SED 370.004
Secondary Education and Educational Leadership

*Introduction to Pedagogy and Active Learning*

Spring 2016

**Instructor:** Dr. N.F. Armstrong  
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**Course Time & Location:** TR 9:30-10:45, Rm. 451  
**Office Hours:** M 10-11:30, T 10-1:30, W 10-11, by Appt.  
**Credits:** 3  
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**Prerequisites:** None

**I. Course Description:**

SED 370 – Introduction to Pedagogy and Active Learning (3 semester hours). This course provides an overview of public education in the U.S. today, a summary of recent educational reform, and a formative insight into 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, relevant learning theories, the changing demographics of U.S. society, and initial scaffolding providing an enhanced understanding of the challenges for 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 College of Education's Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the College'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 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 dispositions 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://texas.ets.org/texas/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 theories.
f. Identify the basic elements of productive student-centered communication.
g. Articulate the relevance and importance of public education in the United States

**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:**

**COURSE ASSIGNMENTS:**
Candidates are expected to complete all assignments on time. Feedback will be provided for each written assignment. Candidates are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.
All assignments not completed by the due date will receive **50% of the total grade** if their assignment is submitted within 7 days of due date. **Assignments will not be accepted beyond the 7 day time limit.** All revised assignments submitted will receive up to **50% of the total grade.** In order to complete this course successfully, you must submit **ALL** assignments.

1. **Class / Small Group Participation (30 meetings @ 5 pts): 150 pts.**
   A significant portion of the candidate’s grade will be determined by her/his active participation in class discussions and activities. **Effective: January 19th – May 5th.**

2. **Reflections (15@50 pts): 750 pts.**
   Candidates will complete personal reflections for designated readings and/or videos. The reflections should be type written, scholarly, concise evaluations of what was read or viewed, and should be personally and objectively focused, not mere opinions. The candidate should address issues and ideas with which will add to his/her professional growth. Reflections should be 1 and not more than 2 pages in length with appropriate heading and title, submitted in hard copy to the instructor. Reflections will focus upon specific chapters of our text or designated videos / articles provided by the course instructor. **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking. Effective: January 19th – May 3rd.** First Reflection Due: January 26th and each Tuesday thereafter through May 3rd.

3. **Reading / Discussion Facilitations (2 @ 50 pts. ea.): 100 pts.**
   Students will facilitate two (2) 20 – 25 minute discussions of a specific chapter in our text or reading. This process will entail a leadership activity wherein the designated small group will provide a summary of the reading followed by 3 – 5 trigger questions intended to generate discussion of the topic under consideration. The group’s assessment will be comprised of the quality of the summary, the effectiveness of the trigger questions, and the quality of the discussion that ensues. Reading / Discussion Facilitations will take place typically on a Tuesday during the first 20-25 minutes of class. Small groups will be designated in the course of the second class meeting. **Effective: Jan. 26th – Dr. Armstrong / Student Small Groups through Apr. 26th.**

4. **Pedagogical Activities (4@ 25pts): 100 pts.**
   There will be 4 small-group pedagogical activities. The course instructor will designate groups. These assignments will be grounded in shared observations, activities, and collaborative skills with appropriate participation factoring into student assessment. Specific details of these activities will be submitted during class along with the due dates. **Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.**
   - Pedagogical Activity #1 due: **January 28th**
   - Pedagogical Activity # 2 due: **March 1st**
   - Pedagogical Activity # 3 due: **March 3rd**
   - Pedagogical Activity # 4 due: **March 22nd**

5. **Field Experience Assignments:***
   - Field Experience Assignment # 1 due: **Jan. 21st**
• Field Experience Assignment # 2 due: Feb. 4th / Mar. 31st / Apr. 14th.
• Field Experience Assignment # 3 due: Feb. 18th.
• Field Experience Assignment # 4 due: Apr. 28
• Field Experience Assignment # 5 due: Mar. 10th.

