

## **T&L 542: MODELS OF TEACHING (3 CREDITS)**

**FALL 2017**

**EDUCATION 103: 4:15 – 7:00 (W)**

**INSTRUCTOR AND  
CONTACT INFO:** David M. Tack, Ph.D.  
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**OFFICE LOCATION:** Education 390

**OFFICE HOURS:** Monday: 10-12; Wednesday: 10-1, and by appointment  
I check my email often, but I do not check it all hours of the day. I will do my best to answer your questions within 24 hours. If you have not heard back from me, try calling during my office hours or resending your question. Emails sent on Friday will be returned no later than Monday.

**MAILING ADDRESS:** 231 Centennial Drive, Stop 7189  
Grand Forks, ND 58202-7189

### **Course Description**

This course focuses on various models of teaching: social, interaction, information-processing, personal, individual differences, and behavioral. The purpose of the course is to provide teachers with a variety of instructional models related to meaningful learning experiences for students.

### **Conceptual Framework**

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who

- are committed to the continuing process of learning about many things, especially about their content and learning to teach;
- are able to take an active role in promoting the learning of all students;
- will advocate with and for students, parents, colleagues, school and community.

Instructional Objectives as related to National Board for Professional Teaching Standards (NBPTS):

#### **1-Teachers are Committed to Students and Learning**

Teachers will demonstrate their commitment to student/learning through articulate discussion of reading materials. Additionally, teachers will argue the validity/reliability of educational professional contributions both past & present.

#### **2- Teachers Know the Subjects They Teach & How to Teach those Subjects**

Teachers will explore diverse models of teaching through readings, content knowledge, and interactive practice.

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Note: This is subject to change if needed

### **3- Teachers are Responsible for Managing & Monitoring Student Learning**

Teachers will create/ and or understand learning environments and student behaviors in which various teaching models are implemented and assessed.

### **4- Teachers Think Systematically about their Practice and Learn from Experience**

Teachers will generate core reflections about classroom learning opportunities for both teachers & students.

### **5- Teachers are Members of Learning Communities**

Teachers will understand and consider the importance of learning communities and his/her role in each.

### **Instructional Practices**

- Students take responsibility for their own learning.
- The instructor is a facilitator of learning.
- Discussions will dominate the time spent together; therefore, attendance and participation is crucial to success and lasting learning.
- The classroom functions as a professional learning community (PLC).
- We will work to see what is below the surface of any issue/topic using the reflective cycle: describe, analyze, interpret, and develop an action plan.

**NOTE: The use of laptops and/or other electronic devices is prohibited during class unless authorized by the instructor.**

I am an educational existentialist and firmly believe that there are multiple “realities” in the various learning environments. Theory helps to provide a proven road map to how to travel in this course; but like any journey, there are many potential destinations as there are ways to get there. I have “destinations” and “routes” that have worked well with me throughout my teaching; however, even these can change based upon new experiences.

This class must be a space where we respectfully listen to what each person has to offer, work to understand why these practices are the way they are for each person’s situation, and see how you can apply similar thinking to your situation. All effective educational settings not only have a plurality of ideas and expectations, but encourage this type of setting.

I also work to foster learning environments where all voices are heard as well as respected. Being a teacher is not a “cubicle job” – you have to not only interact with a wide variety of people, but you have to be able to speak and listen in ways that show you value what others have to say. I understand the need to “sit back and soak up” what is being discussed (I, too, learn this way); however, you still need to make efforts to communicate when asked.

### **Required Texts/Readings**

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston, MA: Pearson.

Kohl, H. (2007). *Painting Chinese: A lifelong teacher gains the wisdom of youth*. New York, NY: Bloomsbury.

*Note:* All page numbers and references will be made to this specific text. If you purchase the full book or an earlier edition, it will be up to you to find the proper page references.

### **Course Requirements**

It is expected that all assignments be submitted on time. All papers need to be typed and double-spaced adhering to APA format (6<sup>th</sup> ed.). Title and reference pages must be used; however, title and reference pages are not needed for reflective papers. Doing all of the assigned readings, assignments, and participating in class discussions is crucial for your success in this course.

