Revised Syllabus March 17, 2020
ED 4321 Teaching Techniques in the Secondary School I
Spring 2020

Please reach out to me with any worries or concerns you have either directly related to our course or otherwise. I am here to help you.

*Revisions are highlighted. Check Bb and email daily for all updates.

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Skype: Dr.Varbelow
Office Hours: Any time: email me with our phone number and let me know if you prefer audio or video call.

Please communicate with me.
Visit or call me in my office, via FaceTime or Skype. Email me.
Let me know how you are doing or if you have any questions or concerns, and I’ll help however I can.

Course Description
This course is a study of the structure, organization, and management of the secondary school system emphasizing state and local structures in Texas. It includes an examination of special student populations, the legal and ethical aspects of teaching, and career development. A field experience of 15 hours in a secondary school is required. This course addresses PPR Standards I & II:
Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

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

Required Textbooks & Materials
2. Taskstream account
3. Blackboard (must be checked daily)
4. ASU Ramport email (must be checked daily)

Course Objectives
By the end of the course, you will:
1. Understand factors that influence learning, teaching, and classroom climate.
2. Use differentiated instruction to plan lessons for diverse student populations.
3. Develop goals and objectives suitable for students with varied learning needs and interests.
4. Design lessons conducive to a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

5. Create assessments appropriate to evaluate teaching & learning.

Methods of Instruction

- Online activities (video lectures, BlackBoard)
- Mandatory class meetings (every Thursday at 11 am, blue highlights below) via Zoom or Bb Collaborate TBD
- Assigned readings
- Independent studies, projects, and reflections

Assignments & Evaluation

1. Lesson Planning 33%
2. Observation Analyses 33%
3. Class Preparation Assignments 34%

You should always be aware of your current course grade, which is shown as your Weighted Total on Bb/Grades. Please note that your grades are weighted, which means that your final course grade is different from the arithmetic mean.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Concept</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01.14.20(^1)</td>
<td>Course Syllabus &amp; Expectations</td>
<td>Bring Syllabus</td>
</tr>
<tr>
<td></td>
<td>01.16.20</td>
<td>II Diversity</td>
<td>Read <em>Depressingly Easy</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Learning Abilities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Teacher Expectation Theory</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01.21.20</td>
<td>Field-Based Applications (EPI Center)</td>
<td>Field-Based Applications</td>
</tr>
<tr>
<td></td>
<td>01.23.20</td>
<td>II Diversity continued</td>
<td>Complete MI Test</td>
</tr>
<tr>
<td></td>
<td>Rassman 117</td>
<td>3. Learning/Thinking Styles</td>
<td>Class meets in Rassman 117</td>
</tr>
<tr>
<td>3</td>
<td>01.28.20</td>
<td>II Diversity continued</td>
<td></td>
</tr>
<tr>
<td></td>
<td>01.30.20</td>
<td>4. Intelligence</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02.04.20</td>
<td>II Diversity continued</td>
<td>MI in the content areas</td>
</tr>
</tbody>
</table>
### Lesson Planning

Throughout the semester, you will complete diverse lesson planning activities and design coherent LPs with different foci. You may choose to plan together with a colleague in your content area. Specific instructions, expectations, requirements and evaluation rubrics are posted on Bb.

#### Observation Analyses

You will reflect on your classroom observations with focus on a topic we discussed in class. A rubric, which is posted on Bb, outlines specific instructions, requirements and

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1 This course is a hybrid, which meets on Tuesdays only with the exception of the first and second Thursday (01.16.20 & 01.23.20) where we also meet. Meeting dates are marked in blue.
expectations. Note that this is not a summary of what you observed but an analysis with a special focus.

**Class Preparation Assignments**

**Readings:** Complete assigned readings and be prepared to raise discussion questions during our meetings.

**Classroom Observations:**

You will focus your field-based experiences on particular topics and note examples, which we will analyze during our meetings. Specific instructions, expectations, and requirements for all assignments are posted on Bb.

You will complete a total of 15 classroom observations. *The number of hours missing from the total of 15 after Spring Break will be completed by analyzing online classroom videos. Continue logging your hours on your observation log. Instead of a mentor signature, you will complete an assignment. The grade you receive on each of those assignments will serve as my signature at the end of the semester.*

**Course Policies**

**Assignments**

Assignments are due by class on Tuesdays. Please check Bb/Assignment Due for specific dates. All assignments are to be submitted through Bb only unless otherwise instructed by the professor. The professor reserves the right to return, for resubmission, any work that is not neatly, legibly, and professionally submitted in APA format. In addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision upon the discretion of the professor, or a reduced grade may be assigned.

**Attendance**

This course is a hybrid, and your attendance is absolutely mandatory. Each student is allowed one absence without penalty. Use it for an emergency situation only and inform me by e-mail before our meeting. Any absence after the first will result in the deduction of a letter grade at the end of the semester, as does leaving early. There are three types of excused absences: competing in an ASU athletics event, participating in a religious holy day, or fulfilling military service. If you must be absent due to illness or work, that is unfortunate but not excused.

If you miss a class meeting, it is your responsibility to contact a fellow student to obtain
notes and explanation of class discussions and homework. Tardies are absolutely unacceptable and will be reflected in your final grade.

**Cell Phones & Laptops**

You may take all notes electronically. I trust that you do not waste what hard-earned cash you spent on this course by using our class time to catch up on social media and such. And I am certain that, as a soon-to-be teacher, your fear of karma will prevent you from texting during class.

**Late Work**

One letter grade will be deducted for all late work. Late work is considered only if turned in within one day from the date it was due.

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*Syllabus Disclaimer:*
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with the exception of Course Description and Course Objectives with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes, and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by the students when the syllabus is received.
ASU Policies

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Plagiarism and cheating are grounds for dismissal from this class. You are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero for the plagiarized assignment while this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

Student Disability Services

ASU 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 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
Houston Harte University Center, Room 112
Title IX at Angelo State University:

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.
## Learning Outcomes

The following chart lists the learning outcomes for this course. Learning outcomes for this class are based on ASU Undergraduate Learning Goals, TExES Standards and Competencies for Teachers, InTASC and ISTI standards. More information for each of these can be found at the Internet links.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Lesson Planning</th>
<th>Micro Lesson</th>
<th>Observation Analyses</th>
<th>In-class Activities &amp; Homework</th>
<th>Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Core skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Specialized knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Social responsibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Cultural Identity</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**TExES Competencies**

- Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
  
  | | | | | |
  | X | X | X | X | X |

- Competency 003: Understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

  | | | | | |
  | X | X | X | X | X |

- Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

  | | | | | |
  | X | X | X | X | X |

- Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

  | | | | | |
  | X | X | X | X | X |

- Competency 007: Understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

  | | | | | |
  | X | X | X | X | X |

- Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

  | | | | | |
  | X | X | X | X | X |

- Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

  | | | | | |
  | X | X | X | X | X |

- Competency 010: The teacher monitors student performance and achievements; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

  | | | | | |
  | X | X | X | X | X |

**InTASC Standards**

See Bb for detailed descriptions

| | | | | |
| X | X | X | X | X |

**ISTI Standards 1–4**

Check Bb/Standards for detailed descriptions

| | | | |
| X | X | | |