



EDUC 4332: Classroom Interactions

Fall 2018

Instructor Information:

Instructor: Melissa Hulings, PhD, NBCT

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Office Hours: By appointment

Course Information:

Course Title: Classroom Interactions

Course Number: EDUC 4332.001

Course Location and Time: Tuesday and Thursday, 3:30-4:50pm, Science Hall 226

Description of Course Content:

This course continues the process of preparing you to teach mathematics and science in upper elementary and secondary settings by providing opportunities to see how theories explored in Knowing and Learning play out in instructional settings. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create).

An important focus of the course is on building awareness and understanding of equity issues and their effects on learning. You are provided frameworks for thinking about equity issues in the classroom and larger school settings and learn strategies for teaching students of diverse backgrounds equitably. Additionally, the course introduces ways in which curriculum and technology are used in classroom settings to build relationships among teachers and students.

In essence, Classroom Interactions is centered around a close examination of the interplay between teachers, students, and content, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

Student Learning Outcomes:

| Course Objectives and Evidence of Student Learning | |
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| <i>Students will:</i> | <i>Evidence:</i> |
| Discuss, observe, and analyze how students' knowledge and skills can be built using a variety of instructional strategies (including direct instruction, inquiry teaching, and use of small groups), focusing on what each model requires of teachers. | <ul style="list-style-type: none">• written analyses and presentations of teaching• written reflections and essays |

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| Create and evaluate tasks to build and assess students' content knowledge based on evidence including video and written artifacts. | <ul style="list-style-type: none"> • development of lesson plans • written analyses and presentations of teaching • videotapes of teaching |
| Plan, teach, and analyze, individually and/or with a small group of peers, single and multi-day high school mathematics or science lessons on an assigned topic. | <ul style="list-style-type: none"> • lesson plans, including essays justifying the plans and responses to reviewer comments • peer and/or instructor evaluations of practice teaching • observations and comments by classroom teachers, master teachers, and/or by the course instructor |
| Observe and analyze classroom instruction and data on student participation and performance with regard to equitable and diverse instructional approaches that afford all students an opportunity to learn. | <ul style="list-style-type: none"> • written analyses and presentations of teaching • participation in discussion and Internet postings regarding policies concerning students who have diverse needs |
| Employ relevant technologies in teaching (e.g., presentation, computer simulation, and graphical analysis & representation software); analyze how technology can affect classroom interactions. | <ul style="list-style-type: none"> • artifacts produced by the use of such technology • participation in discussions of the effectiveness of technology • written analyses of the uses of technology |
| Read and analyze research results and theoretical literature in science education and cite these results in analyses of their own teaching and reports to their peers. | <ul style="list-style-type: none"> • student-produced literature review on research in science and/or mathematics education • written analyses and presentations of teaching • |

Textbook(s) and Materials:

Handouts, articles and Internet addresses as distributed during class meetings and/or posted on the course website.

(TEKS) Texas Essential Knowledge and Skills Chapter 111: Texas Essential Knowledge and Skills for Mathematics. Texas Education Agency, 2012. Retrieved from: <http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html>

(TEKS) Texas Essential Knowledge and Skills Chapter 112: Texas Essential Knowledge and Skills for Science. Texas Education Agency, 2010. Retrieved from: <http://ritter.tea.state.tx.us/rules/tac/chapter112/index.html>

Common Core State Standards Initiative. (2017). Mathematics Standards. Retrieved from <http://www.corestandards.org/Math/>

Achieve, Inc. (2013). Next Generation Science Standards. Retrieved from <http://www.nextgenscience.org/next-generation-science-standards>

Descriptions of major assignments:

In Class, On-line, and Other Participation (10 Points per class x 25 Class meetings = 250 Points):

Students will be evaluated individually on class participation, which includes contributions to class discussions, activities and projects, working as a productive group member on above indicated group assignments, discussion over readings, as well as, regular class attendance, on-time arrival to class and remaining in class until completion, timely submission of assignments, and other affective variables related to the course. The instructor will evaluate student participation and disposition throughout the course. Throughout the course, students will read and discuss various articles and handouts in the classroom. If a student is absent, points for that class may be made up in the following ways: A) Emailing the instructor PRIOR to the absence = 3 points and/or B) Completing a one-page summary (double-spaced) over the information presented in class = 7 points (this information can be gathered from PowerPoints posted on Blackboard and reviewing a classmate's notes).

