

**The College of Education and Behavioral Sciences  
School of Education  
Houston Baptist University  
Course Syllabus  
EDUC 6304 Children, Adolescents and Learning  
Fall 2014**

## **COURSE DESCRIPTION**

This course combines a study of learning (including both cognitive and behavioral perspectives), human development (childhood through adolescence), and assessment (traditional and performance; teacher-made and standardized). Related constructs such as motivation and self-esteem are explored.

## **COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

Students who are seeking a master of education degree or teacher certification for graduate credit may take this course. The prerequisite for this course is 6301 or 6312: Curriculum and Instruction.

**DAY, TIME & LOCATION OF CLASS:**                      Mondays                      5:00pm – 7:25pm                      Hinton 123

## **INSTRUCTOR INFORMATION**

Name: Dr. Dina Flores-Mejorado

E-mail: dflores@hbu.edu

Office Phone: 281-649-3090

Office Location: Hinton 327

Office Hours: M Off-Campus;

M 7:55-8:55pm;

T 2:30-6:30;

W 3:30-6:30

T 9:00-10:00;

W 9:00-10:00

*Available by appointment.*

## **LEARNING RESOURCES**

### **Textbook:**

Ormrod. (2014). *Educational Psychology: Developing Learners (8<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN-13: 9780133385762 ISBN: 0133385760

## **RELATION TO THE MISSION OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will...

1. Treat the students with respect and kindness
2. Fairly assess and consistently use challenging, fair and performance-based standards
3. Involve students actively in the class with activities designed for a variety of learning styles.
4. Give the students the opportunity to develop interpersonal, communication, critical thinking, and technology skills.

The learning experiences in the courses throughout the School of Education Graduate Program support the Ten Pillars, especially, Pillar I (Build on the Classics), Pillar III (Embrace the Challenge of Christian Graduate Education), Pillar V (Increase our Cultural Impact through our faculty), Pillar VI (Renew our Campus, Renew our Community), and Pillar IX (Cultivate a Strong Global Focus).

## **RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In accordance with Houston Baptist University's purpose this course endeavors to: 1) provide a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the learning process 2) encourage academic excellence, freedom, and objectivity 3) promote the development of critical and creative thinking, compassion, responsibility, and continuing interest in learning.

## **RELATION TO THE DEPARTMENT GOALS AND PURPOSES**

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

Given that Houston Baptist University is founded on Christian principles and values, this course is taught in a manner that encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality which will be supported in this course.

**COURSE LEARNING OBJECTIVES** Upon completion of this course, students should be able to

1. Discuss what thinking is and how good thinking can be motivated
2. Explain how knowledge is constructed and what role it plays in thinking processes
3. Identify and utilize learning strategies and metacognitive regulation of strategies
4. Identify and explain the various biological, psychological and social factors which influence learning
5. Demonstrate knowledge of various methods of the assessment of learning in a classroom context
6. Conduct research directly related to the use of learning strategies in his/her own classroom

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- A matrix at the end of this document indicates the PPR topics addressed.
- Appropriate grade level TEA guidelines and TEKS are referenced as part of this course.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

**The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:**

**Domain I.** \* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

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

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

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

### **IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Knowledge Component:

#### C. Knowledge of Dyslexia and Other Learning Disorders

1. a. Recognize scientifically accepted characteristics of individuals with poor word recognition (e.g., overdependence on context to aid word recognition; inaccurate nonword reading) (Level 1).

2. Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorders, etc.).

### **Technology, writing, or oral objectives**

- Technology will be used to improve the communication skills and computer skills of the student.
- Students are expected to utilize formal standard English usage in both written and oral communication. **Note:** Up to 30 points may be deducted from the grade of any paper/assignment/exam for errors in the use of formal standard English.

