Secondary Education and Educational Leadership  
SED 370 Introduction to Pedagogy and Active Learning  
Spring 2016

Instructor: Elizabeth B Gound

Course Time & Location: MW 2:30-3:45  Rm 451  
MW 4:00-5:15  Rm 451

Office Hours:  
MW 10-11, 1:30-2:30  
T 11-1  
TH Online hours 11-1  
F By appointment only

Office: McKibben 442A

Office Phone: 468 2001  
Other contact: 468 2908

Credits: 3

Email: goundeliza@sfasu.edu

Prerequisites: None

SED 370 – Introduction to Pedagogy and Active Learning (3 semester hours). This course provides 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The objectives for this course, as with the intended learning outcomes, conform to the James I. Perkins College of Education's Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the PCOE’s Core Values, those being: academic excellence through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for lifelong learning; recognition of the importance of collaboration and shared decision making; openness to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of integrity, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to service that enriches the community. It is the mission of the Perkins College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

Program Learning Outcomes:

1. The student will develop, create, and adapt instruction and assessment for all students.
2. The student will effectively manage a diverse learner-centered classroom.
3. The student will implement and modify instruction based on the needs of diverse students by incorporating technology as appropriate.
4. The student will understand the purpose of education and philosophical perspectives including professional, legal, and ethical issues.
5. The student will use strategies and methods for reading and literacy in various content areas.
Student 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. SED 370 will focus primarily on content found in Competencies 001, 002, and 007. Please go to: http://texes.ets.org/texes/prepmaterials/texes-preparation-manuals/#Prep Manual Downloads for a complete listing of the secondary education competencies beginning on page 14 of the Pedagogy and Professional Responsibilities (PPR) EC-12 (160) manual.

A. GOALS AND OBJECTIVES:
Students will be able to –
   a. Define and illustrate the importance of a learner-centered environment and learner-centered instruction.
   b. Demonstrate an awareness of the cultural, ethnic, and racial diversity of the students in the secondary classroom.
   c. Demonstrate an awareness of environmental factors that influence the learning process.
   d. Demonstrate an awareness of the resources and legal issues surrounding students with special needs.
   e. Identify various learning styles.
   f. Identify the basic elements of productive student-centered communication.

B. ELL STANDARDS:
   a. I.002.1 Knows theories, concepts, and research related to L1 and L2 acquisition.
   b. 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.
   c. III.00802 Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness
   d. 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
   e. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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

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
COURSE ASSIGNMENTS:

1. **Reading Homework Assignments – 110 pts**
Eleven (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 the night before class and will be discussed/presented in class. The assignments will be uploaded to D2L Dropbox at the beginning of the week (mainly Sundays).

   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

2. **Student Journals – 100 pts**
Ten (10) entries total worth 10 pts a piece, each ½ to 1 full page, typed, 1 inch margins, 12 pt. font, double spaced. The students will reflect about what our class activities have been for the week and how they have experienced similar or different 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 D2L Dropbox at the end of the week (mainly Thursdays).

   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

3. **Field Experiences: 100 pts.**
The PCOE teacher preparation program requires field experience for this course: credit will be earned for an assignment based on research of (1) a current AEIS report and (2) prescribed interviews comprised of children, parents, and an active in-service teacher.

   **Ties in to SFASU value of Service that enriches the community**

4. **Mini-Lesson Presentations 100 pts.**
Students will prepare and present part of a lesson (20 minutes) in their content area that will actively engage the class in a learner centered activity; a full lesson plan will also be due, and their peers will complete a peer review during the presentation. Upload to Dropbox.

   **Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.**

5. **Student Article/Discussion 40 pts.**
Each student or team (2 students) will sign up to bring their own scholarly journal article about a topic related to teaching that interests them; if possible connect it to the day’s topic. 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.

   **Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People**

6. **Final Synthesis Paper 100 pts.**
Each student 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.

   **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**
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 discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.)

All written assignments must be in 12-point font and double-spaced in APA style. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers will be returned and 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. The AARC provides writing assistance in three different ways:
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.

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: GoundE_whoarewe_9-2.doc or for your weekly journal entry GoundE_Journal_9-25.doc. Make sure that your document is titled appropriately as well, so I know exactly what you are turning in.

All written and/or group assignments are to be submitted in a timely, professional manner. The due dates for assignments will be announced in class. Late assignments will be reduced by 10-30 points unless a deadline extension is negotiated before the work is due, or as soon as possible after any event that prevents a timely submission.

IV. Evaluation and Assessment (Grading):

Grades will be assigned on the following scale:
A = 500-550 pts, B = 450-499 pts, C = 400-449 pts, D = 350-399pts, F =349 pts and less.

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.

