ANGELO STATE UNIVERSITY
Department *of* Curriculum and Instruction

EDG 6316

INSTRUCTIONAL ISSUES

FALL 2019

TWYLA TASKER, PH.D.

SYLLABUS TABLE OF CONTENTS

COURSE INFORMATION

COURSE NUMBER
EDG 6316

COURSE TITLE
Instructional Issues

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http:///blackboard.angelo.edu The course begins on August 19, 2019 and ends on October 11, 2019.

COURSE DESCRIPTION
This course is designed to explore the theory and practice of effective instructional practices in diverse classrooms. Focus on research relevant to factors influencing instructional effectiveness and the interaction among instructional and learning variables. Includes current issues in instruction such as instructional technology and others.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Twyla Tasker, Ph.D.
Email: twyla.tasker@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

- Introduce themselves and connect course goals to their role in education.
- Recognize and reflect on the diversity of their student population.
- Analyze their content to identify an appropriate concept, evaluate the content to determine the details that should be included in a presentation created for online learning.

- Analyze their content to identify an appropriate concept, evaluate the content to determine the details that should be included in an audio/video recording created for a flipped learning environment.
- Analyze their content to identify an appropriate concept, evaluate the content to identify an online tool and develop an assignment/assessment that could be implemented in their course.
- Identify appropriate free resources that could be used in their own class/course.
- Identify and categorize tools that could be used with their own content.
- Analyze and evaluate tools that could be used to teach or assess content.
- Present and defend judgments about the information and assignments related to instructional issues.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:
> A = 90.00-100%
> B = 80.00-89%
> C = 70.00-79%
> F = below 70%

METHODS OF INSTRUCTION

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD "NETIQUETTE":
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.

- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From "The Net User Guidelines and Netiquette" by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, TurnItIn Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE

Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of engagement in the Blackboard course will be used as the last date of course attendance for reporting to the Registrar. "Engagement" is defined by the Registrar as actively participating in discussion boards or submitting assignments not simply accessing the course.

LIBRARY RESOURCES

Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook
  http://www.angelo.edu/student-handbook/
- ASU Undergraduate and Graduate Catalog
  http://www.angelo.edu/catalogs/
- Academic Calendar
  https://www.angelo.edu/services/registrars_office/academic_calendar.php

ACADEMIC INTEGRITY

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

During their studies at Angelo State University, students may find themselves writing on the same or similar topics; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.

ASU recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. **In general, students may use only _small_ portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another.** Any use of prior work is at the discretion of the instructor; students must receive prior approval from their instructor, who may request a copy of the previous work.

When using their own scholarly work in subsequent assignments, students should cite themselves as a primary author and their previous coursework as unpublished papers, as shown in _The Publication Manual of the American Psychological Association, 6th Ed_.

STUDENTS WITH DISABILITIES
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA.

The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU's online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

ASSIGNMENT OBJECTIVES & DUE DATES

Week	Topic	Objectives	Assignments	Pts	Due Dates
1	Module 1: Instructional Theories and Student learning	Create a portfolio to collect information and assignments related to research. Respond to a few scholars in a dialog format. Explore and discuss the elements of teaching and learning.	Academic Integrity Statement	0	Tuesday, August 20
			Introduction	5	Wednesday, August 21
			Academic Portfolio Creation	0	Friday, August 23
			Surface, Strategic, and Deep Learning Discussion	10	Sunday, August 25
2	Module 2: Needs Assessment Plan	Develop a plan to evaluate the discrepancy between what students know and what they need to learn.	Needs Assessment Plan	10	Sunday, September 1

3	Module 3: Direct Instruction	Identify, analyze, and apply direct instruction strategies.	Direct Instruction Lesson Plan	10	Sunday, September 8
4	Module 4: Inquiry-Based Instruction	Identify, analyze, and compare inquiry-based instructional strategies.	Inquiry Based Lessons Paper	15	Sunday, September 15
5	Module 5: Differentiated Instruction	Analyze their content to identify an appropriate concept, evaluate the content to identify anonline tool and develop an assignment/ assessment that could be implemented in their course.	Assignment/ Assessment	15	Sunday, September 22
6	Module 6: Integrating Technology	Analyze their content to identify an appropriate concept, evaluate the content to determine the details that should be included in an audio/video recording created for a flipped learning environment.	Flipped Learning Lesson	15	Sunday, September 29
7	Module 7: Competency-Based Education Paper	Analyze their content to identify an appropriate program, evaluate the content to determine the details that should be included in a paper about competency-based education.	Competency Based Education Paper	15	Sunday, October 6
8	Module 8: Instructional Resources	Present and defend judgements about the information and assignments related to instructional issues. Identify appropriate free resources that could be used in their own class/course.	OER Discussion	5	Tuesday, October 8 Initial Post Wednesday, October 9 Responses
			Course Evaluation	0	Wednesday, October 9
			Academic Portfolio Submission	0	Thursday, October 10