## TOPICAL OUTLINE

1. Educational Research
2. Cognitive and linguistic Development
3. Personal and social Development
4. Group Diversity
5. Individual differences and Special Educational needs
6. Learning and Cognitive Processes
7. Knowledge Construction
8. Higher-level Cognitive Processes
9. Behaviorist Views of Learning
10. Social Cognitive Views of Learning
11. Motivation
12. Instructional Strategies
13. Productive Learning Environment
14. Classroom Assessment
15. Student Achievement

## TEACHING/LEARNING STRATEGIES

The following teaching/learning activities may be emphasized:

1. Lecture
2. Discussion
3. Video Presentation
4. Demonstration/Modeling
5. Cooperative Learning Groups
6. Inductive Learning Experiences

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

### **School of Education Graduate Comprehensive Examination**

Each course in the graduate school program is designed to assist the student in the preparation of the required comprehensive examination taken after 24 semester hours in the program. The rigor of the comprehensive assessment demands the student to evaluate, analyze, and synthesize all learning experiences. By fulfilling course goals, objectives, knowledge and skills involved in learning experiences prepares the graduate student to be successful. This culminating assessment demonstrates the graduate student's capability to think globally regarding educational theory and practice as they become educational leaders in their chosen field of study.

## Course Requirements:

Assignment	Learning Objective(s)	Percent	Due Date
Attendance, Classwork, Quizzes, Tasks, Activities, Homework, & Participation	1, 2, 3, 4	5	
Exam 1	1, 2, 3, 4, 5	15	
Exam 2	1, 2, 3, 4, 5	15	
Exam 3	1, 2, 3, 4, 5	15	
Chapter Discussion Leader	1, 2, 3, 4, 5	15	
Strategic Learning Project: Research Paper	6	20	
Strategic Learning Project: Presentation	6	15	

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

## Grading Standards:

### Graduate Grading Scale:

Assessments in this course are designed to correlate to the rigor and expectations addressed within the School of Education Graduate Comprehensive Examination.

93-100=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 69 and below=F

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours. Participation in the University Symposium is a source of bonus credit for this course. More details will be provided at the appropriate time.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus and/or provided and discussed in class.

### Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

## CLASS POLICIES

**Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

**Absence and Tardy Policies** . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 occur, the course grade will be "F" no matter what test and paper scores might be.

### **\*Addendum to HBU Attendance Policy.**

Attendance and participation is expected at every class session. For classes meeting two times weekly, only 3 absences are permitted per semester. Upon the fourth absence, points will be deducted for an absence (5 points) from the class participation grade. For classes that meet once a week, only 2 absences are permitted. Summer classes are permitted only 2 absences. Upon the third absence, points will be deducted (5 points) from the class participation grade. Two tardies are permitted for all classes. After the 3<sup>rd</sup> tardy (2 points) from the class participation grade will be deducted. Medical notes for excused absences will be accepted only one week after

the absence. If you miss class, you cannot make up the work and any work due for that missed day will not be accepted via e-mail or another student. Absences, tardies, and early departure from class are strongly discouraged. It is very important to be on time for class and to stay for the entire class session. Your performance in this course will be better if you attend classes and participate in the discussions. This course will be highly interactive and you will need to be in class. If you **arrive late or leave early**, you will **NOT** receive full credit for participating or for attendance. If you do work not pertaining to this class during class time, you will not receive full credit for participating.

### **ACADEMIC ACCOMMODATIONS:**

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

***\*Addendum to HBU Academic Honesty.*** HBU views any act of academic dishonesty as a violation of the very heart of the nature of the University as expressed in the catalogue. Academic dishonesty occurs when a student submits the work or record of someone else as his/her own or when a student has special information for use in an evaluation that is not available to other students in the same activity. It will result in a zero on the assignment in question and will be reported to the Dean of the School of Education & Behavioral Sciences. Appeal procedures and additional information are included in the HBU Online Catalogue. A tutorial has been created that explains behaviors you may engage in, but do not recognize as unethical. Its purpose is to inform and educate you to identify these practices and, therefore, avoid them. You will find the tutorial in a Blackboard class named *Academic Integrity*, and you are encouraged to complete the tutorial before priority registration for the next semester. *(This syllabus has a signature page to acknowledge the specific policy for this course regarding cheating and plagiarism to be signed by the student and submitted to the professor as indicated.)*

**Children in Classroom.** In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

**Classroom Behavior Expectations\*.** The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely. Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: **activated cellular phone or other device**, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

**\*Addendum: Classroom Behavior Expectations.** Working on or reading of other materials and/or projects during this designated class time will not be permitted and will result in the lowering of the class participation grade. Group work demands a high level of accountability and collaboration. Therefore, the professor reserves the right to adjust and/or remove group members from small group work, if needed. If a student is removed from a working group for any reason, the student is expected to complete all components of the task/assignment entirely on an individual basis on the original due date with a reduction in grading points as is warranted. Drinks and snack food are permitted in class as long as all trash is removed. Complete meals are not allowed in the classroom learning environment.

