I. Course Description:

SED 370 – Introduction to Pedagogy and Active Learning (3 semester hours). An overview of the pedagogical skills and competencies needed to become effective, learner-centered teachers. SED 370 is a learner-centered experience exploring active learning patterns and practices with an emphasis on the integration of instructional technology into the teaching and learning process. 3 Credit Hours

II. Intended Learning Outcomes:

The purpose of this course is to introduce students to the theory and practice of teaching in a learner-centered environment through the examination of basic pedagogical principles and their relationship to professional and pedagogical responsibilities compiled by the Texas State Board of Educator Certification (SBEC), and the five proficiencies for educators proposed by the Texas Education Agency (TEA). SED 370 will focus primarily on content found in Competencies 001, 002, and 007. A complete description of these 13 competencies may be viewed and/or downloaded at: www.sbec.state.tx.us/.

University Core Values
In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

Program Learning Outcomes
Candidates will be able to:
1. Develop, create and adapt instruction and assessment for all students.
2. Understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.
3. Effectively manage a diverse learner centered classroom.
4. Implement and modify instruction based on the needs of diverse students incorporating technology as appropriate.
5. Use strategies and methods for reading and literacy in various content areas.

Student Learning Outcomes
Candidates will be able to:

- Define and illustrate the importance of a learner-centered environment and learner-centered instruction.
- Demonstrate an awareness of the cultural, ethnic, and racial diversity of the students in the secondary classroom.
- Demonstrate an awareness of environmental factors that influence the learning process.
- Demonstrate an awareness of the resources and legal issues surrounding students with special needs.
- Identify various learning styles.
- Identify the basic elements of productive student-centered communication.

ELL Standards
I.002.1 Knows theories, concepts, and research related to L1 and L2 acquisition.
III.008.1 Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
III.009.1 Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, socio-cultural factors, home environment, attitude, exceptionailities.

III.009.3 Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

MAJOR COURSE TOPICS:

- Introduction to the teaching profession
- Motivations to enter the teaching profession
- Purposes of education
- Learning theories
- Culturally relevant teaching
- Diversity (race, ethnicity, culture, special populations, learning differences, etc).
- Constructivist teaching models
- Application of growth and human development
- Aspects of effective communication…including uses of electronic media
- Philosophy of education
- Code of ethics

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Assignment Requirements: All assignments need to be turned in electronically in the dropbox on D2L by the appropriate due date. Save and label your documents/files like this: LastnameFirst Letter of First Name_AssignmentName_Month-Day.doc or for example: CrossC_whoarewe_9-2.doc or for your weekly journal entry CrossC_Journal_9-25.doc. Make sure that your document is titled appropriately as well, so I know exactly what you are turning in.

<table>
<thead>
<tr>
<th>Assignment Name and Description</th>
<th>Pt. Value</th>
<th>Due Date</th>
<th>PLO</th>
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</thead>
<tbody>
<tr>
<td>Reading Homework Assignments- 11 assignments worth 10 pts per assignment. Throughout the semester, the student will be expected to do reading and a corresponding assignment based upon the reading. The assignments will be simple and creativity based. The assignments are due in class and will be presented to the class. The assignments will be uploaded to D2L dropbox.</td>
<td>110 pts.</td>
<td>Varies</td>
<td>1,2,3, 4</td>
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<td>Student Article and Discussion Assignment- Each student will sign up to bring their own scholarly journal article about a topic related to teaching that interests them. They will come up with 2 discussion questions related to their article to begin the class discussion that day. Due on the day that the student chooses to sign up for the assignment. Upload APA reference and questions to dropbox.</td>
<td>50 pts.</td>
<td>Student’s choose day to bring article</td>
<td>1,4</td>
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<td>Mini Lesson- Students will prepare and present a lesson in their content area that will actively engage the class in a learner centered activity, a lesson plan will also be due, their peers will complete a peer review during the presentation. Upload to Dropbox.</td>
<td>50 pts.</td>
<td>Student’s choice</td>
<td>1,2,3, 4</td>
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<td>Final Synthesis Paper and Presentation-The students will write a creative and scholarly paper about their experiences in SED 370 over the period of the semester, the paper will include 5 topics that the student enjoyed and why, 2 readings the student enjoyed and why, 3 activities that the student enjoyed and why, and how the overall experience of the class helped the student evolve their personal philosophy of teaching.</td>
<td>100 pts.</td>
<td>5-6 or 5-7</td>
<td>1,3</td>
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<tr>
<td>Field Based Observation Reflection and Record of Experience- The student will complete 10 hours of field experience within an educational setting and write a 1 page reflection about their experience and how their observations and experiences influence their future classroom.</td>
<td>40 pts.</td>
<td>End of semester</td>
<td>1,3</td>
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<td>Student Journals- 10 entries total worth 10 pts a piece, each ½ to 1 full page, typed, 1 inch margins, 12 pt. font. - The students will reflect about what our class activities have been for the week and how they have experienced similar or different</td>
<td>100 pts.</td>
<td>Before Tuesday class</td>
<td>1,2,3, 4</td>
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in their personal schooling and how the classroom activities will influence their own personal classroom design/instruction/behaviors. Include date and name and SED as heading and as file name. Upload to Dropbox on D2L before the next class period.

| Total Pts for Semester | 450 |

**Changes:** The instructor reserves the right to make changes or modifications in the above requirements as needed and / or required to meet course goals. Students will be notified of the changes.

