

## **EDUC 5311-110, CRN 10346, Methods of Effective Instruction**

Spring 2019 rev. 01.04.2019

Texas A&M University-Central Texas

Monday 6:00-9:00, Warrior Hall Room 314

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Dr. Stephen Anderson

**Office:** Warrior Hall Room 322N

**Phone:** 512 508 0848

**Email:** stephen-c-anderson@tamuct.edu

### **Office Hours:**

Tuesday 1:30-4:00 pm; Wednesday 1:30-4:30 pm; Thur. 1:30-4:00 pm; by appointment

### **Mode of instruction and course access:**

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System  
[<https://tamuct.instructure.com>].

### **Student-instructor interaction:**

All of my assignments and my assessments are on Canvas. I check my email throughout the day and evenings. All students have access to my cell phone are free to contact me anytime

### **Important University Dates**

Emergency Warning System for Texas A&M University – Central Texas

911Cellular 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 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **COURSE INFORMATION**

#### **Course Overview and description:**

An examination of the relationship between the state-adopted curriculum, learner-centered proficiencies and best practices. Topics include: the lesson cycle, models of learning, instruction, uses of technology, assessment, micro-teaching, learning styles, multiple intelligences and emotional intelligence

**Course Objective:**

Upon completion of this course students will understand and be able to implement the elements of effective instruction. These include: lesson planning, classroom management, writing effective lesson plan objectives, utilizing appropriate assessments and all elements of best practice.

**Student Learning Outcomes:**

1. Understand how to manage a classroom;
2. Know the lesson cycle and how it relates to lesson planning;
3. Implement practice teaching using micro-teaches;
4. Know the importance of how and when to utilize Bloom's taxonomy;
5. Know how to write effective lesson plan objectives and the various types of objectives;
6. Know the various types of assessments and their uses;
7. Understand the value and use of direct instruction
8. Observe of classrooms through field experience
9. Know best practices of teaching

**Competency Goals Statements (certification or standards):****Texas Teacher Standards:**

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**Texas Pedagogy and Professional Responsibilities Standards:**

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. 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.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Texas Technology Application Standards:**

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

**In TASC Core Teaching Standards**

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **ISTE Standards**

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

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

Jensen, E. (2013). : *Engaging students with poverty in mind*. ASCD, Alexandria, VA

Moore, K. D. (2009). *Effective Instructional Strategies from Theory to Practice* (2d or 3rd eds.), CA: Sage Publications, Inc.

Wilson, D & Conyers, M. (2013). *Five big ideas for effective teaching*. New York, NY: Teacher's College Press.

Wong, H. K. and Wong, R. T. (2009). *The First Days of School: How to be an effective teacher*. Mountain View, CA: Harry Wong Publications, Inc.

Wong, H. K. and Wong, R. T. (2018). *The First Days of School: How to be an effective teacher* (4<sup>th</sup> ed). Mountain View, CA: Harry Wong Publications, Inc.

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**COURSE REQUIREMENTS**

Course Requirements: (include point values for each- not just a percentage)

**Grading Criteria Rubric and Conversion**

**Grading Criteria:**

- A---93 to 100**
- B---80 to 92**
- C---70 to 79**
- D---60 to 69**
- F---0 to 59**

**Assignments and projects are 100 Pts.**

<b>Professional Development Thought Paper</b>	<b>10 Pts.</b>
<b>Lesson Plan</b>	<b>10 Pts.</b>
<b>Classroom Management Project</b>	<b>10 Pts.</b>
<b>Micro-Teach (2)</b>	<b>20 Pts.</b>
<b>Exams (2)</b>	<b>20 Pts.</b>
<b>Portfolio</b>	<b>10 Pts</b>
<b>Field experience.</b>	<b>10 Pts.</b>
<b>Professional Grade</b>	<b>10 Pts.</b>

**Specific Assignments:**

**Professional Development Thought Paper.** The student will identify those professional characteristics the student would most like to grow into as he/she prepares to become a teacher. It may be helpful for the student to begin this paper by thinking about his/her favorite and least favorite teachers and their teaching styles. This paper should be done with 12 Pt. font and double-spaced (**10 pts.**). **Outcome 9.**

**Micro-Teach and Evaluation (2).** Each student is required to plan, teach, and evaluate two lessons (one from the material in class and one from regular course content). Further information is provided on the Micro-Teach Handout. Each student is required to supply his/her own VHS videotape for self-evaluation **(20 pts.). Outcomes 2, 3, 4 & 7.**

