

EDUC 3310 110 Learner & Learning Environment

Fall, 2021 2nd 8 weeks

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Online Course Oct 11, 2021 - Dec 10, 2021

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Theresa Garcia, MEd

Phone: 254-258-6404

Email: tgarcia122@tamuct.edu

Online Office Hours: Monday 6:30-8:00/ Thursday 6:00-8:00

Student-instructor interaction You can meet with me during scheduled online office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through Canvas in an announcement to clarify concerns for the entire class. I usually respond to emails within 24-48 hours. Please tell me your name (text) and which class you are taking, whether texting or leaving a voice mail. I usually respond to phone calls or text messages within the hour, unless in a class, a meeting, or a conference.

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.

*****WI Course (Writing Instructive Course)**

Writing Instructive courses vary across programs, just as writing adopts diverse forms and functions across different disciplines. In a WI course, writing facilitates learning; as such, a number of written assignments have been incorporated to allow students to learn both the subject matter of the course and discipline-specific ways of reasoning and writing.

WI Course Requirements

- This course has a range of writing assignments worth a significant part of the final grade.
- Writing assignments are an integral part of measuring the mastery of the content in a course.

- All written assignments are tied to specific course objectives and outcomes.
- You will receive feedback on submitted writing assignments.
- You will be required to revise two assignments (these include the Personal Reflection and the Summative Analysis) to improve your understanding what it means to be a reflective practitioner and to gain understanding of readability formulas.

COURSE INFORMATION

Course Overview and Description

(WI) This course examines influential learning theories and the implications of these theories for educational practice. It includes a survey of seminal theorists and their contributions to understanding how learning occurs and how learners develop and construct meaning to acquire knowledge and skills. This course should be taken in the first block of the teacher education program. This writing instructive (WI) course fosters students' development of written communication via discourse, reflection, and revision of written drafts through peer review and instructor feedback.

Student Learning Outcomes

The learner will:

- (1) become conversant with basic assumptions, concepts, and principles of each learning theory.
- (2) compare and contrast significant theoretical positions on learning.
- (3) examine learning experiences based upon principles associated with foundational teaching and learning theories.
- (4) distinguish key concepts, models, and strategies related to different theories of learning.

Competency Goals Statements (certification or standards)

https://ccsso.org/sites/default/files/201711/InTASC_Model_Core_Teaching_Standards_2011.pdf

Standard 1: Learner Development

Prerequisite: Admission to teacher education program.

Required Textbook

*There is no required textbook for this class this semester. Instead, there will be required readings posted on the course website in the weekly modules throughout the course.

Suggested Readings (Optional)

Bates, B. (2019). *Learning Theories Simplified, And How to Apply Them to Teaching*. Los Angeles: SAGE.

Schunk, D. H. (2008). *Learning Theories, An Educational Perspective*. Upper Saddle River, NJ: Pearson.

American Psychological Association (Washington, District of Columbia) (Ed.). (2019). *Publication manual of the American psychological association* (Seventh edition). American Psychological Association.

COURSE ASSESSMENTS

**Indicates WI assignment

Class introduction discussion board		50 points	Due 10/14/2022
** Personal Learning Theory Reflection	SLO 1	200 points	Final paper due 10/31/2022
Theorist Chart	SLO 2	100 points	Due 11/14/2021
**Summative Assessment Paper Multi-Media presentation	SLO 1-4	250 points	Due 12/08/2021 Multimedia presentation due (12/1/2021, responses Dues 12/6/2021)

Authentic Formative Assessment- Personal Learning Theory Reflection (100 pts): Students will write a 2-3-page paper reflecting on their learning theory. **The paper will be uploaded onto a Canvas for feedback from me on your writing style and any suggestions**

Rough draft 100points

Final Draft 100 points

Theorist Chart (100 pts): Students will develop a chart that lists major theorists and outlines their ideas. (Best to create in Excel in columns and headings)

Summative Assessment- Write a 5-6 page paper in APA format over one theory, fully explain the theory and how it can be applied in a classroom setting, then make a multimedia presentation over the paper that will be uploaded to canvas. A power point should be at least 8-10 slides, a Prezi should be 8-10 slides as well. If you are presenting a YouTube video, it should be at 5-10 minutes. The paper will be uploaded onto a Canvas for feedback from me on your writing style and any suggestions.

Rough Draft- -50 points

Final Draft Education Theory Paper – 100 points

MultiMedia Presentation posted on Canvas (can be video, Prezi, PowerPoint, Canva) please use citations for this presentation – 76points for presentations- 24 points respond to three classmates with three new things you learned, one thing you found interesting, and what you liked about the presentation. Use complete sentences and proper grammar in your responses.

All work that is turned in will be completed in APA format. If you are not sure how to cite using APA formatting, please visit the writing lab. Numerous online resources will help you out as well. Be careful using online sources when creating bibliographies, and they are not always 100% accurate.

