

Syllabus
Sul Ross State University
ED 3301
Curriculum and Instruction for Classroom Teachers
Fall 2015

Instructor: Dr. Jeanne Qvarnstrom

Office: Morlock Academic Building, Rm. 309H

Phone: 432-837-8395

Email: jqvarnstrom@sulross.edu

Office Hours: Monday 1:00 – 3:00 p.m.

Tuesday 1:00 – 2:00 p.m.

Wednesday 9:00 – noon & 1:00 – 3:00 p.m.

Thursday 11:00 – 1:00 p.m.

Others by appointment

Class Meeting Times:

8:00 a.m. – 9:15 a.m.

MAB 301

Required Textbook:

If you are, or plan to be an EC-6 teacher:

- Nath, J & Cohen, M. (2011.) *Becoming an EC-6 Teacher in Texas: A course of Study for the Pedagogy and Professional Responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

If you are, or plan to be a 7-12 teacher:

- Nath, J. & Cohen, M (2005). *Becoming a Middle School or High School Teacher in Texas: A Course of Study for the Pedagogy and Professional Responsibilities (PPR) TExES*. Belmont, CA: Cengage Learning.

The Nath and Cohen books will be the main text for all of the assignments in this course.

Supplementary Materials:

- Certify Teacher Software

You will need to purchase this online at <http://www.certifyteacher.com/>

You should purchase the CONTENT Certification Practice Test for your subject area. Select the “Online Exam” for \$55.00. You will need a credit card to purchase this software.

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

This format will be followed for the assigned research paper.

Course Description:

A course is designed for the classroom teacher with emphasis on appropriate curriculum and instruction for the classroom. This course will provide companion theory and practice to ED 3303 with field work.

Competencies Covered in this Course:

This course will help prepare you for the TExES content exam in your area. This course will cover competencies 3,4,5,6, 12, and 13.

Assignments	Points	Due Dates
Letter of Introduction to your classroom teacher for observations (word processed)	20	September 1
Comparison of Professional Organizations (Venn Diagram)	25	November 17
Class Activities	(total may vary)	ongoing
Interview with teacher or administrator (format posted on Blackboard)	30	November 24
10 hours of classroom observation and reflection (Completed Log and observation reports required)*	50	Attend orientation at school <ul style="list-style-type: none"> • One report September 24 • All reports November 19
Chapter quizzes (may only be taken once)	166	ongoing
Lesson plan and presentation (format posted on Blackboard)	50 (plan) 20 (presentation)	Report on objective 9/22 Present lesson in class 10/8,13/15

Present lesson in observation classroom, discuss with teacher, and complete Lesson Reflection Form (posted on blackboard)	20	October 22 or earlier
Research Paper (guidelines posted on Blackboard)	50	November 12
Smart Thinking Editing	20	November 5
Write short article (1 page) on the Flipped Classroom for Trends in Education	20	November 10
Final exam (may be taken multiple times)	126	Must be completed by noon December 10th
Submission of 1 Certify Teacher practice exam (score of 260 required for official test)	25	November 17
Professional Practices and Responsibilities Report (extra credit)	10	Report to class as completed

* Texas Education Agency (TEA) mandates 30 hours of classroom observation prior to teacher certification. If you fail to obtain 10 required observation hours for this course, you will not pass this course.

*All assignments are due on the date indicated. Points will be deducted for any late assignments.

Grade assignment: A – 90-100%

B = 80 – 89%

C= 70-79%

D= 60-69%

Attendance policy:

Students are expected to attend all classes and be on time. In the event of an emergency or illness, students must contact the professor via email or telephone. SRSU Class Attendance policy states, “The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences.” A scholar is expected to be punctual, prepared and focused. Excessive tardiness will affect your grade. Meaningful and pertinent participation is required.

Program Learning Outcomes:

The graduating student will demonstrate that he/she will:

- Write a lesson plan that is developmentally appropriate for students
- Create a positive classroom environment
- Teach developmentally appropriate lessons

Student Learning Outcomes:

The Education 3301 students will...

