SYLLABUS

EDUC 1301 Introduction to Teaching
Sections 94L & 96L

Department of Teaching and Learning

INSTRUCTOR INFORMATION

Instructor Name: Dr. Leticia De León

Office Location: EDUC 2.638

Office Hours: Tuesdays Online in Zoom: 2:00 pm – 5:00 pm; by appointment

Please note that Zoom is a video conferencing application that is embedded in Blackboard. The links to all Zoom office hours can be found in Blackboard, so look for the “Virtual Office” link on the left hand side navigation when you login to Blackboard.

Telephone Number: 956-665-7353

*Please note that I do not answer this phone unless you have first set up an appointment with me through Course Messages in Blackboard. I like to give students my undivided attention, and the only way I can do that is if we have prearranged a call.

UTRGV email address: leticia.deleon@utrgv.edu

*Please do not use this email for communication when class is in session during the semester. You will get better results if you use the Course Messages in Blackboard, which I check twice a day, in the morning by 9:00 am, and in the afternoon by 5:00 pm.

For questions about assignments or other course requirements, post them in the Questions Forum in Blackboard. Please do not send private messages for questions that are not private.

If you do wish to set an appointment, or discuss a private matter, please do not hesitate to send me a Course Message from Blackboard, so we can agree on a convenient time for a phone call, virtual session, or a meeting.

Term: Spring 2020

Meeting Times and Location: This course is entirely online, using Blackboard as the “home base” location, but using other outside online applications, as well. There are no scheduled meeting times other than deadlines.

Response Time:
Generally, I will respond to questions posted in the Community Questions Forum or Private Messages in Blackboard by 9:00 am and by 5:00 pm daily, except on weekends. If I plan to be away from my computer during those times, I will let you know in advance.
Any technical questions can be referred to Blackboard Support. Please review the Blackboard Support information farther in this email. You will also find this information in the Blackboard online course.

I will update the grades each time a grading session has been complete—typically 5-10 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

TEXTBOOK AND/OR RESOURCE MATERIAL
This course has two required books, as indicated below. You may rent or purchase them in any format, as

REQUIRED TEXT
   **Retail Price:** $36.75 to $112.00, depending on used, new, or digital format, as per university bookstore pricing.

   **Retail Price:** $11.50 to $25.00, depending on used or new format, as per university bookstore pricing.
   *Please note that this book is a graphic novel. If you use a screen reader or other assistive devices, you may need to request that an alternative form of this book be made available to you. The Student Accessibility Services office has an online form to make your requests for audio, braille, or enlarged print. Please submit the Alternate Format Request form ASAP because it takes time to get materials in an alternate form.

RECOMMENDED TEXTS & OTHER READINGS
Additional readings, videos or materials are included in Blackboard, but the majority of your readings comes from the two texts listed above.

COURSE DESCRIPTION AND PREREQUISITES
This course introduces students to education in society by analyzing historical, social, political, economic, cultural, global and legal issues in education.

*Although this course does not have any pre-requisites, it does require that you be ready for the rigors and challenges of online instruction, as well as be ready and willing to live by, apply, and demonstrate adherence to the professional dispositions of educators.*

TEACHING PHILOSOPHY
I believe learning is a process of building blocks of activities. This is why the assignments in this course build in complexity from easy to challenging, so that you may gradually meet the learning expectations, which are both high and demanding. I set high standards for students who wish to become teachers because teaching is a tough profession, filled with unexpected challenges.

LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

This syllabus subject to change to better meet course objectives per discretion of instructor.
PROGRAM STUDENT LEARNING OUTCOMES

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.

2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.

3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.

4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.

5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

TEXES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES/STANDARDS

- 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.
- Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

COURSE GOALS

1. Students will evaluate the purpose of schooling, the teaching profession, and the influences of societal changes and student diversity on teaching.

2. Students will analyze the effects of historical, philosophical, legal and financial foundations of schooling in the United States educational system.

3. Students will demonstrate how motivation, planning, assessment, and essential teaching skills will make them effective teachers.

4. Students will assess ways that education reform, diversity and professionalism impact teaching and learning in schools.

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program. Teacher candidates in initial programs must demonstrate competence in the four categories of the InTASC standards.

