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| **EDSE 3500: Knowing and Learning****Spring 2011****Tuesday & Thursday 3.30pm-4.50pm****Venue: MATT 111** | image |

Instructors: Dr. Karthigeyan Subramaniam, Ph.D.

Office: Matthews Hall 204- F: Dr. Karthigeyan Subramaniam

Office Phone: 940.565.3596 (Dr. Karthigeyan Subramaniam)

Fax: 940 565 4952

E-Mail: Karthigeyan.Subramaniam@unt.edu

**(Use this email for all correspondence with the course instructor.**

**Do not use Blackboard email to correspond with the course instructor)**

Office Hours: Dr. Karthigeyan Subramaniam – **Tuesday & Thursday 12.00pm to 3.00pm (Matthews Hall, 204F)**

Tech Support: Anitha Muppidi – Anitha.Muppidi@unt.edu

***Required Texts*:**

Beihler, R. F. & Snowman, J. (2012). Psychology applied to teaching (13th ed.). Boston: Houghton Mifflin.

**Bring both textbook and other required materials to all scheduled classes.**

***Description*:**

This course focuses on issues of what it means to learn and know science and mathematics. What are the standards for knowing we will use? How is knowing and learning structured and how does what we know change and develop? For the science and mathematics educator, what are the tensions between general, cross-disciplinary characterizations of knowing (e.g. intelligence) and the specifics of coming to understand powerful ideas in mathematics and science? What are the links between knowing and developing in learning theory, and the content and evolution of scientific ideas? Also, current issues and tensions in education will be discussed, especially as it relates to mathematics and science instruction.

***Course Objectives****:*

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| Students will be able to: | Evidence of Student Learning: |
| Articulate various standards for knowing science and mathematics and articulate the implications of these standards for assessment, especially standardized assessment. | * Meaningful contributions to class discussions
* Comments posted about analysis of readings
* Analysis of clinical interviews
* PRESENTATIONS
 |
| Articulate what it means to know and learn relative to cognitive structures and describe how what people know changes and develops | * Meaningful contributions to class discussions
* Comments posted about analysis of readings
* Analysis of clinical interviews
* PRESENTATIONS
 |
| Describe various paradigms for evaluating science and mathematics understanding. | * Meaningful contributions to class discussions
* Comments posted about analysis of readings
* PRESENTATIONS
 |
| Describe the links between knowing and developing in learning theory and the content and evolution of scientific ideas. | * Meaningful contributions to class discussions
* Comments posted about analysis of readings
* Analysis of clinical interviews
* PRESENTATIONS
 |
| Use the clinical interview method to make sense of one’s reasoning about a topic in science or mathematics. | * Report including transcription and analysis of clinical interviews
* Rubric given to students before clinical interview to clarify what will be assessed
 |
| Express informed opinions on current issues and tensions in education, especially as they relate to mathematics and science instruction. | * Meaningful contributions to class discussions
* Comments posted about analysis of readings
* PRESENTATIONS
 |
| Explore the affordances offered by various technologies in supporting knowing and learning in mathematics and science. | * Modeling thinking
* Summative and formative assessment
* Facilitate problem-solving
 |
| Explore the implications of deficit-models of learning on issues of equitable instruction and learning environments. | * Meaningful contributions to class discussions of current events
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***Skills Related to TExES:***

***Test Framework for Field 130: Pedagogy and Professional Responsibilities 8-12***

|  |  |
| --- | --- |
| ***Domain I*** | ***Designing Instruction and Assessment to Promote Student learning*** ***Pedagogy and Professional Responsibilities Standard I******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.******Competency 002******The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.******Competency 003******The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.******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.*** |
| ***Domain III*** | ***Implementing Effective, Responsive Instruction and Assessment*** ***Standards Assessed:******Pedagogy and Professional Responsibilities Standard I******Pedagogy and Professional Responsibilities Standard III******Competency 007******The teacher understands and applies principles and strategies for communicating effectively in varied and learning contexts.******Competency 008******The teacher provides appropriate instruction that actively engages students in the learning process.******Competency 010******The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.*** |

***For a complete description of standards and competencies refer to*** [***http://www.texes.ets.org/prepMaterials/***](http://www.texes.ets.org/prepMaterials/)