1. Demonstrate the procedure for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
2. Demonstrate an understanding of how to encourage student motivation for learning and appropriate actions at school.
3. Demonstrate an understanding of how to create a positive and inviting learning environment.
4. Demonstrate an understanding of classroom management and procedures to ensure an effective teaching classroom.
5. Recognize the importance of professional knowledge and skills in interacting with other members of the educational community and receiving professional development activities.
6. Demonstrate mastery of TExES Framework on Pedagogy and Professional Responsibilities.

This course will cover the following TEA Curriculum topics:

The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

#4 motivation, #5 learning theories, #6 TEKS organization, structure, and skills, #7 TEKS in the content areas, #9 curriculum development and lesson planning, #15 pedagogy/instructional strategies, and #17 Certification test preparation.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center, Room 112.

Academic Integrity:

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused. Meaningful and pertinent participation is required.

Examples of academic dishonesty include but are not limited to

- Turning in work as original that was used in whole or another course and/or professor
- Turning in another’s work as one’s own
- Copying from professional works and Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Tentative Schedule

Week	Chapter	Assignment
Week 1 Aug. 25/27	3	Start of Semester <ul style="list-style-type: none"> • Write your Letter of Introduction (due September 1)
Week 2 Sept. 1/3		<ul style="list-style-type: none"> • Lesson Planning • Classroom observations and research paper • Student achievement • Class meets at library for tour on September 3 at 8:00 a.m.
Week 3 Sept. 8/10		<ul style="list-style-type: none"> • Instructional objectives
Week 4 Sept. 15/17		<ul style="list-style-type: none"> • Making a difference in student achievement through planning and instruction • Bloom’s Taxonomy • Field trip to Marfa ISD from 8:00 – 10:45 a.m. on September 17 We will travel together. <p>Take Chapter 3 quiz that will be posted only during week 4 Quizzes may only be taken once.</p>
Week 5 Sept. 22/24	4	<ul style="list-style-type: none"> • Student Centered and Teacher Centered Instruction • Learning Theory • Report on research paper (September 22) • Bring 1 classroom observation to present (September 24)
Week 6 Sept.29/Oct.1		<ul style="list-style-type: none"> • Constructivist Learning Theory • Report on your lesson objective cleared with your teacher (September 29)
Week 7 Oct. 6/8		<ul style="list-style-type: none"> • Understanding learning theory and other factors that impact learning

		<ul style="list-style-type: none"> • Present lesson plans to class on October 8 (40 minutes allocated), individual conference, schedule lesson presentation to observation classroom <p>Take Chapter 4 quiz</p>
Week 8 October 13/15	5	<ul style="list-style-type: none"> • Attaining an excellent and equitable classroom environment • Teacher enthusiasm
Week 9 October 20/22		<ul style="list-style-type: none"> • Classroom environment • Student collaboration and interaction • October 20th Class will NOT meet; begin working on Flipped Classroom articles
Week 10 October 27/29	6	<ul style="list-style-type: none"> • Managing Texas classrooms • Assessments • October 27th Class will NOT meet; use time to work on your research paper <p>Take Chapter 5 quiz</p>
Week 11 November 3/5		<ul style="list-style-type: none"> • Classroom management • Establishing behavior standards • Smart Thinking Editing Report for Research Paper is due November 3
Week 12 November 10/12	12	<ul style="list-style-type: none"> • Grading Policy • Trends in Education article is due November 10 (flipped classroom) • Research papers due to be presented on November 12 <p>Take Chapter 6 quiz</p>
Week 13 November 17/19		<ul style="list-style-type: none"> • Motivation • Interacting and communicating with other educators • Venn diagram on professional organizations is due November 17 • Submit TExES practice content test score report by November 17 • Observation logs and reports due November 19 <p>Take Chapter 12 quiz</p>
Week 14 November 24	13	<ul style="list-style-type: none"> • Teacher or Administrator Written Interview is due November 24
Week 15		<ul style="list-style-type: none"> • Celebration Breakfast

Dec. 1		<ul style="list-style-type: none">• The Reflecting Teacher Take Chapter 13 quiz
Final Exam December 7- 10		To be completed by December 10 at noon. Final may be taken multiple times, and the highest score will be recorded.

Throughout the course, additional activities, readings, and activities may be added to the course to enhance your learning experience.