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively. Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via BBL course and by visiting Texas Education Agency Curriculum Standards Texas Essential Knowledge and Skills http://tea.texas.gov/index2.aspx?id=6148

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Teacher candidates must model and apply technology in their instruction.

Assignments identified as key assessments will be submitted and scored in Tk20 with the EPP-approved rubric.

*Please note that while this course is taken before entering the program, it is intended to provide you with a glimpse of you can expect to see in the program. The alignments that follow indicate an introductory view at the standards you will be required to learn and implement when you are in the teacher preparation program.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEXAS TEACHER EDUCATOR STANDARDS</th>
<th>INTASC CATEGORIES</th>
<th>CAEP STANDARDS</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluate the purpose of schooling, the teaching profession, and the influences of societal changes and student diversity on teaching.</td>
<td>1, 2, 3, 4, 5</td>
<td>Standard 6 PPR Domain IV</td>
<td>PROFESSIONAL LEARNING AND ETHICAL PRACTICE</td>
<td>1.1, 1.5</td>
<td>3a, 3b, 3c, 3d, 4c, 4d</td>
</tr>
<tr>
<td>Students will analyze the effects of historical, philosophical, legal and financial foundations of schooling in the United States educational system.</td>
<td>2, 3, 4</td>
<td>Standard 6: PPR Domain IV</td>
<td>STANDARD 9 PROFESSIONAL LEARNING AND ETHICAL PRACTICE</td>
<td>1.1, 1.5</td>
<td>3a, 3b, 3c, 3d, 4c, 4d</td>
</tr>
<tr>
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<td>1, 2, 3, 4, 5</td>
<td>STANDARDS 2, 4, 6 PPR STANDARDS I-IV</td>
<td>STANDARD 3 LEARNING ENVIRONMENTS STANDARD 7 PLANNING FOR INSTRUCTION STANDARD 8 INSTRUCTIONAL STRATEGIES</td>
<td>1.1, 1.5</td>
<td>3a, 3b, 3c, 3d, 4c, 4d</td>
</tr>
<tr>
<td>Students will assess ways that education reform, diversity and professionalism impact teaching and learning in schools.</td>
<td>1, 2, 3, 4, 5</td>
<td>STANDARDS 2, 4, 6 PPR STANDARD IV</td>
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<td>1.1, 1.5</td>
<td>3a, 3b, 3c, 3d, 4c, 4d</td>
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<th>CAEP STANDARDS</th>
<th>ISTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>STANDARD 10 LEADERSHIP &amp; COLLABORATION</td>
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</table>

EDUC 3301 fulfills 19 TAC §228.30 (c)(1): Educators' Code of Ethics

(A) professional ethical conduct, practices, and performance;
(B) ethical conduct toward professional colleagues; and
(C) ethical conduct toward students

EDUC 1301 and EDCI 4367 together fulfill 19 TAC §228.30(c)(7): The framework in this state for teacher and principal evaluation: Appropriate relationships, boundaries, and communications between educators and students.

TECHNICAL REQUIREMENTS

Computer Hardware
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboard’s resource page.

Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

Additional Online Accounts Needed:
Please note that all the online accounts below are available for free. You may click the link for each to go directly to the account setup page for each of the applications.

Padlet
Adobe Spark (While you are a student, do not use this option to login, as UTRGV does not provide students with an institutional account.)
Canva
LinkedIn

Other social media for professional use, depending on the choices you make in the PLN assignment. See Blackboard for a full description of this project.

BLACKBOARD SUPPORT CONTACT INFORMATION
If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard Student Help Site

UTRGV’s Blackboard Support:

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Casa Bella</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 613</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk – Brownsville: (956) 882-6792, Edinburg: (956) 665-5327
Online: Submit a help request via Create Case

COURSE DESCRIPTION AND PREREQUISITES

Course Structure:

This course is entirely online, and it is organized into modules and units. Each weekly unit is released the Friday before, and all activities are active during the week. The students are expected to login at the beginning of the week and set personal goals to complete all the tasks.

Please be aware that this course runs on a schedule and you need to keep up in order to be successful.

