



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus
General Teaching Methods in Elementary School

West College of Education
EDUC 4023 Section: DX1
Fall 2022,
August 22 – December 9
Revised August 2022

Contact Information

Instructor: Angie Bullard
Office: Bridwell 210
Office Hours:
Tuesday 11am-12pm
Wednesday 930-1130am
Wednesday 230-330pm
Thursday 11am-12pm
Office phone: (940) 397-4136
Twitter: @WCOE_MSUBullard
E-mail: angela.bullard@msutexas.edu

Instructor Response Policy

We will be working and communicating constantly throughout the semester. Email is great however you will also be a part of class GroupMe which will provide more flexibility in communication. I will try my best to answer all emails and texts within 24 hours, however you will definitely get a response within 48 hours (2 days). Any emails or texts received during weekends will not receive a response till the following Monday. No emails or texts will be answered over the weekend.

Textbook & Instructional Materials

1. Effective Teaching Methods: 10th Edition: Research-Based Practices by Gary D. Borich
2. Documents Uploaded to D2L as required through the semester.

Course Description

These field-based courses focus on elementary and middle school mathematics, mathematics pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important

component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences

Course Objectives

This course is designed to prepare you to teach in the elementary/early middle school. The course will introduce you to the profession of teaching. This course provides the necessary foundation needed by future teachers to gain the pedagogical knowledge, skills, and dispositions needed to be an effective teacher. The primary goal of this course is to provide you with research- based effective teaching practices in a practical, realistic, and conversational manner.

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the ASC homepage for more information.

[Tutoring & Academics Supports Programs](#)

Student Handbook

Refer to: [2021-2022 Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Table 1: Points allocated to each assignment.

Assignments	Grade Points
Technology, Written, and Discussion Board Assignments	560 points
Quizzes	200 points
Final Assignment	100 points
Classroom Participation and Disposition	140 points
TOTAL	1000 points

Table 2: Total points for final grade.

Grade	Percentage	Points
A	90% - 100%	900-1000
B	80% - 89%	800-899
C	70% - 79%	700-799
D	60% - 69%	600-699
F	Below 59%	Below 600

Dispositions

- Candidates in the teacher education classes are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:
- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas. 8/4/2020
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning. Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Extra Credit

Extra Credit will not be offered in this class. Any change in this policy will be dependent upon opportunities and instructor preferences.

Late Work

Late work will receive a 25% deduction per day per assignment (including Saturday and Sunday). This means if the assignment is for 100 points, you can make a maximum score of 75 after one day, 50 after two days, 25 after three days, and zero after 4 days if all your answers are correct. **There is NO late work on discussion boards or quizzes!** All this is non-negotiable!!! If there are any issues or you are confused about an assignment, contact me **BEFORE** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used.

Please note: *Even though this is a face-to-face class, this class requires you to have access to a computer (with Internet access) to check for class news updates, materials, instructions, resources and upload your assignments in D2L. It is your responsibility to have (or have access to) a working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.*

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Change of Schedule and Late Registration: August 22-25, 2022.

Final Deadline for May graduates to file for graduation: October 3, 2022

Last Day to drop with a grade of "W:" 4 pm, October 24, 2022

Refer to the [academic calendar](#) for more details.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program and Pearson MyLab is a part of this course. Each student is expected to be familiar with D2L as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage and use the access code for Pearson MyLab. (There's a note from the bookstore at the bottom of the syllabus.) *If you experience difficulties, please contact the technicians listed for the program or contact your instructor. **Do not wait till the last minute to submit the assignment. Delays or sending through email will be counted late!***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Again, your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Attendance

Absence Policy - Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to login to D2L each week. Failure to login will result in an absence. Students will receive a grade of F on the third absence. After an absence from the course, it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in grade being lowered by one letter. It is the candidate's responsibility to make up any missed work. Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted.

Instructor Drop

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to

dropping the student from the class. The instructor-drop takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Class Participation

Students should participate in all activities of this course. It is important that students should meet all the deadlines as posted. In the case of any emergency situation (like death or illness in family, etc.) it is important that the student should report the same to the professor in a timely manner. It is your course, and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Generally, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential.

Excessive tardiness or absence (as determined by the professor), disruptive attitude, or failure to consistently class requirements might result in instructor-drop, if required. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Tardiness will result in loss of classroom disposition points and three instances of tardy arrival will be counted as one absence. Each student brings a unique perspective and life experience to the learning environment and is expected to participate actively and thoughtfully by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, the course instructor may assign additional readings. ***Participating in class discussions and following expectations is a part of your grade.*** Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L. These opportunities are a very important part of this course.