Attendance and Professional Dispositions Evaluation (Program Requirement- Pass/Fail) At this point in each student's professional development, the College of Education and Human Development expects

pre-service candidates to demonstrate a wide range of professional dispositions, including attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. **Each student is required to participate in class through discussion and collaboration.** Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade.

Supports the **Dept. of C&I goals #1, 2, 4, 6, 9, 10 and Student Learning Outcomes #1, 3 & 6.

Grading Criteria Rubric and Conversion

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

Posting of Grades

Grades from assessments will usually be posted within seven working days, unless it is a major assignment. Posting of major assessment grades will be discussed in class.

Grading Policies

Quality of Assignments- High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher-order thinking skills (analyze data by applying theoretical and conceptual tools; construct convincing arguments; integrate information from various sources; evaluate multiple theoretical perspectives; etc.). This includes proper use of Standard Academic English, correct grammar and spelling, and APA formatting. Remember that the quality of work you present reflects your desire to be a professional educator. **All submitted work should be typed unless otherwise noted.** Because this is an 8-week course, **I will not accept more than two days late work. The first day late will be a 10% reduction in your grade, and the second day late will be a 20% reduction in your grade.**

Course Outline and Calendar

Week/Date	Readings & Topics
Week #1 10/11/21	Introduction, Syllabus review, class expectations Discussion Board get to know you class introduction respond to three classmates . 50 points
Week #2 10/18/2021	Behaviorism (Watson, Skinner) Rough Draft due by Thursday upload to Canvas Personal Learning Reflection Due
Week #3 10/25/2021	Cognitivism (Piaget, Bandura)

Week #4 11/1/2021	Theorist Chart Due Constructivism (Bruner, Dewey) Social Learning Theory Social Cultural (Vygotsky)
Week #5 11/08/2021	Humanism Rogers , Maslow
Week #6 11/15/2021	Connectivism; A Learning Theory for the Digital Age 21st Century Skills Summative Rough Draft due upload to canvas
Week #7 11/29/2021	Bloom's Taxonomy (Bloom, Krathwol) Multimedia Presentation Due 12/1/2021 Responses Due 12/4/2021
Week #8 12/5/21	Neuroism/Multiple Intelligences (Gardner) Experiential Learning (Kolb) Summative Paper due Canvas 12/7/2021 Summative Assessment Paper Due /Multi-Media presentation Due 12/8/2021 (last day of class to turn in assignment for credit)

Important University Dates

<https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements- This course meets during the designated time. A computer or device equipped with a camera is essential for this course and the camera needs to be turned on during class.

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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

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, working with others in an unauthorized manner, 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 referred 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/studentaffairs/student-conduct.html),
[<https://www.tamuct.edu/studentaffairs/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](https://tamuct.instructure.com/courses/717) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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) 5015909 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru

Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via [WCTOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at 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].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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 concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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].

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.

OTHER POLICIES

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. Copyright. 2020 by Linda Black at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-5795, linda.black@tamuct.edu.

Class Attendance

Regular, punctual attendance, documented participation, and submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Failure of students to adhere to these requirements may influence the course grade, financial assistance, and/or enrollment status. Students may be excused from attendance for reasons such as health/medical reasons, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Make-up work must be completed as soon as possible after returning from an absence.

- A. Personal Days**-Students are expected to attend all classes, arrive on time, and actively participate in class, including online courses. Students are required to have cameras ON during class time. Students are allowed **two "personal days" of absence that they may take at their discretion, but only with prior notification.** You may notify the instructor by phone, email, or during class time.

- B. Excused Absences**-You also have officially excused university days available to you that are covered under university policy- health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. **UNEXCUSED ABSENCES**- If there is a situation for an absence beyond your two personal days, please communicate with your instructor. **It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.**

D. **Tardies- Two tardies of over 20 minutes late will count as one absence, unless there are extenuating circumstances. This is the same rule as in Clinical Practice (Student Teaching).**

E. **LATE WORK POLICY**- **Missed exams and quizzes** may only be re-scheduled in cases of excused absences and must be made up within 2 weeks of the original date. Late work on major grades will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately. Late work of assignments worth more than 20 pts. may be accepted up to a week late by the professor with extenuating circumstances- speak with your instructor.

Mobile technology: Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If you are expecting an important call during class time, please inform the instructor before class.

Code of Ethics for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based

Texas criminal history information. The service is provided to the requestor for a **nonrefundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.

Participation, Personal Responsibility and Professional Dispositions

Stay in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important and rewarding job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students' lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that's a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

Discussions

Discussions will take place in partners/groups, as a whole class, and ONLINE. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other's ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. **As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives.** Consider these behavioral practices and cautions to support active listening as you participate in class: Good practice includes looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others' ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; use nodding or other signs to show that what a classmate says matters. Some cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.¹

¹ In constructing this syllabus I drew on the ideas of several people and appreciate their good thinking and generosity: Vicki Thomas of Stephen F. Austin state University; Erik Byker of The University of North Carolina at Charlotte and Chauncey Montesano of The University of Michigan.