ASSIGNMENTS

The assignments in this course have been designed specifically to start from low level thinking, where thoughts are not original but restated from a given, and build to higher level thinking, where tasks are more challenging and require more independent thought. For teachers, this is called increasing complexity, and it is taken from Benjamin Bloom’s Cognitive Taxonomy, which is depicted as a triangle, where the base is the low level remembering. At the peak of the pyramid, thinking is higher level, more focused, requiring multiple pieces of information to conclude into new thoughts or create new ways of looking at information.
ONLINE ORIENTATION AND INDUCTION

These are the first tasks you complete in order to understand how you will be successful in this online course. These activities are intended to get you familiarized with the course, how to seek help, and how to be successful as a self-directed, proactive learner.

**Total Value:** 40 points

CHECK FOR UNDERSTANDING

This assignment is at the lowest level in the pyramid of thinking. Students are expected to remember and understand information they read. This is considered foundational knowledge that helps you move up the cognitive pyramid of thought. In total, there are 12 of these assignments, at 20 points each. The only exception is the Begin Journey orientation and online induction, which is worth 40 points.

**Total Value:** 260 points

PLN ENGAGEMENT BLOG

This assignment is at the midway point of the pyramid of thinking, where you apply what you remember and understand in the first assignment. This assignment also connects you to the real world of teachers by joining a personal learning network (PLN) to begin your professional journey into education. You will join a community online, from a series of choices, where you will have opportunities to ask questions, discuss, and explore ideas you are learning with teachers who are living it. This activity is ongoing until the submission of a blog worth 150 points that brings you together with your peers to discuss how you used your PLN membership to develop and grow as a professional.

**Total Value:** 150 points

This syllabus subject to change to better meet course objectives per discretion of instructor.
**TO TEACH INFOGRAPHICS**

This assignment is one step higher in the pyramid of thinking, and the first one considered higher order or critical thinking. This assignment requires you to analyze information by breaking it apart, in order to figure out how to connect and re-organize ideas. This assignment also uses some creativity because you will be using Canva, an online free tool for creating infographics. You will also use information from the To Teach comic book and break apart and connect the ideas with the UTRGV Professional Dispositions for Educators. In total, there are 6 of these assignments, at 30 points each.

**Total Value:** 180 points

**MIXED REALITY BUILDING COMMUNITIES SIMULATION**

This assignment goes higher in the critical thinking pyramid of thought into evaluation. You will be using a mixed reality program called TeachLive to lead a brief activity with virtual children who will be interacting with you in a real world simulation. While this assignment also allows you to apply some of the knowledge you have gained, it also asks you to use your thinking to discuss and evaluate your performance in a group reflection of the events. This is a one-time assignment in two parts: 1) get scheduled in a simulated session; 2) engage in an online discussion with your peers, together worth 100 points.

**Total Value:** 100 points

**MODULE CHALLENGE DISCUSSIONS**

At the end of each of the four modules, you will be asked to participate in an online discussion that provides you with an opportunity to challenge the topics of the readings. These discussions are student-led, with the instructor participating, using the same rules of posting as students. There are a total of 4 module challenge discussions, worth 40 points each.

**Total Value:** 160 points

**EDUCATIONAL LAW AND ETHICS INQUIRY BASED PROJECT**

This assignment is at the peak of the pyramid, because it allows you to not only analyze, evaluate, but also use that information to create something completely new to document your journey on the road to becoming a professional. submission at 150 points.

**Total Value:** 150

Please note that although you will be completing 6 types of assignments, you will never have more than three a week, mixed with lower and higher order to make the tasks manageable.

**GRADING POLICIES**

This course uses a 1000-point scale, not a weighted scale. All the total point values of the assignments listed above should add up to 1000 points. If you earn less than the maximum score for any of them, the total points goes gradually down. Letter grades are earned in this 1000-point scale, in the manner listed below.