Online Computer Requirements

As mentioned above, it is your responsibility to have (or have access to) a working computer in this class. *Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!!

Instructor Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes but is not limited to pagers and cell phones. In the classroom or during virtual meetings, cell phones need to be put away so that they do not disrupt the learning environment for you and others. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. ***Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

As previously mentioned, cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and no make-up allowed!!!

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate

services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

College Policies

Campus Carry Rules/Policies Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Course Schedule

Disclaimer Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor to meet the needs of the class appropriately.

All assignments are due on Monday by 11:59pm. Please see attached document for a detailed course schedule.

Other Expectations

Participation – It is not enough to just “show up.” In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

Respect – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. This is particularly important considering our classroom location - we are guests in the Wichita Falls school district and should behave as such.

Professional Development – Remember that teaching requires a commitment to continual learning. You will be asked to complete several “chores” as the semester rolls along and the points earned for dispositions are affected by those “chores.” Timely completion of tasks (or “chores”) is an indication of your “fitness” to this profession.

Online Course Schedule

	Dates	Topics/Focus/Reading	Assignment Due
1	Aug 22-29	Introductions Syllabus Review Introductory Activities <i>Read & prepare for next week's discussion</i>	Discussion Board *Initial Post(s) Due Thursday 11:30pm 2 Response Posts due Monday 11:59pm (See discussion guidelines for details) *Introduction Activity due Monday 11:59pm Due Mon Aug 29
2	Aug 30- Sept 5	<i>Chapter 1</i> <i>The Effective Teacher</i>	Discussion Board *See Above Due Mon Sept 5
3	Sept 6-12	<i>Chapter 2</i> <i>Understanding Your Students</i>	Quiz #1 Ch 1 & 2 Due Mon Sept 12
4	Sept 13-19	<i>Chapter 3</i> <i>Establishing the Learning Climate</i>	Assignment 4 Due Mon Sept 19
5	Sept 20-26	<i>Chapter 4</i> <i>Promoting Student Engagement</i>	Quiz #2 Ch 3, 4, Due Mon Sept 26
6	Sept 27- Oct 3	<i>Chapter 5</i> <i>Goals, Standards, Objectives</i>	Assignment 5 Due Mon Oct 3
7	Oct 4-10	<i>Chapter 6</i> <i>Unit and Lesson Planning</i>	Assignment 6 Due Mon Oct 10
8	Oct 11-17	<i>Chapter 7</i> <i>Technology Integration in Instruction</i>	Quiz #3 Ch 5-7 Due Mon Oct 17
9	Oct 18-24	<i>Chapter 8</i> <i>Questioning Strategies</i>	Assignment 7 Due Mon Oct 24
10	Oct 25-31	<i>Chapter 9</i> <i>Teaching Strategies for Direct Instruction</i>	Discussion Board Due Mon Oct 31
11	Nov 1-7	<i>Chapter 10</i> <i>Teaching Strategies for Indirect Instruction</i>	Assignment 8 Due Nov 7
12	Nov 8-14	<i>Chapter 11</i> <i>Self-Directed and constructivist Learning</i>	Discussion Board Due Mon Nov 14
13	Nov 14-18	<i>Chapter 12</i> <i>Cooperative Learning</i>	Quiz #4 Ch 8-12 Due Mon Nov 21
14	Nov 21-25	Discussion Board Happy Thanksgiving Thanksgiving Break Nov 23-25	Discussion Board Due Mon Nov 28
15	Nov 28- Dec 2	<i>Chapter 13</i> <i>Assessing Learners</i>	Final Assignment - <u>DUE FRIDAY</u> <u>DECEMBER 2** NOTICE THIS IS FRIDAY</u> <u>DUE DATE!</u>
16	Dec 5-9	Finals Week	N/A

***Participation in weekly discussion and activities required – Lack of participation will result in points deducted from participation grade.**

Appendix A: Standards/Competencies

WCOE Standards

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

1. **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B: Required assignment/standard alignment matrix

Assignment	WCOE Standard (WCOE #)
Technology Assignment	WCOE #1,4,5
Quizzes	WCOE #1,4,5,6,8
Discussion Board	WCOE #1,2,5,9,10
Written Assignments	WCOE #1,2,3,4,5,6,7,8,10
Final Exam	WCOE #1,2,3
In Class Activities: class discussion, lecture, guided reading, guest speakers, peer practice, experiential learning, exploration, and role playing	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6