To receive full points for participation in on-line class meetings, you will be expected to post responses to the Class Discussion Board based on instructions provided AND respond to at least two other classmates comments. These comments should be thoughtful and respectful and pertain directly to the information from the post. Profane or abusive language and hateful comments will NOT be tolerated.

For the online portion of the course, the participation points will be obtained in the following ways: 1) Answering the specific questions posed in the on-line presentation to the Discussion Board no later than 11:59pm on the day of the class and 2) Responding to at least two other classmates' answers for EACH class (Tuesday and Thursday) of that week by 11:59pm Sunday.

Preparation and Implementation of Two Teaching Events (80 Points):

Students will prepare and implement two lessons. In addition, students will complete an initial observation and interview of their cooperating teacher. Students will complete these teaching events with a partner. Specific details of these teaching events will be presented in class and posted to Blackboard.

Formal Analyses and Reflections (75 Points):

The primary goal of this assignment is for you to demonstrate that you are able analyze student artifacts in support of contentions about student learning. Secondary goals include giving you practice in describing your teaching and results thereof in writing, and having you reflect on the outcomes of your teaching. These formal analyses will be completed after the two teaching events. Specific details will be presented in class and posted to Blackboard.

School Profile Project (75 Points):

For this project you will gather data about your placement through interviews, observations, and on-line resources. You will present, analyze, and reflect on the information you found as it pertains to diversity within the school and classroom settings. More information will be discussed in class and be available on Blackboard.

Field Experience Log (25 Points):

As part of this course, you will be visiting a local school. You are required to document the dates and times of each visit you make. Your mentor teacher will initial your log at each visit. After completing your final visit, you will upload a copy of your log to Blackboard. A copy of the Field Experience Log will be made available on the course's Blackboard site.

| Assignments | Points |
|--|---------------|
| In-class, on-line, and other participation | 250 |
| Preparation and Implementation of Two Teaching Events (Observation is 10 points, Teach 1 is 35 points, Teach 2 is 35 points) | 80 |
| Formal Analyses and Reflections (Teach 1 is 35 points, Teach 2 is 35 points) | 70 |
| School Profile Project | 75 |
| Field Experience Log | 25 |
| TOTAL | 500 |

Grading Scale:

450 - 500 points (90% - 100%) = A
400 - 449 points (80% - 89%) = B
350 - 399 points (70%-79%) = C
300 - 349 points (60%-69%) = D
0 - 299 points (0%-59%) = F

Tentative Course Schedule of Topics:

| Date | Topics Covered/Activities | Assignment Due/Homework |
|--|--|--|
| Day 1 – Thursday, August 23 rd | Course Overview Syllabus Scavenger Hunt Gather information for teaches | |
| Day 2 – Tuesday, August 28 th | Organization of teaching pairs Discuss the Mentor Teacher Observation and Interview Assignment Statement Sort | Homework Readings for Thursday: Teacher’s In-Depth Content Knowledge Teaching Methods (https://teach.com/what/teachers-teach/teaching-methods/) CIT (2008) Inquiry-based teaching |
| Day 3 – Thursday, August 30 th | Review Pedagogical Content Knowledge Review the learning cycle and inquiry- based teaching Discuss the lesson plan template | Homework Reading for next Tuesday: Allen (2015) A simple exercise to strengthen emotional intelligence in teams Marzano, Pickering, & Pollack (2001) Cooperative Learning |
| Day 4 – Tuesday, September 4 th | North, South, East, and West Activity Plate Tectonics – Cooperative Learning Activity | Homework Readings for Thursday: Gonzalez (2014) 10 ways to sabotage your classroom management Johnson (2016) The 5 priorities of classroom management Young & Roberts (2013) Classroom Management 101 |
| Day 5 – Thursday, September 6 th | Cooperative Learning and Classroom Management (Teacher Standard 4 – Learning Environment; PPR Standard II) | Homework Readings for next Tuesday: Swango & Steward (2003) Cooperative learning and assessment |
| Day 6 – Tuesday, September 11 th | Cooperative Learning and Assessment Practice Making Rubrics (Teacher Standard 4 – Learning Environment; PPR Standard II and III) | Homework Readings for Thursday: TEA Code of Ethics |
| Day 7 – Thursday, September 13 th | Professional Ethics Prepare for Teach 1 Review Teach 1 Analysis and Reflection and Lesson Plan assignments | |
| Day 8 – Tuesday, September 18 th | Teach 1 – No Class (Teacher Standard 1 – Instructional Planning and Delivery; Teacher Standard 3 – Content Knowledge and Expertise; PPR Standard I and III) | Assignment Due: Lesson Plan Draft (via EMAIL at least 24 hours before Teach) |
| Day 9 – Thursday, September 20 th | Teach 1 – No Class (Teacher Standard 1 – Instructional Planning and Delivery; Teacher Standard 3 – Content Knowledge and Expertise; PPR – Standard I and III) | |
| Day 10 – Tuesday, September 25 th | Teach 1 Debrief (Teacher Standard 6 – Professional Practices and Responsibilities) | Readings for Thursday: Abell & Volkmann (2006) Seamless assessment and the 5Es |
| Day 11 – Thursday, September 27 th | Assessment in the Math/Science Classroom Writing assessments for 5E learning cycle (Teacher Standard 4 – Learning Environment) | Assignments Due: Observation Interview to Blackboard by 11:59pm Sunday, September 30th Readings for next week: Blackburn (2015) Do we really have high expectations for all? |

| Date | Topics Covered/Activities | Assignment Due/Homework |
|---|--|--|
| Day 12 – Tuesday, October 2 nd | Discuss School Profile Project Intro to Equity and Diverse learners Teacher Expectations and Beliefs (Teacher Standard 4 – Learning Environment; PPR Standard II) | |
| Day 13 – Thursday, October 4 th | Safety – Science majors Intro to Algebra Tiles – Math majors (PPR Standard II) | Assignments Due: Teach 1 Lesson Plan and Teach 1 Analysis and Reflection due to Blackboard by 11:59pm Sunday, October 7th |
| Day 14 – Tuesday, October 9 th | Learning Differences and Legal Requirements for Educators (Teacher Standard 2 – Knowledge of Students and Student Learning; PPR Standard IV) | |
| Day 15 – Thursday, October 11 th | Prepare for Teach 2 Review Teach 2 Analysis and Reflection and Lesson Plan assignments | |
| Day 16 – Tuesday, October 16 th | Teach 2 – No Class (Teacher Standard 1 – Instructional Planning and Delivery; Teacher Standard 3 – Content Knowledge and Expertise; PPR – Standard I and III) | Assignment Due: Teach 2 Lesson Plan Draft (via EMAIL at least 24 hours in advance of Teach) |
| Day 17 – Thursday, October 18 th | Teach 2 – No Class (Teacher Standard 1 – Instructional Planning and Delivery; Teacher Standard 3 – Content Knowledge and Expertise; PPR – Standard I and III) | |
| Day 18 – Tuesday, October 23 rd | Teach 2 Debrief (Teacher Standard 6 – Professional Practices and Responsibilities) | Reading for Thursday: Settlage & Southerland (2012) Questioning strategies and leading discussions |
| Day 19 – Thursday, October 25 th | Questioning (PPR Standard III) | |
| Day 20 – Tuesday, October 30 th | Questioning in the 5E (PPR Standard III) | Reading for Thursday: Rothstein (2004) Class and the classroom |
| Day 21 – Thursday, November 1 st | Socioeconomic Status (Teacher Standard 2 – Knowledge of Students and Student Learning) | Assignment Due: Teach 2 Lesson Plan and Teach 2 Analysis and Reflection due by 11:59pm Sunday, November 4th Reading for next week: TASB (2016) Overview of the School Finance System |
| Day 22 – Tuesday, November 6 th | School Funding | Reading for Thursday and next Tuesday: Nisbet & Tindall (2015) A framework for explicit vocabulary instruction with English language learners |
| Day 23 – Thursday, November 8 th | ESL Learners in Math (Teacher Standard 2 – Knowledge of Students and Student Learning) | Assignment Due: Field Experience Log by 11:59pm Sunday, November 11th |
| Day 24 – Tuesday, November 13 th | ESL Learners in Science (Teacher Standard 2 – Knowledge of Students and Student Learning) | Reading for Thursday: RST (n.d.) What can be done to reduce stereotype threat? |