**LETTER GRADE**
A = 900 - 1000
B = 800 - 899
C = 700 - 799
D = 600 - 699
F = - 599

**BONUS AND PENALTY**

**BONUS**

This course offers several optional bonus opportunities that you should watch for. These opportunities are sometimes enough to supplement points you may lose in some assignments, but they do not replace zero’s or missed assignments. There are two bonus opportunities listed below:

**Building Community Bonus:** You have an opportunity to earn this bonus for posting in the Community Questions Forum to ask an original, specific question or for responding to someone else’s question with an appropriate answer. This bonus may be earned once weekly but note that just posting that you agree or have the same question does not earn you this bonus. **+2 point bonus**

**Easter egg Bonus:** You will have random opportunities for bonuses that you have to uncover in the course, in announcements, and even in the forums we use together. Just like an Easter egg, you need to find them because they will not be planned. **+2 to +5 point bonus**

**PENALTY**

The penalty system is intended to be a warning system, and these are earned primarily if you are not paying attention to the rules of behavior or the instructions of a task.

**Netiquette Breacker:** You may be penalized for breaking the rules of communication and netiquette in the Questions Forum, in a private email to the professor, or in group-based blogs or other social interactions using online communication. Therefore, review the rules carefully and your online experience will be both respectful and pleasant. **-2 point penalty**

**Distraction Factor:** Following directions is important for success in any area of life. In an online class, following directions is a direct result of reading the instructions carefully. Our devices have made us skimmers of information, and while this works fine for reading through social media, it is unacceptable in an online course. Therefore, if you miss a detail in the instructions that asks you to submit a certain way or with a certain type of file, and you use something else, you will be subject to this penalty. **-2 point penalty**

**ASSIGNMENT GRADE BREAKDOWN**

The following list is just a breakdown of total points for all the assignments that were already mentioned above. The total points for all those assignments should match the point values indicated previously.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online Orientation and Induction</td>
<td>40</td>
</tr>
</tbody>
</table>
This syllabus subject to change to better meet course objectives per discretion of instructor.
The following assignments require interactions with others, even if you create your information independently. Each of them asks your peers to give you feedback or have a conversation with you by a certain date. Therefore, if you submit late, your peers cannot give you feedback. Therefore, these are not accepted late:

- MRS Discussions
- PLN Engagement Blog
- Challenge Discussions

ASSIGNMENT SUBMISSION

Assignments are submitted in different formats and in different applications both inside and outside of Blackboard. Therefore, it is vital that you follow the unique assignment submission instructions for each of them. Some of them also require that you set up an account with external (and free) applications, which are listed in this syllabus and also mentioned in the assignment in order for your assignment to have your name as identifier. Please make sure you create accounts with your full name, not with nicknames or other cute names. These are professional accounts.

Additionally, all assignments are created specifically so that you can be successful in the course objectives, as well as so that you demonstrate that as a future professional, you can think at a higher level than just remembering information, which doesn't last in long term memory.

Therefore, there are no make up assignments for assignments that you do not submit by the last allowed late day submission (3 days after the assignment was due or at due date). Make up work does not adequately show you have learned and can apply the professional learning, so that make up work has no place here.

COMMUNICATION SKILLS

Online courses use multiple modalities for communication, depending on the task and purpose. Face to face courses use more oral communication, and online courses use more written communication. Therefore, this requires several skills to be applied:

- Good writing skills, with appropriate grammar and usage
- Know and follow proper written etiquette and manners (and netiquette for online communication)
- Know and use appropriate language and voice for the professional audience
- Check your attitude and remember that there is a real person at the other end of a written communication
- Write emails or personal messages like a letter, not like a text.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others.

Review the link that follows to see how Rasmussen College lists 10 rules of netiquette. This list better matches the online rules of behavior I want you to follow. Breaking any of these rules in communication will be subject to a penalty.

10 Netiquette Guidelines Online Students Need to Know

UTRGV POLICY STATEMENTS

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STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

PREGNANCY, PREGNANCY-RELATED, AND PARENTING ACCOMMODATIONS

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

STUDENT ACCESSIBILITY SERVICES

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- Module 1: Feb 19-25, 2020
- Module 2: Feb 15-21, 2020
- Full Spring Semester: April 10-29, 2020

ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Yes, even online courses have attendance requirements. This course runs on a schedule of deadlines and content release. In this course, attendance is counted on logging in at the beginning of each unit in the online course and reviewing the To Do list for that week.

Not logging in at the time designated will be counted as an absence, and you will be subject to being dropped for excessive absences. Remember that there is no make up work, and submissions have deadlines. You can’t decide to login for the first time at the middle of the semester and expect that you can just catch up. All content you missed will be closed to you by that point.