**Classroom Management Project.** Each student will create a classroom management plan that will include classroom rules and procedures with consequences for violations, and a system for determining students' grades for a grading period **(10 pts.). Outcomes 1, 2, 5, & 7.**

**Lesson Plan.** Each student will prepare a one-hour (less time if you are elementary) lesson plan in his/her major field. The lesson plan will follow all components of the lesson cycle in terms of organization. Each lesson plan will include the appropriate TEKS and lesson objectives. All specifics will be explained in class **(10 pts.). Outcomes 2, 4, 5, 6, & 7.**

**Field Experiences.** Each student will complete a minimum of 30 hours of documented student/child centered service during this semester. You are required to work with students from 3 different grade levels (elementary, middle and high school) in the schools. A list of possible schools is provided for you. However, you may go to any school you wish. The levels are: K-4, 5-8, and 9-12. To document these field experiences, please photocopy and use the Field Experiences Record, which will be passed out to you in class. In addition to documentation of the 21 hours, each student will write a two-page paper (a reflective essay) on "Lessons Learned from Field Experiences". Students will maintain reflective field notes as a basis for the summative, reflective paper. A student who fails the field experience component will fail the course. **(10 pts.). Outcomes 8 & 9.**

**Portfolio Project.** Each student will begin collecting artifacts for a professional portfolio, which will follow the themes found in Learner-Centered Schools for Texas **(10 pts.). Outcomes 1-9.**

**Exams.** There will be a midterm exam and a final exam in this course **(20 Pts.). Outcomes 1-9.**

**Professionalism (10 Pts.).** This includes the following:

Attendance: Absences and tardys. Appropriate behavior in Class. Active and meaningful participation. Assignments turned in on time. Papers typed. Late work is deducted 10 percent for each late day.

#### **Professional Standards for the Department of Curriculum and Instruction**

Communication

- Communicate appropriately and effectively with colleagues, supervisors, students, parents and members of the community. Uses good oral and written communication skills

Collaboration

- Work collaboratively with colleagues, mentors, and supervisors to achieve the local, state, and national goals of education. Shows courtesy to peers, public school students and teachers, and the professor

Commitment

- Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education. Show enthusiasm in class for learning and the educational process.
- Be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development. (Details above).

Professional Development

- Assume responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth. Accepts constructive feedback and demonstrates a willingness to make improvements in attitude and performance if needed.

Ethical Conduct

- Uphold the Code of Ethics for Texas Educators and abide by local, state, and federal rules, regulations, and policies.
- Demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents, and members of the community. Exhibit honesty and personal integrity. Violations of ethics will result in failure of this course.

**Posting of Grades**

Grades are posted on canvas

**COURSE OUTLINE AND CALENDAR**

**Tentative Schedule**

**Spring 2019**

**The instructor reserves the right to change the schedule:**

<b>Date</b>	<b>Assignments, Topics and Activities</b>	<b>Assessments and Evaluations</b>
Jan 14.	Introduction. Form Groups. Make Name Tags and Team Names. Discuss Syllabus. Discuss Field Experiences. Discuss Moore Chapter 1. Wong Tape 1. Class Building Activity. Team Building Activity. Students Copy Lesson Cycle Notes From Blackboard.	Assign Field Experience Reflection. Assign Professional Development Thought Paper.
Jan 21.	No Class. Martin Luther King Holiday	
Jan. 28.	Hand Out Lesson Cycle Model. Handout Lesson Cycle Notes. Handout Lesson Plan Rubric. Wong Tape 2. Discuss Five Big Ideas for Effective Teaching (Introduction). Students Work With the Elements of a Lesson Plan Objective. Students Write Lesson Plan Objectives.	Professional Development Thought Paper Due <b>(10 Pts.)</b> .
Feb. 4	Types of Objectives. Objectives Handout. Objectives. Students Work on Lesson Plan in Class. Worksheets Wong Tape 3. Discuss Five Big Ideas Chapter 2. Maslow's Theory Plus Survey. Mind Mapping Handout.	Assign Lesson Plan.
Feb. 11.	Learning Styles Discussion. Students Take Learning Styles Survey. Discuss Five Big Ideas Chapter 3.	Assign 1 <sup>st</sup> Micro-Teach (Course Content).