***Assignments: (Refer to Assignments Booklet for Details)***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Assignments*** | **Due Dates** | **Points** | **Points Scored** |
| **Class attendance** |  | **30** |  |
| **Paper 1 Interview Transcript** | ***Thursday 27 January 2011*** | **50** |  |
| **Class participation 1 (Week 1 to 8)** | ***Thursday 03 March 2011*** | **30** |  |
| **Quiz Total Points (Chapters 16, 2, 10, 3, 4, 5, 6)** | ***Thursday 08 March 2011*** | **50** |  |
| **Paper 2 Learning Activity**  | ***Thursday 10 March 2011*** | **50** |  |
| **Mid-Term (Chapters 1,2,3,4,5,6,10,16)** | ***Thursday 10 March 2011*** | **100** |  |
| **Online Discussion**  | ***Thursday 24 March 2011*** | **60** |  |
| **Paper 3 Analyzing Reasoning** | ***Thursday 21 April 2011*** | **50** |  |
| **Quiz Total Points (Chapters 7, 8, 9, 11, 12, 13, 14)** | ***Tuesday 03 May 2011*** | **50** |  |
| **Paper 4 Student Essay** | ***Thursday 05 May 2011*** | **50** |  |
| **Teaching Philosophy** | ***Thursday 05 May 2011*** | **100** |  |
| **Class participation 1 (Week 11 to 16)** | ***Thursday 05 May 2011*** | **30** |  |
| **Finals** | ***TBA EXAM WEEK*** | **100** |  |
|  | **Total** | ***750*** |  |
|  | **Percentage** | ***100*** |  |

***Take Note: Submitting Assignments***

1. **All assignments must be submitted on the due date as indicated in the syllabus.**
2. **No points will be awarded for any late assignments.**
3. ***Please hand in a hard copy of Papers 1, 2, 3 & 4 to the course instructor during scheduled class time on the due dates listed in the syllabus.***
4. ***And please upload electronic copies of Papers 1, 2, 3 & 4* *onto BlackBoard on the due dates listed in the syllabus - If you do not upload Papers 1, 2, 3 & 4 onto BlackBoard on the Due Dates LISTED IN THE SYLLABUS YOU WIL NOT BE AWARDED ANY POINTS FOR THESE FOUR ASSIGNMENTS.***
5. ***Upload Paper 4 and the Teaching Philosophy onto TK20 - If you do not upload Paper 4 and the Teaching Philosophy onto TK20 on the Due Date LISTED IN THE SYLLABUS YOU WIL NOT BE AWARDED ANY POINTS FOR THESE TWO ASSIGNMENTS.***
6. ***Students who do not follow any of the instructions for submitting Papers/Assignments will receive 0 Points.***

***Attendance, Participation, and Dispositions Policies:***

### This course is designed and organized to be highly collaborative and experiential. It will involve literature discussion groups, and small and large group discussions. Therefore, your attendance and participation are essential to your learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class. If you decide to miss an entire class period or part of it for any reason, then you will not receive full participation credit for that class session. Involvement in class activities cannot be made up, thus it is imperative that you are present and prepared for each class session.

### If you display dispositions inappropriate for the classroom, the course instructor will have a conference with you. Following the conference, evidence of continued inappropriate dispositions will result in further consultation and may result in deductions in your final grade, up to a maximum of ten (10) points. Generally, one point will be deducted at a time.

### The course instructor will permit the make-up of course work for the following reasons:

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| a. personal illness | d. jury duty or court summons |
| b. death or critical illness in the family | e. military duties |
| c. participation in a university-sponsored activity | f. religious holiday |

Please present appropriate documentation upon your return. To be recorded as an excused absence, notes from a physician must state they you were “too ill to attend class.”

**If you are absent 1 or more times for any of the scheduled class sessions [in-class and/or for the scheduled online sessions (logged minutes and duration will be taken into account)] without official documentation for your absence your grade will drop a letter (for example, A to B, B to C, etc.)**

### If you miss class, you are responsible for all announcements, assignments and information presented or discussed in class. It is your responsibility to contact other members of the class or the instructor to obtain information missed during your absence. Please make an appointment to see the course instructor.

***Grading and Grade Reporting:***

Grading rubrics for assignments are included at the end of this syllabus. Students are encouraged to become thoroughly familiar with grading rubrics used to assess student learning in this course.