Attendance is important in both online and face to face.
SCHOLASTIC DISHONESTY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT AND MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:
<table>
<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400</td>
<td>ESWKH 101</td>
</tr>
<tr>
<td></td>
<td>(956) 665-7120</td>
<td>(956) 665-7120</td>
</tr>
<tr>
<td>Career Center</td>
<td>BCRTZ 129</td>
<td>ESSBL 2.101</td>
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<tr>
<td></td>
<td>(956)882-5627</td>
<td>(956) 665-2243</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>BSTUN 2.100</td>
<td>EUCTR 109</td>
</tr>
<tr>
<td>Counseling and Related Services List</td>
<td>(956) 882-3897</td>
<td>(956) 665-2574</td>
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<tr>
<td>Food Pantry</td>
<td>BCAVL 101 &amp; 102</td>
<td>EUCTR 114</td>
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<tr>
<td></td>
<td>(956) 882-7126</td>
<td>(956) 665-3663</td>
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<tr>
<td>Learning Center</td>
<td>BMSLC 2.118</td>
<td>ELCTR 100</td>
</tr>
<tr>
<td></td>
<td>(956) 882-8208</td>
<td>(956) 665-2585</td>
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<tr>
<td>Writing Center</td>
<td>BUBLB 3.206</td>
<td>ESTAC 3.119</td>
</tr>
<tr>
<td></td>
<td>(956) 882-7065</td>
<td>(956) 665-2538</td>
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## TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, GENERAL ASSIGNMENTS AND ACTIVITIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topics</th>
<th>Readings &amp; Materials</th>
<th>Activities &amp; Due Dates</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong> January 13 – 17, 2020</td>
<td><strong>Begin Journey</strong> Course Policies, Procedures, and Content Being an Online Student</td>
<td>Professional Dispositions Begin Your Journey Online Orientation Online Induction</td>
<td>Begin Journey Orientation: <strong>Due Friday, January 17, 2020</strong> Induction to Online Success Micro-Units: <strong>Due Friday, January 17, 2020</strong></td>
<td>Texas Teacher Educator Standard 6 PPR Domain IV InTASC Standard 9 CAEP Standards 1.1, 1.5 ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td><strong>WEEK 2</strong> January 20 – 24, 2020</td>
<td><strong>Module 1, Unit 1</strong> Being a Teacher The Teaching Profession Reform in Teacher Preparation Popular Myths About Teaching</td>
<td>Chapter 1 (Kauchack &amp; Eggen) Chapter 1 (Ayers &amp; Alexander-Tanner)</td>
<td>Check for Understanding Ch. 1 (Kauchack &amp; Eggen): <strong>Due Thursday, January 23, 2020</strong> To Teach Infographic for Ch. 1 (Ayers &amp; Alexander-Tanner): <strong>Due Friday, January 24, 2020</strong></td>
<td>Texas Teacher Educator Standard 6 PPR Domain IV InTASC Standard 9 CAEP Standards 1.1, 1.5 ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
</tr>
<tr>
<td><strong>WEEK 3</strong> January 27 – 31, 2020</td>
<td><strong>Module 1, Unit 2</strong> Changes in American Families Changes in Our Students Diversity and Influences of Socioeconomic Factors Seeing the Real Student rather than the Label</td>
<td>Chapter 2 (Kauchack &amp; Eggen) Chapter 2 (Ayers &amp; Alexander-Tanner)</td>
