14 – 18**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 6; Critique and Evaluation
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1 Read Lesson 8
- Lesson Plan Due, Formal Lesson and Training Aid Presentations Video Lesson Due
- Discussion Post

**Week 9: October 21 – 25**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 6; Critique and Evaluation (continued)
- Assigned Text Book Reading
- ASA TEST PREP Instructor, Chapter 1 Read Lesson 8
- Discussion Post

**Week 10: October 28 – November 01**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 7; Pages 7-3 to 7-4
- Training aid Description Post and Photo

- Discussion Post

**Week 11: November 04 – 08**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 7
- Discussion Post

**Week 12: November 11 – 15**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 7; Pages 7-6 to 7-11
- Video Presentation Assignment View
- Discussion Post

**Week 13: November 18 – 22**

- Assigned Text Book Reading
- Aviation Instructor’s Handbook Chapter 8, Pages 8-2, Figure 8-1
- Discussion Post

**Week 14: November 25 – 29**

- Thanksgiving Week. No Classes

**Week 15: December 02 – 06**

- Video Demonstration Post and Review
- Critique Recorded Video Demonstrations
- Review for Test #2

**Week 16: December 09 – 13**

- Take Test #2
- End of Course Evaluation

**Important University Dates**

August 26, 2019	Classes Begin for Fall Semester Add, Drop and Late Registration Begins for 16-week Classes. \$25 fee Assessed for Late Registrants.
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 11, 2019	Deadline to Drop 16-Week Classes with No Record
October 4, 2019	Deadline for Graduation Application for Ceremony Participation

October 21, 2019	Class Schedule Published for Spring Semester
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 28-29, 2019	Thanksgiving (University Closed)
December 13, 2019	End of Semester/Fall Commencement

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

This course requires the use of a computer of your choice that has the capability of capturing video and audio recording, internet access (recommend high-speed), and email functionality.

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central  
24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*



## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and

confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday

from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

## OPTIONAL POLICY STATEMENTS

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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## **INSTRUCTOR POLICIES**

Life happens. As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

### **Copyright Notice**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas'

Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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