### **Class Assignments.**

- All assignments are to be word-processed (12 pt font, Times New Roman font, 1 inch margins, double-spaced, cover page). **Print on only one side of the paper.** Points will be deducted and/or the effort revised if these directions are not followed.
- All submissions should be grammatically correct as well as free from misspellings. This is an essential skill for professionals. For that reason, each grammatical error or misspelling will be subject to 2 point deductions from the total grade for the assignment.
- **Formal Standard English.** It is expected that all oral and written communication be in formal Standard English, including all e-mail correspondence. In written work, penalties will be assessed for difficulties with organization, clarity, punctuation, capitalization and usage as well as use of informal language/slang—even if the content is appropriate.
- All work should include page numbers.
- Copies of PowerPoint slides are required.
- All classwork efforts (papers/projects, and topics) are to be original work that has not been submitted previously or simultaneously or addressed in any other manner in another course.
- All work submitted electronically must have the **student's last name** in the title of the file/attachment.
- APA Formatting. All references and resources should be cited using the American Psychological Association (APA) style. Questions regarding that style will be welcomed and a style manual is available for viewing. Here is a very helpful website:  
<http://owl.english.purdue.edu/owl/resource/560/01/>
- **NOTE:** *The use of Blackboard and ONLY the HBU e-mail system are required components of this course.*

**LATE WORK STATEMENT** Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

**Late Work.** All assignments are expected to be completed in their entirety by the beginning of class on the due date, even if the student is not in class. Late work is strongly discouraged. Work may be submitted late ONLY (with proper documentation for illness or other emergency situations) within the following TWO calendar days, including weekends, for a maximum grade value of 80. No work will be accepted after that deadline passes. As professionals it is imperative to complete responsibilities and tasks in a timely, effective manner. [If work is returned for revision, it is expected to be re-submitted as directed by the professor regarding the due date and the maximum grade value of the revised effort.]

**Missed Tests.** All the tests must be taken on the day and at the time which they are scheduled. Make-up tests will be given ONLY when the following criteria have been met: prior notification (24 hours) of your need to miss the test and a legitimate reason for missing the test. Legitimate reasons include documented illness, death in the family, etc. A make-up test will be written by the professor and will be given at a time mutually agreed

upon by both the professor and student. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

**Electronic Device Use in the Classroom.**

- You must turn off all electronic devices in your possession to avoid distractions to the climate of the classroom. This includes cell phones. These should remain out of sight during instructional times.
- Answering cell phones, reading or responding to text messages during class will lower your participation grade. If this is a continuing distraction, the student will be asked to leave class and this will be reflected in the course grade.
- No cell phones will be allowed in the classroom for exams. Should you forget, you may leave any cell phones with the professor during the testing time. Any cell phone that goes off in a student's possession during an exam will be an automatic F on the exam.
- No recording devices will be allowed in the classroom.
- The use of personal laptop computers is only permitted at appropriate times when class note taking is beneficial, not during any activities and/or presentations.
- The use of the Internet and computer for personal means during class time will result in a reduction in the class participation grade and loss of class use of the computer for the remainder of the semester.

**Email Policy\***. All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

**The Learning Center.** The goal of the HBU Learning Center is to help currently enrolled students in all majors become better written and oral communicators. The Learning Center Writing Consultants assist students in two areas: (1) one-on-one writing instruction and (2) help with revising and developing papers and other written documents. The LC Oral Communication Consultants also assist students in two areas: (1) public presentational skills coaching and (2) communication apprehension treatment. Students may call extension 2030 for an appointment or drop by the LC in A-210 during its scheduled hours. You can also check out the LC on the web at [www2.hbu.edu/arts&human/arc](http://www2.hbu.edu/arts&human/arc).

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Dr. Dina Flores-Mejorado, EdD

*Dina Flores-Mejorado, EdD*

Instructor's Signature

July, 2014

Date

## COURSE ACKNOWLEDGEMENTS

### **Syllabus Statement- EDUC 6304 Fall 2014**

I am aware of all topics listed and described in this course syllabus --by reading the syllabus on my own **and** through class discussions. Such topics include, but are not limited to the following:

- Course description, Course sequence in the curriculum and pre-requisite information;
- Instructor information, Learning resources;
- Relation to the purpose statement of the University, Relation to the School of Education, Course goals, objectives, knowledge, and skills;
- The School of Education requirements---TExES competencies, Topical outline, Teaching/learning strategies;
- Assessment for learning, Course Requirements;
- Grading Standards;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- Addendums to the HBU Policies;
- Late Work, Missed Tests, Class Assignments;
- Electronic Device Use in the Classroom; and
- The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.