<td>Check for Understanding Ch. 2 (Kauchack &amp; Eggen): <strong>Due Thursday, January 30, 2020</strong> To Teach Infographic for Ch. 2 (Ayers &amp; Alexander-Tanner): <strong>Due Friday, January 31, 2020</strong></td>
<td>Texas Teacher Educator Standard 6 PPR Domain IV InTASC Standard 9 CAEP Standards 1.1, 1.5 ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td><strong>WEEK 4</strong> February 3 – 7, 2020</td>
<td><strong>Module 1, Unit 3</strong> Cultural Diversity Language Diversity Gender Learner Exceptionalities</td>
<td>Chapter 3 (Kauchack &amp; Eggen)</td>
<td>M1 Challenge Discussion: <strong>Initial Post Due Wednesday, February 5, 2020 Replies Due Friday, February 7, 2020</strong> Check for Understanding Ch. 3 (Kauchack &amp; Eggen): <strong>Due Thursday, February 6, 2020</strong></td>
<td>Texas Teacher Educator Standard 6 PPR Domain IV InTASC Standard 9 CAEP Standards 1.1, 1.5 ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topics</th>
<th>Readings &amp; Materials</th>
<th>Activities &amp; Due Dates</th>
<th>Alignments</th>
</tr>
</thead>
</table>
| WEEK 5  | *Module 2, Unit 1* Philosophy and Philosophy of Education  
Branches of Philosophy  
Developing your Philosophy of Education | Chapters 5 (Kauchack & Eggen) | Check for Understanding Ch. 5 (Kauchack & Eggen): *Due Thursday, February 13, 2020* | Texas Teacher Educator Standard 6  
PPR Domain IV  
InTASC Standard 9  
CAEP Standards 1.1, 1.5  
ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d |
| WEEK 6  | *Module 2, Unit 2* How do Schools Function?  
School Levels  
Finding a Good School | Chapter 6 (Kauchack & Eggen) | Check for Understanding Ch. 6 (Kauchack & Eggen): *Due Thursday, February 20, 2020* | Texas Teacher Educator Standard 6  
PPR Domain IV  
InTASC Standard 9  
CAEP Standards 1.1, 1.5  
ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d |
| WEEK 7  | *Module 2, Unit 3* Law, Ethics, and Teacher Professionalism  
The U.S. Legal System  
Teachers’ Rights and Responsibilities  
Religion and the Law  
Students and the Law | Chapter 8 (Kauchack & Eggen) | M2 Challenge Discussion:  
*Initial Post Due Wednesday, February 26, 2020*  
*Replies Due Friday, February 28, 2020*  
Check for Understanding Ch. 8 (Kauchack & Eggen): *Due Thursday, February 27, 2020* | Texas Teacher Educator Standard 6  
PPR Domain IV  
InTASC Standard 9  
CAEP Standards 1.1, 1.5  
ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d |
| WEEK 8  | *Module 3, Unit 1* What is Curriculum?  
Components of Curriculum  
Forces that Influence the Curriculum  
Controversial Issues in the Curriculum | Chapter 9 (Kauchack & Eggen) | Check for Understanding Ch. 9 (Kauchack & Eggen): *Due Thursday, March 5, 2020*  
PLN Engagement Blog: *Due Friday, March 6, 2020* | Texas Teacher Educator Standards 2, 4, 6  
PPR Domains I-IV  
InTASC Standards 3, 7, 8  
CAEP Standards 1.1, 1.5  
ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d |
| WEEK 9  | *Module 3, Unit 2* What is a Productive Learning Environment?  
Involving Parents | Chapter 10 (Kauchack & Eggen)  
Chapter 3 (Ayers & Alexander-Tanner) | Check for Understanding Ch. 10 (Kauchack & Eggen): *Due Thursday, March 19, 2020* | Texas Teacher Educator Standards 2, 4, 6  
PPR Domains I-IV |