### **Major Assignments and Percentages**

Assignment	Percentage
Blue Guitar Final Project	20
Participation in Weekly Discussions (includes Big Questions)	20
Class Presentations of Models	20
Final Presentation of Video Model	40
<b>Total</b>	100

A 90-100%, B 80-99%, C 70-79%, D 60-69% (don't consider this!), F below 59% (don't go here!)

All work should reflect graduate status and quality. Assignments will be evaluated on the basis of organization, effort, completeness, and the specific criteria for each respective assignment. All work submitted for grading should show evidence of having been proofread such that errors in typing, spelling, grammar, and mechanics have been eliminated.

### **Late Assignments**

All assignments must be submitted on the due dates that are provided. If you are unable to complete an assignment on time, a verifiable reason is required (i.e. note from doctor or other appropriate documentation) in order for the assignment to be accepted by the instructor. If an extension on an assignment is needed, you must communicate with the instructor prior to the posted time in which the assignment is due. Unforeseen circumstances may occur throughout the semester, and for most situations, an extension will be granted, unless making this request has become patterned. Late assignments with no verifiable reason or extension will be accepted for 1 week past the due date, but will receive a 1-full letter grade reduction in points. All in-class assignments or exams that are missed due to unexcused absences cannot be made up and will automatically receive a grade of zero points.

**NOTE: ALL assignments must be completed in order to pass this class.**

### **Incomplete Grades**

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will

be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 for undergraduate courses) or p. 227 (for graduate courses) of 2013-2015 UND Catalog for the complete policy statement.)

### **Other Policies**

Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner. If you have emergency medical information to share with me (the instructor), need special arrangements or disability accommodations in this course, please make an appointment with me (the instructor).

### **Course Calendar**

The course calendar will be presented as an addendum separate of the syllabus.

**The syllabus and calendar are tentative and may be changed as needed throughout the term as some topics may require more or less discussion.**

## **Statements**

### **Campus Emergency**

In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.

### **Disability Services for Students**

UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. (See p. 16 of 2013-2015 UND Catalog for complete policy statement.) If you plan to request disability accommodations you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at: <http://www.und.edu/dept/dss/>.

### **Essential Abilities Requirements**

Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation. The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory. (Student Teacher Handbook, p. 7 (Guidelines for Student Teachers)).

Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other

reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

### **College of Education & Human Development Academic Concerns and Grievance Process Policy**

The grievance process can be found on the web at [http://education.und.edu/\\_files/docs/academic-concerns.pdf](http://education.und.edu/_files/docs/academic-concerns.pdf).

It is the student's responsibility to initiate and advance the grievance. Students are encouraged to voice their perceptions of all relevant academic matters in class and to the instructor outside of class.

For a grievance regarding the Teacher Education program requirements, students must be appeal directly to Dr. Anne Walker, Associate Dean of Teacher Education & Student Services at 701-777-2862 or email her at [anne.walker@und.edu](mailto:anne.walker@und.edu).

### **Scholastic Honesty**

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.

A. Cheating on a test includes, but is not restricted to:

1. Copying from another student's test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without authority.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place a hold on the student's registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class.

(See p. 38 (undergraduates) and p. 207 (graduates) of 2013-2015 UND Catalog for complete policy statements.)

### **Non-discrimination statement**

As part of its commitment to providing an educational environment free from discrimination, UND complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at UND-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects third-parties, such as visiting student athletes, from sexual harassment or violence in UND's programs and activities and protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. UND will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. UND's Title IX coordinator is Donna Smith, Director of Equal Employment Opportunity/Affirmative Action, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, 701-777-4171, donna.smith@und.edu. Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.

### **Brief Information about reporting**

Any student who has been impacted by sexual violence (sexual assault, domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, donna.smith@und.edu or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <http://und.edu/finance-operations/university-police/sexual-violence-programs.pdf>.

### **How to seek help when in distress:**

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/und-cares/>

### **Faculty reporting obligations regarding sexual violence:**

Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>