**IV. Evaluation and Assessments:**
Grades will be assigned on the following scale:

Candidates in the secondary and all level education certification programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. A candidate earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

**Quality of assignments**
- High professional standards are expected of all assignments. In order to obtain full credit for an assignment, you must demonstrate higher order thinking skills (construct convincing arguments; integrate information from various sources; evaluate theoretical perspectives; etc.). Your written work should address issues and ideas with which you agree, disagree, do not understand, or have never contemplated. You are also expected to make connections between course readings and discussions and your written work.
- All written and/or group assignments are to be submitted at midnight on the due date. Late assignments can be turned in for a maximum grade of 70. All assignments turned in on time can be revised to earn more points.
- All written assignments must be in 12-point Times New Roman, double-spaced, with 1" margins.
- Points will be deducted for continuous inappropriate format, style, grammar, and spelling errors. Poorly written papers may be returned and must be resubmitted with appropriate corrections before credit is earned. I highly recommend that students go to the AARC (1st floor, library) for help in crafting well-written assignments.

1. Walk-in Table Tutoring Monday through Thursday from 1:00-8:00 and Sundays from 4:00-8:00. Bring your assignments on a flash drive.
2. Individual Tutoring Appointments can be scheduled via phone.
3. OWL--The SFA Online Writing Lab: Talk to a tutor in real time or submit your work for review. Your link to the SFA OWL is on the MyCourses tab of MySFA.

**V. Tentative Course Outline/Calendar:**
Candidates should note that the instructor may make additional assignments and / or modify the schedule of activities/assignments as needed.

<table>
<thead>
<tr>
<th>Date/ Pre-Class Reading Homework</th>
<th>Agenda</th>
<th>Student Article</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus, etc.</td>
<td>Student Journal Entry #1</td>
</tr>
<tr>
<td>Week 2 - Pedagogy of the Oppressed, Ch. 2 (Freire, 1970)- Make a poster, meme, drawing, painting, or digital art that showcases your favorite quote from the reading.</td>
<td>Who are we?</td>
<td>Who are We?</td>
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<tr>
<td>Week 3 - IDEA- Research exactly what IDEA is, and make a Comic strip showing a classroom/school properly following IDEA.</td>
<td>The myth of the “normal” student, Diversity 101</td>
<td>2</td>
</tr>
<tr>
<td>Student Journal Entry #2</td>
<td>Special Education,</td>
<td>3</td>
</tr>
<tr>
<td>Week 4 - The Culturally Responsive Teacher (Villegas &amp; Lucas, 2007)- Write a brief poem, short story, or reader’s theater illustrating the main idea of this article.</td>
<td>ESL</td>
<td>4</td>
</tr>
<tr>
<td>Student Journal Entry #3</td>
<td>Culturally Responsive Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Week 5 - What is Diversity Pedagogy (Sheets, 2009)- Write a bell ringer for your content area that includes a diversity component.</td>
<td>Out of Class Assignment- Interview an ELL</td>
<td>6</td>
</tr>
<tr>
<td>Student Journal Entry #4</td>
<td>Diversity</td>
<td>7</td>
</tr>
<tr>
<td>Week 6 - Reinventing classroom space (Julian, 2013)</td>
<td>History of Ed &amp; Classroom</td>
<td>7</td>
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Make a drawing/poster/digital art showing how you want your own classroom to be arranged.

Student Journal Entry #5

Week 7 - John Dewey-My Pedagogic Creed- Reading Homework- Write your own ½ page pedagogic creed in the style of John Dewey.

Student Journal Entry #6

Week 7 - Texas Educators Code of Ethics- Read it and write a top 10 list of your own personal ethics for being a teacher.

Student Journal Entry #7

Week 8 - Read Chapter 5- Changing Curricular Practices- Think of a transformative lesson you experienced when you were in school and make a poster explaining the activity, be sure to use at least one picture.

Student Journal Entry #8

Week 9 - Balancing Standards and Creative Activities- Make a vine where you talk about your favorite part of this reading.

Student Journal Entry #9

Week 10 - PDK Poll- Make a Picture/Sketch/Drawing/Painting of the most interesting part of this poll.

Student Journal Entry #10

Week 11 - Research what the educational views (or voting history) the politicians from your hometown or other location have. Write a brief paragraph about it and bring it to class.

Week 12

Week 13

Week 14

Week 15

TBD

TBD

Final

VI. Readings:

On D2L, please bring a device that can connect to the internet to class everyday.

Technology: This class is heavily based on the use of technology, do not forget to bring your phones, tablets, computers to class, they are essential for completing the in class assignments.

Attendance: This course has a built in points system for attendance and participation. Failure to attend class will result in multiple point deductions that will result in poor grades for the semester. Journals and Reading Homework assignments cannot be made up because they are integrated into the class experience. These assignments add up to a total of 500 points out of the 700 required for a grade of A in the class. This means that if you do not come to class you will be given zeros for the journals and reading homework. It is a definite possibility that you could fail the class if you chose to not come to class every day. Unexcused Absences- Every unexcused absence besides the 2 personal days will result in a letter grade reduction. At 5 unexcused absences, you will fail this course. This is the same rule as in SFA Student Teaching. It is YOUR responsibility to NOTIFY the instructor if you are going to be absent. Tardies- Two tardies will count as one absence. This is the same rule as in SFA Student Teaching.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers 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/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.