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<table>
<thead>
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<th>Activities &amp; Due Dates</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervening when Misbehavior Occurs</td>
<td></td>
<td>To Teach Infographic Ch. 3 (Ayers &amp; Alexander-Tanner): <em>Due Friday March 20, 2020</em></td>
<td>InTASC Standards 3, 7, 8</td>
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<td>Creating an Environment for Learning</td>
<td></td>
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<td>CAEP Standards 1.1, 1.5</td>
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<td>ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td>WEEK 10</td>
<td><em>Module 3, Unit 3</em> Motivation and Learning</td>
<td>Chapter 11 (Kauchack &amp; Eggen)</td>
<td>Check for Understanding Ch. 11 (Kauchack &amp; Eggen): <em>Due Thursday, March 26, 2020</em></td>
<td>Texas Teacher Educator Standards 2, 4, 6</td>
</tr>
<tr>
<td>March 23 –</td>
<td>Planning for Effective Teaching</td>
<td></td>
<td></td>
<td>PPR Domains I-IV</td>
</tr>
<tr>
<td>27, 2020</td>
<td>Instructional Strategies</td>
<td></td>
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<td>InTASC Standards 3, 7, 8</td>
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<td>CAEP Standards 1.1, 1.5</td>
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<td>ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td>WEEK 11</td>
<td><em>Module 3, Unit 4</em> Building Bridges with Students, Parents, and Community</td>
<td>Chapter 4 &amp; 5 (Ayers &amp; Alexander-Tanner)</td>
<td>M3 Challenge Discussion: <em>Initial Post Due Wednesday, April 1, 2020 Replies Due Friday, April 3, 2020</em></td>
<td>Texas Teacher Educator Standards 2, 4, 6</td>
</tr>
<tr>
<td>March 30 –</td>
<td>Going Beyond Curriculum Standards</td>
<td></td>
<td></td>
<td>PPR Domain IV</td>
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<tr>
<td>April 3,</td>
<td></td>
<td></td>
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<td>InTASC Standards 2, 3, 9, 10</td>
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<td>2020</td>
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<td>CAEP Standards 1.1, 1.5</td>
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<td>ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td>Week 12</td>
<td><em>Module 4, Unit 1</em> Standardized Assessments and Marginalized Students</td>
<td>Chapter 6 &amp; 7 (Ayers &amp; Alexander-Tanner)</td>
<td>MRS Discussion: <em>Initial Post Due Thursday, April 8, 2020 Replies Due Thursday, April 9, 2020</em></td>
<td>Texas Teacher Educator Standards 2, 4, 6</td>
</tr>
<tr>
<td>April 6 –</td>
<td>Authentic Assessments for Student Connections</td>
<td></td>
<td></td>
<td>PPR Domain IV</td>
</tr>
<tr>
<td>10, 2020</td>
<td>Teaching and Community Building</td>
<td></td>
<td></td>
<td>InTASC Standards 2, 3, 9, 10</td>
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<td>Easter Holiday: April 10, 2020</td>
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<td>CAEP Standards 1.1, 1.5</td>
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<td>ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td>Week 13</td>
<td><em>Module 4, Unit 2</em> Reform of the Curriculum</td>
<td>Chapter 12 (Kauchack &amp; Eggen)</td>
<td>Check for Understanding Ch. 12 (Kauchack &amp; Eggen): <em>Due Thursday, April 16, 2020</em></td>
<td>Texas Teacher Educator Standards 2, 4, 6</td>
</tr>
<tr>
<td>April 13 –</td>
<td>Reform of Schools</td>
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<td></td>
<td>PPR Domain IV</td>
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<tr>
<td>17, 2020</td>
<td>Reform for Teachers</td>
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<table>
<thead>
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<th>Activities &amp; Due Dates</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>Reform and Diversity</td>
<td></td>
<td></td>
<td>InTASC Standards 2, 3, 9, 10</td>
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<td>CAEP Standards 1.1, 1.5</td>
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<td>ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<tr>
<td>Week 15</td>
<td>Module 4, Unit 3</td>
<td>Chapter 8 (Ayers &amp; Alexander-Tanner)</td>
<td>M4 Challenge Discussion: <em>Initial Post Due Wednesday, April 29, 2020</em>  <em>Replies Due Friday, May 1, 2020</em>  <em>To Teach Infographic Ch. 8 (Ayers &amp; Alexander-Tanner): Due Friday, May 1, 2020</em></td>
<td>Texas Teacher Educator Standards 2, 4, 6  PPR Domain IV  InTASC Standards 2, 3, 9, 10  CAEP Standards 1.1, 1.5  ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<td>Entering the Profession</td>
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<td>Your First Year of Teaching</td>
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<td>Career-Long Professional Development</td>
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<tr>
<td>Week 16</td>
<td>All Modules</td>
<td>All Readings</td>
<td>Educational Law and Ethics Inquiry Based Project: <em>Due Wednesday, May 6, 2020</em></td>
<td>Texas Teacher Educator Standards 2, 4, 6  PPR Domain IV  InTASC Standards 2, 3, 9, 10  CAEP Standards 1.1, 1.5  ISTE Standards 3a, 3b, 3c, 3d, 4c, 4d</td>
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<td>WEEK 16</td>
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<td>Finals Week</td>
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