6. Field Experiences: 100 pts.
The COE teacher preparation program requires 10 hours of field experience for this course: two hours credit will be earned for an assignment based on research of a current AEIS report; two hours will be based on a visit to a public school or an environment where children gather for organized activities for an observation; for the remaining six hours candidates will conduct a prescribed interview comprised of children, parents, and an active in-service teacher. **Ties in to SFASU value of Service that enriches the community. Completion Date: April 28th

• AEIS Report Assignment due: March 24th
• Public School Visit or Environmental Study due: April 7th
• Small Group Interview Project due: March 31st

7. Lesson Presentations (1 @ 100pts.): 100 pts.
In conjunction with assigned small group teams, candidates will research specific topics and develop lesson plans which will then be presented to the whole class. Presentations must incorporate the use of appropriate technology into each presentation along with constructivist learning theory. All candidates must contribute / collaborate equitably in the research and lesson presentation process, failure to do so will lead to a grade reduction calculated by the course instructor. Presentation Dates: Feb. 11th, Feb. 25th; Mar. 24th; Apr. 7th; Apr. 21st.

8. Essay: Educational Philosophy (50 pts.)
Candidates will submit an Educational Philosophy essay (1-2 pages) incorporating the 7 core values of the COE as well as the various schools of philosophical thought and attitudes about the multiple roles of key stakeholders in the educational system. This essay will provide an indication of the candidate’s current perceptions of the educational milieu. **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking. Due: April 21st

9. CONFIANZA / ESL Activity (100 pts.)
Each student will be required to complete an authentic activity focused upon the English Language Learner after completing assigned readings, research, and discussions about ESL / ELLs. Due: May 5th
**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People

10. Exams (2@100pts.)
Candidates will submit a Mid-Term Exam and a Final Exam. Details for each exam will be provided by the course instructor at the appropriate time.

• Mid-Term: March 10th
• Final: May 10th

11. Professional Dispositions (30 Meetings @ 10 pts. Per) 300 pts.
Through participation in this course, Candidates engage in the development of their professional persona. The professional dispositions under review here include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, work ethic, time management, responsiveness to professional feedback, self-reflection, and professional growth. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade.

12. Attendance (30 Meetings @ 5 pts. Per) 150 pts.
Attendance at the school site is extremely important for a professional teacher, as is collaboration with peers and participation in the school’s learning community. The professional dispositions under review here include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, work ethic, responsiveness to professional feedback, self-reflection, and professional growth. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade.

**Ties in to SFASU value of integrity, responsibility, diligence, and ethical behavior.**

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 writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. 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.

Individual reflections, field experiences, educational philosophy, and exams will be submitted in hard copy to the course instructor.

All written and/or group assignments are to be submitted in a timely, professional manner. The due dates for specific assignments will be announced in class.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

1) Class / Small Group Participation: 150 pts.
2) Reflections: 750 pts.
3) Reading / Discussion Facilitations: 150 pts.
4) Pedagogical Activities: 100 pts.
5) Field Experience Assignments: 100 pts.
6) Field Experiences: 100 pts.
7) Lesson Presentations: 100 pts.
8) Educational Philosophy Essay: 100 pts.
9) CONFIANZA / ESL: 100 pts.
10) Mid-Term Exam: 100 pts.
11) Final Exam: 100 pts.
12) Professional Dispositions: 300 pts.
13) Attendance: 150 pts.
Total Points: 2100 pts.

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V. Tentative Course Outline/Calendar:

Week # 1: Course Introduction, Small Group Assignments; Pre-Assessment; Field Experience Assignment # 1
Week # 2: Reflection # 1 due; Facilitation # 0; Pedagogical Activity # 1; Research Presentation topics selected; Goals vs Objectives / Bloom’s Taxonomy
Week # 3: Reflection # 2; Facilitation # 1; Field Experience Assignment # 2; Lesson Planning / Instructional Models / Strategies
Week # 4: Reflection # 3; Facilitation # 2; Lesson Planning / Instructional Models / Strategies / Assessment; Lesson Presentation # 1 (Research) Small Group Presentation
Week # 5: Reflection # 4; Facilitation # 3; Field Experience Assignment # 3; Classroom Assessment
Week # 6: Reflection # 5; Facilitation # 4; Lesson Presentation # 2 (Research) Small Group Presentation
Week # 7: Reflection # 6; Pedagogical Activity # 2; Pedagogical Activity # 3; Topic TBA
Week # 8: Reflection # 7; Facilitation # 5; Field Experience Assignment # 5; Educational Philosophy - Scaffolding for Rough Draft of Essay; Review Conceptual Framework / COE Core Values
Mid-Term Exam Due: March 10th.