### **Professional Integrity Statement**

To maintain and uphold the highest level of professional integrity and honesty, **DO NOT:**

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet or cut and paste parts of Internet articles and turn them in as your own;
- copy another paper/project, make changes to it, and submit it as your own;
- include the work of others without documentation (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work or share your work with others; and,
- change references or make up references.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and not allowed in this class. If a student cheats and/or plagiarizes, then the student will fail this course. Any attempt during a test to consult with notes or another person or looking at another’s test will constitute cheating. If you share answers in any way, both students will receive a “0” for the test and/or fail this course. Using stolen tests or “borrowed” tests in which to study for an exam is cheating and will result in course failure. Other areas of cheating and plagiarism may not be listed. However, you are responsible for knowing them.

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

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Printed Name

Signature

Date

{After thoroughly reading the course syllabus and this page, please **sign** for submission to the professor by the second day of class. Thank you.}

**Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30\***

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	<b>1. Reading Instruction</b> : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: <a href="http://www.youtube.com/playlist?list=PLYCCyVaf2q1vuF3qz1NjEWFEMtxaBMvC">http://www.youtube.com/playlist?list=PLYCCyVaf2q1vuF3qz1NjEWFEMtxaBMvC</a>	
I, II, III	<b>3. Child Development</b>	A variety of theories for child development.	
I, II, III,	<b>4. Motivation</b>	A variety of theories & methods appropriate for teaching motivation.	
I, II, III	<b>5. Learning Theories</b>	A variety of learning theories	
I, III	<b>6. TEKS Organization,</b>	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	<b>7. Content TEKS</b>		
I, II, IV	<b>8. State Assessment of Students &amp; STAAR:Testing,</b>	Requirements , responsibilities, scoring, analysis & use of results <a href="http://www.tea.state.tx.us/student.assessment/staar/">http://www.tea.state.tx.us/student.assessment/staar/</a>	
I, II, III	<b>9. Curriculum Development &amp; Lesson Planning</b>	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	
II, IV	<b>11. Classroom Management</b>	A variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual /ELPS</b> : Learning strategies , Listening ,Speaking , Reading & Writing	
		<b>B. G/T:</b> Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	
		<b>C. Special Education:</b> Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b>	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	
I, II, III, IV	<b>16. Differentiated Instruction</b>	A variety of instructional strategies suitable for differentiating instruction.	
IV	<b>17. Certification Test Preparation</b> (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
<b>TAC §228.35 &amp; H.B. 2012 Requirements</b>			
I,	<b>Dyslexia:</b> Detection and education of students with dyslexia <a href="#">[TAC RULE §228.35 (4)]</a>	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia <a href="#">Dyslexia Informational Power Point</a> <a href="#">Dyslexia Handbook - English (PDF, 2.45 MB, outside source)</a>	
IV	<b>Legal &amp; Employment Issues</b>	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	<b>Status of HBU program</b>	Pass rates & accreditation status	
IV	<b>Teacher &amp; principal evaluation</b> PDAS:: <a href="http://www4.esc13.net/pdas/">http://www4.esc13.net/pdas/</a>	PDAS,; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal,; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	<b>Skills &amp; Expectations of Educators</b>	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

**EDUC 6304 –Tentative Class Agenda\*--Fall 2014**  
**Monday—Hinton 123—5:00-7:25pm**

<b>Date</b>	<b>Topic</b>	<b>Chapters</b>	<b>Exam/Assignments</b>
8-25-2014	Introduction to Course And Project		
9-1-2014	Labor Day Holiday		
9-8-2014	Teaching and Educational Psychology	1	
9-15-2014	Cognitive and Linguistic Development, Personal and Social Development	2, 3	
9-22-2014	Group Differences Individual Differences and Special Educational Needs	4, 5	
9-29-2014			<b>Exam 1 -- Chapters 1-5</b>
10-6-2014	Learning and Cognitive Processes	6	
10-13-2014	Knowledge Construction Higher-Level Cognitive Processes	7, 8	
10-20-2014	Behaviorist Views of Learning Social Cognitive Views of Learning	9 10	
10-27-2014			<b>Exam 2 -- Chapters 6-10</b>
11-3-2014	Motivation and Affect Cognitive Factors in Motivation Instructional Strategies	11 12	
11-10-2014	Creating a Productive Learning Environment <b>Project Presentations</b>	13	
11-17-2014	Classroom Assessment Strategies <b>Project Presentations</b>	14	<b>Learning Strategy Project Research Papers due</b>
11-24-2014	Summarizing Student Achievements <b>Project Presentations</b>	15	
12-1-2014	<b>Project Presentations</b> Review for Final		
12-8-2014			<b>Final Exam – Chapters 11-15</b>