	Students Work on 1st Micro-Teach, Course Content, in Class. Handout on Topics. Handout Bloom's Taxonomy (2 Versions). Handout Costa's Taxonomy. Hand out Bloom's Affective Taxonomy and Kinesthetic Taxonomy. Students Write Lesson Plan Objectives Using Bloom's Taxonomy. Wong Tape 4.	
Feb. 18	Five Big Ideas Chapter 4. Correlates of Effective Schools. Learner Centered Proficiencies. Learner Centered Activity. Discuss Micro-Teaches.	<b>Lesson Plan Due (10 Pts.).</b>
Feb. 25.	Discuss Five Big Ideas Chapter 5. Students Work on Lesson Plan in Class. Students Present Micro-Teaches.	Assign Classroom Organization Project. <b>(10 Pts.).</b>
March 4.	Five Big Ideas Chapters 6 & 7. Multiple Intelligences. Wong Tape 5. Read Moore Chapter 8. Students Work on Classroom Organization Project in Class.	
March 11.	<b>No Class. Spring Break</b>	
March 18.	Read Five Big Ideas Chapter 8. Assessment and Evaluation Handout. Read Jensen Chapter 1 and 2.	Classroom Organization Project Due By Email <b>(10 Pts.).</b>
March 25.	Hand Out Midterm Exam. Discuss Five Big ideas Chapter 8. Assessment and Evaluation Handout. Jensen Chapters 1 & 2	Assign 2nd Micro-Teach (Student's Content). Field Experience Materials Due. Place Midterm Exam on Blackboard.
April 1.	Teacher Code of Conduct. Wong Tape 6. Objectives Practice. Jensen Chapters 3 & 4.	Midterm Exam Due <b>(10 Pts.).</b>
April 18.	Students Present Micro-Teaches in Class (Student's Content). Students Practice Writing lesson Plan Objectives (If there is Time).	2nd Micro-Teaches Lesson Plans Due <b>(10 Pts.).</b>
April 25.	Students Present Micro-Teaches in Class (Course Content). Jensen Chapter 5 & 6 Students Practice Writing Lesson Plan Objectives	Field Experience Reflection Due. <b>(10 Pts.)</b>
May 6	More Learning Styles. Students Take Learning Styles Survey. Wong Tape 7. Jensen 7 & 8.	Portfolios Due <b>(10 Pts.).</b>
May 13	Case Studies in Class. Students Peer Evaluate Portfolios.	

### SPRING 2019

March 19, 2018

Spring Semester Admissions Application Opens

October 22, 2018

Advising Begins for Spring Semester

October 22, 2018

Class Schedule Published For Spring Semester



November 1, 2018	Deadline for Scholarship Applications for the Spring Semester
November 5, 2018	Registration Opens for Spring Semester
November 15, 2018	Priority Deadline for International Student Spring Admissions Applications
December 3, 2018	Priority Deadline for Spring VA Certification Request
January 2, 2019	Priority Deadline for Spring Admissions applications
January 10, 2019	Convocation
January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day ( <i>University Closed</i> )
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class ( <i>University Open</i> )
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class ( <i>University Open</i> )
March 14, 2019	Spring Break – No Class ( <i>University Open</i> )
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class ( <i>University Open</i> )
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring S
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **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>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail 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.*

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## **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](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 University 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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),  
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].  
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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage  
[https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 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. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics,

and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or 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 on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-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/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **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 72,000 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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### **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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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].

### **INSTRUCTOR POLICIES.**

#### **Attendance Policy:**

Class discussions and participation are keys to becoming professional educators; therefore class attendance is vital to your success. Students who miss 10% of their classes (more than 3) will have their grade lowered one letter. If students miss more than 6 absences they will lose credit for the course.

#### **Late Work:**

You must turn your work in by the end of the day (Midnight) for which it is due. After the due date you will lose 10% per day.

#### **Copyright Notice.**

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Conduct.

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## **Your Instructor...**

### **Background**

Stephen Anderson received his Doctor of Philosophy degree from the University of Texas at Austin. He taught high school Social Studies for 15 years in Georgetown, Texas. He taught for 9 years in the College of Education at Tarleton State University-Central Texas, Killeen, Texas and for 4 years in the College of Education at Zayed University, Dubai, United Arab Emirates. He begins teaching in the fall of 2012 in the Department of Education at TAMU-CT

### **Philosophy of Education**

I believe all students can learn. The most successful classroom is a learner-centered, safe classroom, where students are engaged in learning as often as possible. Where ever possible students must be built up and feed teaching that enhances self-esteem to prepare them for the classroom. Understanding, understanding should be taught so students will know what it means to understand.

My personal philosophy is contained in the following saying:

**Good Manners and Soft Words Have Brought Many a Difficult Thing to Pass**