SPRING BREAK: March 12 - 20

Week # 9: Reflection # 8; Pedagogical Activity # 4; Texas School Governance / Governance and Legal Issues Affecting Public Education; Lesson Presentation # 3 (Research) Small Group Presentation
Week # 10: Reflection # 9; Facilitation # 6; Field Experience Assignment # 2 due (Interviews); Critical Perspectives / Social Justice; Readings 2nd Language Acquisition / English Language Learners
Week # 11: Reflection # 10; Facilitation # 9; Social Justice / Poverty in the school: Cognition and Learning; Lesson Presentation # 5 (Research) Small Group Presentation
Week # 12: Reflection # 11; Facilitation # 8; Field Experience Assignment # 2: Small Group’s Representation of “What Makes an Effective Teacher”, Topic TBA
Week # 13: Reflection # 12; Facilitation # 9; Education Philosophy Essay Due; Lesson Presentation # 5 (Research) Small Group Presentation
Week # 14: Reflection # 13; Facilitation # 10; Field Experience Assignment # 4; Education Reform in the U.S. NOTE: all Field Experience Hours due Today e.g. Field Experience Hours Log
Week # 15: Dead Week – Reflection # 14; CONFIANZA / ESL Activity
Week # 16: Finals Week / Final Exam (May 10th) 10:00 am

VI. Readings:
Required text for the course is:
2. Other course materials as distributed by instructor.

*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.*

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:

**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.

*Attendance is mandatory. This course constitutes a portion of your professional preparation.* You may have two (2) excused absences. When you choose (or are compelled) to be absent you must notify the professor of the absence prior to the class. Notification may take the form of an e-mail, a phone call, or an advisement by a peer. *After 3 absences, candidates will see their final grade dropped a letter per each additional absence* (dependent upon the circumstances of those absences). Each absence (excused or otherwise) incurs an automatic loss of that day’s participation points / professional disposition points. Two tardies will constitute an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty: Policy 4.1

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.

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).

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

Withheld Grades : Policy 5.5

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

Additional Information:

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; 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.

IX. Other Relevant Course Information:

1. **Use of Cell Phones in class** – cell phone use or scrutiny is prohibited in class. Under no circumstances will cell phones be tolerated during regular course time unless candidates are requested to access personal technological devices for in-class academic activities. Just as in the public school environment where cell phone usage in class would be considered a sign of disrespect and a distraction (not to mention a hindrance to learning), so shall their presence be viewed in your internship class. As such, cell
phone use or incident of incoming calls will result in the loss of 50 percent or more of the intern’s Professional Disposition points.

2. **Candidate Late Work** – *any assignment submitted late will automatically receive a 50 percent reduction in value. Assignments more than one week late will not be accepted.* This is regrettable in that it is recognized that candidates lead active and sometimes stressful lives but assignments are structured to coincide with ongoing course activity, thus timeliness is relevant to facilitate professional growth as well as to enhance content understanding. Moreover, instructor’s use of time is also of great value and incessant regression to administer to late submissions constitutes abuse of instructor’s professional and personal timelines.

**Suggestion:** To assist candidates in their record keeping I suggest that you maintain an **Assignment Calendar** so that you may stay abreast of **Assignments Due** and possess an ongoing record of all assignments submitted and returned. This implies that you should **keep all graded assignments and compare them to Assignments Due** in order to protect yourself and your academic progress in this course. Record keeping is a professional organizational skill so begin now to develop this ability.