***Grading Scale:***

90% – 100% A

 80% – 89% B

 75% – 79% C

 70% – 74% D

 Below-70% F

### GENERAL POLICIES

### All course readings must be read before class.

### Be punctual to class – if you are late, see the course instructor after class.

### Do not talk when the course instructor is lecturing or presenting an activity.

### Please do not eat in class.

* **All grades/points for assignments are final.**
* **If you have any questions about grades/points awarded to assignments, make an appointment to see the course instructor during the course instructor’s office hours. Please make an appointment to see the course instructor during office hours.**
* **Course instructor will not discuss grades/points during class time. Please make an appointment to see the course instructor during office hours.**
* **All citations must be in the APA format.**
* **Do not upload draft copies of assignments onto BlackBoard**
* **All assignments have to be uploaded onto BlackBoard and hard copies must be handed in to the course instructor in class. All deadlines are final.**

### If you have any queries or questions about assignments, attendance or grades refer to the course syllabus first, if the query still exists please make an appointment to see the course instructor during office hours.

### NO CELL PHONE USE/CELL PHONE TEXTING during the scheduled class session! (Referral Action will be taken)

***Student Evaluation of Teaching Effectiveness (SETE)***

* ***The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to for appropriate and valid comments and feedback.***
* **Spring administration of the SETE, will remain open through the week of finals.**

***The Educator as Agent of Engaged Learning:***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Teacher Education & Administration**

***Departmental Policy Statements***

**ACCOMODATION & ACCESS**

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.
If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester.  If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at , and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

**CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

**COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

**EAGLE CONNECT**

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

**ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code ) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

**TK20**

Some courses require an assignment that must be uploaded and graded in the UNT TK20 Assessment System. All students in such courses must purchase access to TK20. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this website.

***Program Area Policy Statements***

**COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**TECHNOLOGY INTEGRATION POLICY**

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

***Distributed Education Policy Statements***

**IMPORTANT NOTICE FOR F-1 STUDENTS**

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to

"8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

**Class Policies:**

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on academic integrity: <http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf>. Academic dishonesty, in the form of plagiarism, cheating. or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*Student Conduct:* Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See [www.unt.edu/csrr](http://www.unt.edu/csrr).

*Cell Phones and Laptop:* Students should turn off cell phones when they are in class. This means vibrate as well as ring modes. Also, there should be no texting during class. Laptops may be used in class for taking notes and for engaging in learning activities for the course.

*SETE:* The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*TK20*: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

This course syllabus is intended to be a guide and may be amended at any time.

Semester Overview (Tentative)

| Date | Topic | Activities | Readings and Assignments to Be Completed for each Topic |
| --- | --- | --- | --- |
| **Week 1** |
| **Tuesday** **18 January 2011** | **Course Introduction** | Review: Course Syllabus |  |
| **Thursday****20 January 2011*****Class is Online*** | **Applying Psychology to Teaching** | Discussion Questions | Chapter 1Complete Interviews Refer to Assignment Booklet for instructions and format.  |
| **Week 2** |
| **Tuesday** **25 January 2011** | **Becoming a Better Teacher by Becoming a Reflective Teacher**  | Lecture/Discussion QuestionsQUIZ 1 | Chapter 16 |
| **Thursday****27 January 2011** | **Theories of Psychosocial and Cognitive Development: Erickson: Psychosocial Development** | Lecture/Discussion QuestionsQUIZ 2 | Chapter 2 Pages 25-36**Paper 1 Due** |
| **Week 3** |
| **Tuesday** **01 February 2011** | **Theories of Psychosocial and Cognitive Development:****Piaget: Cognitive Development** | Lecture/Discussion QuestionsQUIZ 3 | Chapter 2 Pages 36-48 |
| **Thursday****03 February 2011** | **Theories of Psychosocial and Cognitive Development:****Piaget: Cognitive Development** | Lecture/Discussion Questions | Chapter 2 Pages 36-48 |
| **Week 4** |
| **Tuesday** **08 February 2011** | **Theories of Psychosocial and Cognitive Development: Vygotsky: Cognitive Development** | Lecture/Discussion QuestionsQUIZ 4 | Chapter 2 Pages 48-56 |
| **Thursday****10 February 2011** | **Theories of Psychosocial and Cognitive Development: Vygotsky: Cognitive Development** | Lecture/Discussion Questions | Chapter 2 Pages 48-56 |
| Date | Topic | Activities | Readings and Assignments to Be Completed for each Topic |
| **Week 5** |
| **Tuesday** **15 February 2011** | **Constructivist Learning Theory, Problem Solving, and Transfer** | Lecture/Discussion QuestionsQUIZ 5 | Chapter 10  |
| **Thursday****17 February 2011** | **Constructivist Learning Theory, Problem Solving, and Transfer** | Lecture/Discussion Questions | Chapter 10  |
| **Week 6** |
| **Tuesday** **22 February 2011** | **Age-Level Characteristics** | Lecture/Discussion Questions | Chapter 3 Pages 88-109 |
| **Thursday****24 February 2011** | **Understanding Student Differences** | Lecture/Discussion QuestionsQUIZ 6 | Chapter 4 Pages 110-141 |
| **Week 7** |
| **Tuesday** **01 March 2011** | **Addressing Cultural and Socioeconomic Diversity** | Lecture/Discussion QuestionsQUIZ 7 | Chapter 5  |
| **Thursday****03 March 2011** | **Addressing Cultural and Socioeconomic Diversity** | Lecture/Discussion Questions | Chapter 5  |
| **Week 8** |
| **Tuesday** **08 March 2011** | **Accommodating Student Variability** | Lecture/Discussion QuestionsQUIZ 8 | Chapter 6  |
| **Thursday****10 March 2011** | **Mid-Term Chapters 1, 2, 3, 4, 5, 6, 10, 16** **Paper 2 Due**  |
| **Week 9** |
| **Tuesday** **15 March 2011** | **NO CLASS – SPRING BREAK** |
| **Thursday****17 March 2011** |