| Date | Topics Covered/Activities | Assignment Due/Homework |
|--|---|--|
| Day 25 – Thursday, November 15 th | Gender Differences and Stereotype Threat (Teacher Standard 2 – Knowledge of Students and Student Learning) | |
| Day 26 – Tuesday, November 20 th | Dyslexia Training Module | Upload Dyslexia certificate by 11:59pm Sunday, November 26th Reading for next week: Hehir (2007) Confronting ableism |
| Day 27 – Tuesday, November 27 th | SPED Learners in Math | |
| Day 28 – Thursday, November 29 th | SPED Learners in Science | |
| Day 29 – Tuesday, December 4 th | School Profile Project – Q&A/Feedback | |
| December 10 th – 14 th | Finals Week | Assignment Due: School Profile Project due by 11:59pm Tuesday, December 11th |

As the instructor for this course, I reserve the right to adjust the presentation of these topics in any way that serves the educational needs of the students enrolled in this course. – Melissa Hulings

Texas Teacher Standards and Pedagogy and Professional Responsibilities Standards can be found at:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses.

Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20:
<https://www.uta.edu/coed/academics/tk20/index.php> .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link:
<http://www.uta.edu/coed/about/conceptual-framework.php>

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance at each class meeting via sign-in sheets. ***Class attendance and timely arrival to class is expected and required.*** When circumstances do occur, students must communicate with the professor **PRIOR** to any anticipated absence or late arrival to class. Consistent late arrivals/departures and absences (more than 6) will result in an automatic letter grade deduction from the final grade, at the discretion of the instructor. Two late arrivals or early departures, with no notification, equal one absence. If a student is absent, points for that class may be made up in the following ways: A) Emailing the instructor **PRIOR** to the absence = 3 points and/or B) Completing a Learning Log over the information presented in class = 7 points (this information can be gathered from PowerPoints posted on Blackboard and reviewing a classmate's notes).

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Expectations for Out-of-Class Study:

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit hour course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should be expected to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for their teaching events and analyzing their teaching, etc.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy:

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity:

Students enrolled at in UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry:

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 as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey:

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UTA's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located down the stairwell to the right of the classroom when exiting. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

<https://www.uta.edu/policy/procedure/7-6>

Active Shooter/Threat Resources:

From the UT Arlington Police Department website: “From a preparedness mindset, the UTA Police Department strives to educate our community in a wide range of issues that have the potential to affect our campus, including active shooter/threat and workplace violence incidents.” The UT Arlington Police Department has resources available to educate you about active shooter/threat incidents and what to do should you encounter one: <https://police.uta.edu/activeshooter>

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UTA. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

General Policies:

- The professor is available for telephone, e-mail or face-to-face conferences as the need arise. **It is your responsibility to solicit help from the instructor.** This is to be done *before* problems affect your grade – not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator's Code of Ethics
- **Do not underestimate the importance of the above requirements.** Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.

Electronic Devices:

- As a courtesy to your instructor and your classmates, please silence electronic devices such as cell phones, computers and pagers.
- Texting will not be tolerated.
- Cell phones should be on 'silent' and vibrating feature should be turned off. A vibrating phone on a desk makes noise.
- Non-course related Internet surfing will not be tolerated.
- Internet use is strictly limited to class discussions.