\*Changes will be made as warranted by the professor with timely student notification.

## Classical References

Aristotle (350 B.C.E.). *Nicomachean ethics*. (Part of the Internet Classics Archive):

<http://classics.mit.edu/Aristotle/nicomachaen.html> or in McKeon, R.—Editor (1941). *Basic works of Aristotle*. New York: Random House

Benjamin, H.R.W., (1939). *Saber-tooth curriculum, including other lectures in the history of Paleolithic education*. New York: McGraw-Hill.

Bloom, B, 1956. *Taxonomy of educational objectives: Handbook I, The cognitive domain*. New York: David McKay & Co.

Dewey, J. (1916). *Democracy and education*. New York: McMillan.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. City: Basic Books.

Glasser, W., (1968). *Schools without failure*. New York: Harper & Row.

Goodlad, J. (1984). *A place called school*. New York: McGraw-Hill.

Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Reinhardt and Winston.

Paul, R. and Elder, L. (2006). *The art of Socratic questioning*. Dillon Beach, CA: Foundation for Critical Thinking. [Socrates did not leave writings; however, his questioning strategies remain an important instructional strategy. This book is a seminal explanation of how to use Socratic questioning.]

## Discussion Leader(s)

For each chapter in the Guide, one of you will become the expert on the issues and topics that are the focus of reading. You will design a learning experience for your classmates that will assist them in becoming experts in that chapter, also.

- You may be creative in your approach. Please inform the professor in advance if you are doing something “different”. You may require some advanced task/reading for your classmates to complete if appropriate.
- You will “teach” the chapter so that the result will be memorable learning on the chapter’s issues/topics. You may bring in real world scenarios, do special interactive activities, use technology (PPT/video, etc.). *[If you are considering a speaker, there is a special protocol that must be followed for the professor and to adhere to the HBU policies at least 2-3 week prior to the due date. A speaker may only utilize 20 minutes of your expected teaching time.]*
- This interaction should be from 35-40 minutes in length.
- You will be required to submit a hard copy and an electronic copy of your plans and any handouts/technology utilized in this learning.
- Carefully consider which chapter has the most interest for you.

## Rubric for Discussion Leader

Criteria	Yes	No	N/A
<b>Content &amp; Organization</b>			
1. All key elements of the assignments are covered			
2. The content is comprehensive, accurate, and/or persuasive			
3. The activity/discussion develops a central theme or idea, directed toward the appropriate audience.			
4. Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.			
5. The introduction provides sufficient background on the topic and previews major points.			
<b>Format &amp; Style</b>			
1. Activity transitions are present and logical and maintain the flow throughout the learning interaction.			
2. The tone is appropriate to the content and assignment.			
3. Sentences are complete, clear and concise.			
4. Sentences are well-constructed with consistently strong, varied sentences.			
5. Sentence transitions are present and maintain the flow of thought.			
<b>Mechanics (if handout is provided)</b>			
1. The handout follows correct formatting			
2. Correctly cite original works within the body of the handout.			
3. The handout's layout has effective use of headings, font and size, and white space.			
4. Rules of grammar, usage, and punctuation are followed.			
5. Spelling is correct.			
<b>Presentation</b> Is the student professional in presentation of the report and execution of delivery?			
1. <b>Dress Code Followed</b> Student is in compliance with dress code. Jacket was/ not worn during presentation.			
2. <b>Delivery</b> Eye contact with audience.			
3. <b>Mastery of Research Conducted</b> Student shows confidence and mastery of topic researched during entire presentation.			
4. <b>Visual Aid/PowerPoint/Other</b> Student has an excellent visual aid that is directly related to the content of the report.			
5. <b>Organization</b> Presentation of report flowed with ease due to proper preparation and rehearsal.			