| Date | Topic | Activities | Readings and Assignments to Be Completed for each Topic |
| --- | --- | --- | --- |
| **Week 10**  |
| **Tuesday** **22 March 2011** | **Behavioral Learning Theory: Operant Conditioning**  | Lecture/Discussion QuestionsQUIZ 9 | Chapter 7  |
| **Thursday****24 March 2011** | **Online Discussion: Secondary Science/Mathematics Teaching Methods and Methodology** | **Sharing/Presentations**  | ***Complete All Online Journals on Blackboard***  |
| **Week 11**  |
| **Tuesday** **29 March 2011** | **Information-Processing Theory** | Lecture/Discussion QuestionsQUIZ 10 | Chapter 8 |
| **Thursday****31 March 2011** | **Information-Processing Theory** | Lecture/Discussion Questions | Chapter 8 |
| **Week 12**  |
| **Tuesday** **05 April 2011*****Class is Online*** | **Social Cognitive Theory** | Discussion Questions | Chapter 9 Refer to BlackBoard for Instructions |
| **Thursday****07 April 2011** | **Social Cognitive Theory** | Lecture/Discussion Questions | Chapter 9  |
| **Week 13** |
| **Tuesday** **12 April 2011*****Class is Online*** | **Online Discussion/Sharing of Draft Copies of Teaching Philosophy.** | Refer to BlackBoard for Instructions. |
| **Thursday****14 April 2011** | **Motivation and Perceptions of Self** | Lecture/Discussion QuestionsQUIZ 11 | Chapter 11 |
| **Week 14** |
| **Tuesday** **19 April 2011** | **Classroom Management** | Lecture/Discussion QuestionsQUIZ 12 | Chapter 12 |
| **Thursday****21 April 2011** | **Classroom Management** | Lecture/Discussion Questions  | Chapter 12**Paper 3 Due** |
| Date | Topic | Activities | Readings and Assignments to Be Completed for each Topic |
| **Week 15**  |
| **Tuesday** **26 April 2011** | **Approaches to Instruction** | Lecture/Discussion QuestionsQUIZ 13 | Chapter 13 |
| **Thursday****29 April 2011** | **Approaches to Instruction** | Lecture/Discussion Questions | Chapter 13 |
| **Week 16** |
| **Tuesday** **03 May 2011** | **Assessment of Classroom Learning**  | Lecture/Discussion QuestionsQUIZ 14 | Chapter 14  |
| **Thursday****05 May 2011** | **Assessment of Classroom Learning**  | Lecture/Discussion Questions | Chapter 14 **Paper 4 Due****Teaching Philosophy Statement Due** |
| **Week 17** |
| **Tuesday** **10 May 2011** | **TBA: Finals Chapters 7, 8, 9, 11, 12, 13, 14****(UNT Finals Exam Timetable)** |
| **Thursday****12 May 2011** |