Preparation:

- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.

Participation:

Class participation includes but is not limited to:

- Being prepared for class by reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, "surfing the web", working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- "Texting" is not appropriate during class. Your participation grade will be affected if you choose to "text" during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)

Policies Regarding Assignments:

All work for this course is to be edited and executed with care and professionalism. **Handwritten documents will not be accepted except for those you will be producing in class.** Always make sure you keep a copy of documents submitted to your professor. **All assignments are due by 11:59pm on the date listed in the schedule, unless otherwise indicated by the instructor.**

- Complete all assignments by the due date listed on the syllabus or announced in class. Late work will not be accepted.
- Please type all assignments, unless otherwise specified.
- All assignments should be submitted electronically through Blackboard, unless otherwise noted. All assignments should be submitted with the student's name and the name of the assignment as the document name (e.g., Hulings_M_Observation Interview.doc).

- All assignments should be submitted using APA formatting guidelines and a cover sheet including the following:
 Student's Name
 University of Texas at Arlington
 Dr. Melissa Hulings
 Date
- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- It is important to protect the confidentiality of the students you will supervise, assist, tutor, and/or teach in the field. For this reason, it is important to change the name of a student during discussion and/or a written assignment.
- NO extra credit work will be given.

Late Work:

Complete all assignments by the due dates. The final due date for each session can be found in the schedule and the assignment table on Blackboard. After the due date, assignments are considered late but may be turned-in for partial credit at the discretion of the instructor. To be clear, **late work** is discouraged and subject to a penalty of a 25% deduction of your total earned points for the assignment, at the discretion of the instructor. Please do not wait until the last minute to submit your work and then realize that because of a technical (or other type) problem you are unable to submit your work on time. If you have problems uploading assignments, you should contact helpdesk@uta.edu. Again, emailed work will NOT be accepted. All work for this course must be submitted on Blackboard and TK 20.

Assignment Re-Submissions:

Assignments may be re-submitted after grading and feedback on the original submission have been completed. To re-submit an assignment, students must **FIRST** contact the instructor to request a re-submission. Re-submissions will be graded and the final grade for the assignment will be an average of the first and second submissions.

Course Expectations:

1. **Class Meetings.** The class meets twice per week. Class participation is required and determines a portion of your grade for the course. Students who are unable to attend class should review Blackboard and contact the instructor to find out what they missed and negotiate the possibility of making up the work to receive the points possible for that day.
2. **Attendance.** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance at each class meeting via sign-in sheets. I want to help you get as much out of this course as possible. Also, I plan every day thinking of each of you, as I get to know you throughout the semester. If you are not there, or your being late creates uncertainty as to whether you will be arriving or not, it is problematic. If you demonstrate a pattern of absence or tardiness, I want to address this situation quickly.
3. **Field Experience.** A major portion of this course is the field experience. You will interview and observe classroom teachers and engage in two different teaching experiences in high school level classrooms. The first teaching experience is a one-day event during the week of September 17-21. The second is a two-day event the week of October 15-19. I will make every effort to schedule you to teach at times that do not conflict with your other courses or obligations, but it may not be possible to do this in all cases.

Since this is official university business, it will count as an excused absence, but you are required to make up any work that you miss. If needed, I will supply your instructors or supervisors with a letter explaining the excused absence. Please notify the course staff of any conflicts as soon as possible so that we can try to work out an arrangement.

A Note about Field Experiences:

Field experience is an essential component of teacher preparation. In the UTeach program, pre-service teachers must successfully complete field experience in each course in order to continue in the teacher education program. Successful criteria include:

- Completion of required hours in each course
- Successful completion of field experience-related task
- Successful communication skills with teachers, students and school personnel
- Display initiative and enthusiasm for teaching
- Meet acceptable criteria on the professional dispositions rubric

If a student fails the field component section of a course, then the grade for the course is fail.