Comments:

Grade \_\_\_\_\_

**Learning Strategy Project**

**Steps of Implementation**

1. Select a specific learning strategy for students, one that you feel will improve student performance in your class.
2. Conduct a review of the literature about the strategy.
3. Implement the strategy in a classroom setting (or as close to a classroom setting as you can simulate) keeping a detailed journal of notes.
4. Assess the results.
5. Write research paper.
6. Prepare presentation—include visual aids!

**The Paper and Class Presentation should be in the following standard research format:**

- A. Description of strategy including a brief literature review.
- B. Description of participant(s) and setting.
- C. List and explanation of procedures in chronological order. Include implementation of strategy as well as method of assessment.
- D. Description of assessment results.
- E. Discussion of results including implications for future use of strategy.
- F. References and citations (*APA Style Manual*, 6th edition)
- G. Appendices (assessment instrument(s), charts, graphs, etc.)

**Format: Times New Roman, font size 12; margins 1”; double spaced, header-last name and page # only**

**Note: Up to 30 points may be deducted from the grade of this project paper for errors in the use of formal standard English.**

**EDUC 6304 CHILDREN, ADOLESCENTS AND LEARNING  
LEARNING STRATEGY PROJECT PAPER EVALUATION FORM**

Student Name: \_\_\_\_\_

Description of strategy including literature review (20)  
Including citations from all references \_\_\_\_\_

Description of participants and setting (10)  
Classroom Setting and pertinent demographics \_\_\_\_\_

Explanation of procedures (20)  
Chronological listing of steps—including assessment tool \_\_\_\_\_

Description of results (20)  
Including observations and descriptive statistics \_\_\_\_\_

Discussion of results including implication for future use (20) \_\_\_\_\_

References and citations (10) \_\_\_\_\_

Deductions for grammar/format \_\_\_\_\_

**Total Grade** \_\_\_\_\_

**EDUC 6304 LEARNING STRATEGY PROJECT  
CLASS PRESENTATION EVALUATION FORM**

Student Name: \_\_\_\_\_

Description of strategy including brief literature review (20) \_\_\_\_\_

- Explain/define the strategy
- Give at least 2 citations from research

Description of participants and setting (20) \_\_\_\_\_

- Classroom
- Timing
- Gender breakdown
- SES (if pertinent, if not, explain why)
- Ethnicity (if pertinent; if not, explain why)

Explanation of procedures (40) \_\_\_\_\_

- \*Handout of procedural steps necessary to implement strategy
- Sample materials needed for your class implementation
- Creativity—visual aids
- Assessment tool including samples

Discussion of results including implications for future professional use (20) \_\_\_\_\_

- What were the results? Describe using descriptive statistics.
- Do your results agree with research?
- Will you use this strategy again?
- What will you change?
- What will you keep the same?

Deductions: \_\_\_\_\_

Total Grade \_\_\_\_\_

## Rubric II

Scoring Level	Interpretation	Analysis & Evaluation	Presentation	Knowledge of Convention	Clarity and Coherence	Rhetorical Choices
<b>4 - Accomplished</b> <b>92-100</b>	Analyzes insightful questions Refutes bias Critiques content Examines inconsistencies Values information	Examines conclusions Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically	Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information	In addition to meeting the requirements for a "3," the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements for a "3," writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements for a "3," the writer's decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
<b>3 - Competent</b> <b>84-91</b>	Asks insightful questions Detects bias. Categorizes content. Identifies inconsistencies Recognizes context	Formulates conclusions Recognizes arguments Notifies differences Evaluates data Seeks out information	Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
<b>2 - Developing</b> <b>76-83</b>	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies Selects sources adequately	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Misconstructs arguments Generalizes issues Cites sources Presents few options Overlooks some information	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The writer's decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
<b>1 - Beginning</b> <b>75 and below</b>	Fails to question data Ignores bias Misses major content areas Detects no inconsistencies Chooses biased sources	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The writer's decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

### GENERAL EVALUATION RUBRIC FOR COLLEGE PAPERS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

#### The Superior Paper (A/A-)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

### **The Good Paper (B+/B)**

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

### **The Borderline Paper (B-/C+)**

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

### **The "Needs Help" Paper (C/C-)**

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

### **The Failing Paper**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

**Source** Adapted from a internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 19