

## The University of Texas at Tyler

College of Education and Psychology  
Second 7-Week Session Fall 2020

<b>Course Name</b>	EDUC 5372 - Models of Teaching
<b>Days, Time, and Location</b>	100% Online
<b>Instructor Information</b>	Dalane Bouillion, Ed.D. Cell: 713.410.2922 <a href="mailto:Dbouillion@uttyler.edu">Dbouillion@uttyler.edu</a>
<b>Conference Hours</b>	As needed, and requested by the student
<b>Last Day to Withdraw</b>	November 20, 2020

### Course Catalog Description

Teaching methodology for secondary teaching disciplines, curriculum, materials, and instructional models.

Prerequisites: Admission to the Graduate School or Post Baccalaureate Teacher Certification.

### Student Learning Outcomes

The goal of this course is to establish the relationship between theory and practice, i.e. praxis, in a variety of contexts. A performance-based approach facilitates prospective teachers in recognizing the non-linearity of the multiple dimensions of secondary classrooms, unique skills and abilities of teachers, and the use of technology in attaining effective practice as expressed in NCATE, NBPTS, and INTASC Standards.

Students will be expected to:

- Identify and recall information related to effective teaching beliefs, strategies, and practices.
  - (Texas Educator Standards: 1ai, 1aiii, 1bi, 1ci, 1cii, 1di; 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2ci, 2cii)
  - (INTASC Standards: 1 and 2)
- Construct lesson plans that utilize effective teaching strategies.
  - (Texas Educator Standards: 1ai, 1aiii, 1bi, and 1cii; 2bi, 2ciii)
  - (INTASC Standards: 1, 2, and 7)
- Observe and reflect on classroom practices.
  - (Texas Educator Standards: 1ai, 1aii, 1bi, 1ci, 1di, 1dii, 1diii and 1fi; 2ai and 2bii)
  - (INTASC Standards: 1, 2, and 7)

- Synthesize effective teacher practices, strategies, beliefs, and skills through collaborative technology driven methods and media.
  - (Texas Educator Standards: 1biii, 1eii, 1eiii; 6ai, and 6aii)
  - (INTASC Standards: 1 and 2)

## Topics Covered, Evaluation, and Grading Scale

### 1. Chapter Reading Quizzes and Reflections (25%)

Students are to complete reading assignments from the textbook. During the course, you will be asked to read assigned chapters. Some chapter readings will be assessed through discussion board posts and/or multiple-choice quizzes.

### 2. Lesson Plans (15%)

Students are expected to write a Teacher Directed Lesson Plan and a 5E Lesson Plan using the School of Education formats. These formats will be provided in the Online Course Modules.

### 3. Observation Activities (20%)

Students in this course will be required to view provided videos of classroom instruction and reflect upon these teaching videos using the provided observation documents in the Online Course Modules.

### 4. Educational Autobiography / Philosophy of Learning and Teaching (20%)

Students in this course will have an opportunity to develop their own theoretical orientation to learning and teaching. Expectations and guidelines are provided in the Online Course Modules.

### 5. Exam (20%)

An exam possibly consisting of multiple-choice questions, True/False questions, and essays is to be completed at the end of the course that is cumulative of the readings from the textbook.

## Grading Scale

<b>A</b>	<b>90-100%</b>
<b>B</b>	<b>80-89%</b>
<b>C</b>	<b>70-79%</b>
<b>D</b>	<b>60-69%</b>
<b>F</b>	<b>0-59%</b>

## Final Exam

The final exam is a comprehensive, 25-question multiple choice exam. The exam will be administered online at a given date and time.

## Teaching Strategies

This course will be taught 100% online.

## Required Textbook

Secondary School Teaching: A Guide to Methods and Resources, 4th Edition

By Richard D. Kellough and Noreen G. Kellough

Publisher: Pearson

ISMN 0-13-7049777-3; or 978-0-13-704977-6

## Course Policies

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. There is no extra credit work. However, students may choose to resubmit written assignments if they are not satisfied with their grade. If a student chooses to resubmit a written assignment, the student may earn up to 90% of the points. There are no retakes for quizzes or the final exam.

All assignments must be submitted by date listed on the assignment schedule. Given the challenges that come with being a full-time educator while going to graduate school, each student has the opportunity to use **one late pass**.

The student must contact Dr. Bouillion to inform her that he/she will be using a "late pass" PRIOR to the missing of the assignment by the due date. It is the student's responsibility to keep track of due dates and keep Dr. Bouillion informed of any conflicts that result in late submissions. Failure to notify Dr. Bouillion that a late pass will be used will result in a late submission penalty as explained below.

Once the **late pass** has been used, or if the student does not notify Dr. Bouillion when using a late pass, assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week.

## Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at [dbouillion@uttyler.edu](mailto:dbouillion@uttyler.edu). Please note that this is not a Patriots email address.

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. My goal is to respond to emails sent during the week within 24 hours. Please feel free to use my cell number if you have not received a response to your email if you're needing a more immediate response.

## Participation on Written Assignments, Quizzes & Exams

Written assignments, quizzes, and the final exam are individual assignments. Students may not collaborate on the individual assignments in this course. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

## University Policies

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

### [University Guidelines, Links and Policies](#)

## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides

leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

### **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards**: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).