V. Readings and Materials

Readings: On D2L, please bring a device that can connect to the internet to class every day.
D2L – This is where you will find everything you need for the course. There will be minimal paper exchange in class, with the exception of a few articles and/or activities. Take time to read through the course and view the Journal Entries and

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. There will be 4-6 iPads available for checkout on class days that you do not have a device. During discussions and presentations, technology will be turned off or put away to provide undivided attention to the speaker. When not used during class, please turn off all mobile devices. It is disrespectful to the instructor and/or presenter to be texting or getting on social media during lectures and presentations. The instructor reserves the right to ask you to put your mobile devices away.

VI. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Agenda</th>
<th>Date/ Pre-Class Reading Homework — beginning of the week</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>WED 1/20</td>
<td>Syllabus, etc...</td>
<td></td>
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</tr>
<tr>
<td>MON 1/25</td>
<td>Who are we?</td>
<td><strong>Read- Pedagogy of the Oppressed, Ch. 2 (Freire, 1970)</strong> - Make a poster, meme, drawing, painting, or digital art that showcases your favorite quote from the reading.</td>
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</tr>
<tr>
<td>WED 1/27</td>
<td>Teachers vs. Teachers</td>
<td><strong>Lecture/Discussion</strong></td>
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<tr>
<td>MON 2/1</td>
<td>The myth of the “normal” student, Diversity 101</td>
<td><strong>Research IDEA</strong> - Research exactly what IDEA is, and make a Comic strip showing a classroom/school properly following IDEA</td>
<td></td>
</tr>
<tr>
<td>WED 2/3</td>
<td>Special Education</td>
<td><strong>Lecture/Discussion</strong></td>
<td></td>
</tr>
</tbody>
</table>

Syllabus Review **Sunday 11:55 pm**

Student Journal Entry #1 - D2L – Dropbox
**Thursday pm 11:55**

Post in D2L prior to class **Sunday 11:55 pm**

Student Journal Entry #2 – D2L Dropbox
**Thursday 11:55**
<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Reading Assignment</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON 2/8</td>
<td>ESL</td>
<td><strong>Read - The Culturally Responsive Teacher</strong> <em>(Villegas &amp; Lucas, 2007)</em> - Write a brief poem, short story, or reader’s theater illustrating the main idea of this article.</td>
<td>Post in D2L prior to class <strong>Sunday 11:55 pm</strong></td>
</tr>
<tr>
<td>WED 2/10</td>
<td>Culturally Responsive Teaching</td>
<td>Lecture/Discussions</td>
<td>Student Journal Entry #3 – D2L Dropbox <strong>Thursday 11:55 pm</strong></td>
</tr>
<tr>
<td>MON 2/15</td>
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<td><strong>Read - What is Diversity Pedagogy</strong> <em>(Sheets, 2009)</em> - Write a bell ringer for your content area that includes a diversity component.</td>
<td>Post in D2L prior to class <strong>Sunday 11:55 pm</strong> <strong>Out of Class Assignment</strong> Upload one of your interviews – Field Experience in D2L <strong>Tuesday 11:55 pm</strong></td>
</tr>
<tr>
<td>WED 2/17</td>
<td>Diversity</td>
<td>Student Journal Entry #4</td>
<td>Student Journal Entry #4 – D2L Dropbox <strong>Thursday 11:55 pm</strong></td>
</tr>
<tr>
<td>MON 2/22</td>
<td>History of Ed &amp; Classroom Arrangement</td>
<td><strong>Read - Reinventing classroom space</strong> <em>(Julian, 2013)</em> - Make a drawing/poster/digital art showing how you want your own classroom to be arranged.</td>
<td>Post in D2L prior to class <strong>Sunday 11:55 pm</strong></td>
</tr>
<tr>
<td>WED 2/24</td>
<td>Classroom Management, Leadership Styles</td>
<td>Student Journal Entry #5 – D2L Discussions</td>
<td>Student Journal Entry #5 – D2L Dropbox <strong>Thursday 11:55 pm</strong></td>
</tr>
<tr>
<td>MON 2/29</td>
<td>Classroom Management again</td>
<td><strong>Read - John Dewey-My Pedagogic Creed</strong> - Write your own ½ page pedagogic creed in the style of John Dewey.</td>
<td>Post in D2L prior to class <strong>Sunday 11:55 pm</strong></td>
</tr>
<tr>
<td>WED 3/2</td>
<td>Who am I, as a teacher? Ethics.</td>
<td>Student Journal Entry #6 – D2L Discussions</td>
<td>Student Journal Entry #6 – D2L Dropbox <strong>Thursday 11:55 pm</strong></td>
</tr>
<tr>
<td>MON 3/7</td>
<td>School Law</td>
<td><strong>Read - Texas Educators Code of Ethics</strong> - write a top 10 list of your own personal ethics for being a teacher.</td>
<td>Post in D2L prior to class <strong>Sunday 11:55 pm</strong></td>
</tr>
<tr>
<td>WED 3/9</td>
<td>Curriculum, TEKS, Textbooks</td>
<td><strong>Read Chapter 5- Changing Curricular Practices</strong> - Think of a transformative lesson you</td>
<td>Post in D2L prior to class <strong>Thursday 11:55 pm</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
<td>Due Date</td>
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<tr>
<td>MON 3/21</td>
<td>Art and Instruction</td>
<td><strong>Read - Balancing Standards and Creative Activities</strong> - Make a vine where you talk about your favorite part of this reading.</td>
<td>Post in D2L prior to class Sunday 11:55 pm</td>
</tr>
<tr>
<td>WED 3/23</td>
<td>Technology in the Classroom</td>
<td>Lecture/Discussions</td>
<td>Student Journal Entry #8 – D2L Dropbox Thursday</td>
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<td><strong>Easter Break Thursday - Monday</strong></td>
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<tr>
<td>WED 3/30</td>
<td>Assessment - Min-Lesson Draft Day</td>
<td><strong>Read PDK Poll</strong> - Make a Picture/Sketch/Drawing/Painting of the most interesting part of this poll.</td>
<td>Post in D2L prior to class Tuesday 11:55 pm</td>
</tr>
<tr>
<td>MON 4/4</td>
<td>Politics - Mini-Lesson Draft Day</td>
<td><strong>Research</strong> what the educational views (or voting history) the politicians from your hometown have. Write a brief paragraph (1/2-1 page) about it.</td>
<td>Post in D2L prior to class Sunday 11:55 pm</td>
</tr>
<tr>
<td>WED 4/6</td>
<td>Professionalism, Dress, Organizations, Meetings, Grants, etc. Final Pres. Draft Day</td>
<td>Lecture/Discussion</td>
<td>Student Journal #10 - D2L Dropbox Thursday 11:55pm</td>
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<tr>
<td>MON 4/11</td>
<td>Mini-Lesson Presentation</td>
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<tr>
<td>WED 4/13</td>
<td>Mini Lesson Presentation</td>
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<tr>
<td>MON 4/18</td>
<td>Mini-Lesson Presentation</td>
<td></td>
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<tr>
<td>WED 4/20</td>
<td>Mini-Lesson Presentation</td>
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</table>
### 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:

**Attendance**

a. 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.

b. **Excused Absences** - You have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Page Numbers</th>
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<tr>
<td>MON 4/25</td>
<td>Mini Lesson Presentation</td>
<td>13, 14, 15</td>
</tr>
<tr>
<td>WED 4/27</td>
<td>Mini Lesson Presentation</td>
<td>16, 17, 18</td>
</tr>
<tr>
<td>MON 5/2</td>
<td>Mini Lesson Presentation</td>
<td>19, 20, 21</td>
</tr>
<tr>
<td>WED 5/4</td>
<td>Mini-Lesson Presentation</td>
<td>22, 23, 24</td>
</tr>
<tr>
<td>Wed 5/11</td>
<td>Final Paper Due</td>
<td></td>
</tr>
</tbody>
</table>

Field Experience Interviews and AEIS reports Due Thursday, 11:55 pm
appropriate documentation so that any missed work may be completed. Any work due on
the day of your absence you will need to submit electronically and bring a hard copy with
you when you return to class. Lesson presentations will continue, even when a group
member is absent, you will be allowed to do your part when you return to class.

c. **Unexcused Absences** - Absences other than those listed above will be considered
unexcused and after a recorded 2 unexcused absences your grade will drop for the
semester. For example: A student that earns an A and has 3 unexcused absences will
receive a B for the semester; a student that earns an A and has 4 unexcused absences will
receive a C for the semester, etc. Vacations, work camps, or anything unrelated to SFA
travel will be considered unexcused. **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, by email or in person.

d. **Tardies** – Being late to class is unacceptable. If you are late twice, that constitutes as
an absence. Late is 15 minutes or more.

e. **Sleeping** in class is also not acceptable behavior and will be evaluated as an absence. As
a professional teacher, you will be responsible for other peoples’ children – choose to be
responsible and/or motivated enough to partake of every learning opportunity in your pre-
service training. Remember: you are developing **professional dispositions** that will
define you for the course of your career.

**Students with Disabilities**

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, 468-3004/468-1004 (TDD) 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/disabilityservices/.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members
promote academic integrity in multiple ways including instruction on the components of
academic honesty, as well as abiding by university polity on penalties for cheating and
plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not
limited to (1) using or attempting to use unauthorized materials to aid in achieving a better
grade on a component of a class; (2) the falsification or invention of any information,
including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment
as if it were one’s own work that has been purchased or otherwise obtained from an Internet
source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Undergraduate Teacher Certification
The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcertundergraduate_handbook.pdf)

To complete Certification/Licensing Requirements in Texas related to public education, 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; the completed information form is due _________________________. 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.