

EDUC 3305 Teaching Strategies and Curriculum Mgmt. in Secondary Schools
Sul Ross State University Rio Grande College –Eagle Pass
Spring 2017

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EDUC 3305, Room D110
Term: Spring 2016 (1/17 – 5/15)
Tuesday, EP 4:30 – 5:45 p.m.
Office Hours: M 9-12 noon & 1-3:30 p.m.
T 9-12 noon & 1-2:30 p.m.

Syllabus Disclaimer

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Required Textbooks

Moore, K. D. (2015). *Effective instructional strategies: From theory to practice*. Thousand Oaks, CA: Sage Publications, Inc. ISBN 978-1-4833-0658-2
APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Textbooks

Hadley, N. J., & Eisenwine, M. J. (2013). *Interactive study guide for the texes: Pedagogy and professional responsibilities tests*. Boston, MA: Pearson. ISBN-13 978-0-205-50354-4

Course Description

Implementation of secondary curriculum including content, organization, unit and lesson planning, and program evaluation, with emphasis on the scope and sequence of the essential knowledge and skills for the subjects taught in the secondary schools.

Student Learning Outcomes

As a result of course readings, activities, and assignments students will be able to:

1. Describe the delivery of instruction/classroom environment from field experience.
2. Analyze journal articles and present relevant information for future educators.
3. Utilize the TEKS in their field of interest to design lesson plans: (a) promoting higher-order thinking skills, (b) fostering student inquiry and problem solving, and (c) acknowledging students' cultural and socioeconomic background.
4. Plan lesson activities that incorporate continuous monitoring of instructional effectiveness.
5. Demonstrate their knowledge on the use of technology to communicate information in various formats.
6. Demonstrate their knowledge of legal and ethical guidelines for educators in Texas.
7. Write a reflective essay demonstrating their learning in the course.

Class Expectations

Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F format and evaluated using the following criteria:

Assessment Methods

There are a total of 100 possible points for this course and they are as follows:	Points
1. Class Attendance and Participation	10
2. Classroom Observation Paper and Presentation	20
3. Teaching Lesson	20
4. Midterm Exam	20
5. Final Exam	20
6. Reflective Essay	10

Course Grade	Points
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	below 60

Class Participation (SLO 1-7): should be active and relevant to the topic of discussion. To prepare for class discussions, be ready to share your ideas and knowledge gained as it relates to the following questions:

1. What are the most important ideas/concepts discussed in the assigned readings? What are the implications of these ideas/concepts in a classroom setting?
2. Discuss your own personal experience in regards to the ideas/concepts in the readings.
3. Discuss any ideas/concepts that you have found to be interesting, new, surprising or perplexing. Explain your answer.

As a courtesy to classmates and instructor, students should respect: (a) discussion/sharing time among members of the group, (b) the privacy of their classmates and information related to schools must remain confidential. All electronic devices must be turned off.

Distance Education (Web-course) Non-Participation Statement. Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

Attendance/Late Assignments

(a) Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. Two tardies (15 minutes or more), or leaving class early twice is equal to one absence.

(b) All assignments are due at the **beginning of class. Late assignments will not be accepted.**

Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12 point Times New Roman font. In addition, all written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th ed.), including APA title and reference page.

ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)

Classroom Observations

A. Field Experience (SLO 1): *What did you observe?*

You will conduct **10** hours of **classroom observations** in your grade level and in at least two different subject areas. You are responsible for meeting with the school principal and a mentor teacher(s) to attain permission to conduct the observations. Students will adhere to all school regulations regarding campus visits. As part of this assignment students will:

1. Submit a form signed by both the mentor teacher and principal as proof of the classroom visits.
2. Keep a log of classroom observation data including date and time of observation and teacher and student behavior.
3. Submit both the form and log of field experience assignment as one document and **post to BB** by due date.

Grading Rubric – Field Experience

Form with required signatures & cover sheet	2
Log of classroom observation data	2
Total	4

B. Classroom Observation Paper (SLO 2, 6): *How will you apply what you have learned?*

Using their **field experience** and **research** students will write a **4-5** page paper, excluding cover and reference page. Students will use **peer-reviewed (at least 3) journal articles** and write their paper adhering to **APA formatting**. **Post paper on BB** by due date. Discussion should focus on:

1. **Field Experience Discussion:** provide a brief summary of your observations paying particular attention to teacher instruction and procedures/routines from beginning to the end of a classroom lesson. You must conduct observations in at least **two** different subject areas.
2. **Research:** include a discussion on what current research (not older than **10** years) states on topics related to classroom instruction as it relates to your future grade and/or subject. Use field experience data and **research** to **evaluate strengths and weaknesses** in **observed teacher instruction** used to promote student engagement and learning.
3. **Implications:** discuss how you will take the knowledge attained on classroom instruction both as a result of course objectives and your field experience and how you will apply it to your future classroom environment to promote an effective learning environment for all students. Discussion shall focus on:
 - a. planning and organizing instruction (e.g., What student information, lesson objectives, materials will you utilize to develop effective learning strategies that promote student engagement and learning?)
 - b. using student centered instructional strategies (e.g., identify and describe the student centered instructional strategies used by observed teachers and use course objectives to describe how you will take this information and apply it to your own teaching).
4. **Presentation (SLO 5):** Discuss your findings based on **research** and **field experience** and how you will apply what was learned. Scheduled date of presentation will be assigned by instructor. Presentation will be conducted via a power point tool with handouts for every member of the class including the instructor. Students are encouraged to use creativity and research in the design. **Post Powerpoint on BB** by due date.

Grading Rubric – Classroom Observation Paper**Grading Rubric – Presentation**

APA title page and reference page	2
Use of peer-reviewed sources (at least 3)	2
Grammar	2
Field Experience: discussion of observations in at least two subject areas	2
Research: discussion on (a) current research and (b) evaluation of observations based on research	2
Implications: discussion on (a) planning and organizing instruction and (b) using student centered instructional strategies.	2
Total	12

Powerpoint: Post on BB by due date. Presentation & Discussion on planning and organizing instruction and using student centered instructional strategies. Handout for all class members.	4
Total	4

Teaching Lesson (SLO 3, 4, 5)

Students will present a lesson in their specific subject area(s) to the class. Scheduled date of presentation will be assigned by instructor. Each lesson will be designed according to course specifications/readings. Total number of points is **20**.

Grading Rubric

Lesson Design according to course objectives	10
Presentation to class	10
TOTAL	20

Reflective Essay (SLO 7)

You are required to write a **2 (or more)** double-space page paper that engages your critical thinking about the learning process during this class. Please post your final reflection on **Blackboard** before class on the due date indicated in the tentative schedule. A reflection draws from personal experience and how these personal experiences impact your professional goals. Please create your own title for the reflection. The reflection should include a cogent argument about:

In 2 (or more) double-space pages, please include:

- An introductory paragraph that prepares the reader for the topic of your essay.
- Your work will be evaluated based on key ideas, analysis of these ideas, your conclusions (if they are solid and agree with your argument), and written skills.
- Your growth in **Teaching Strategies and Curriculum Management in Secondary Schools** (EDUC 3305), i.e. what you have learned from the readings, discussions and activities in this class.
- What and how you **will apply** what was learned and discussed in the course.
- A concluding paragraph that summarizes your argument and the focus of your essay.

Grading Rubric

2 pages (excluding title page and reference page) written following APA format	2
Argument construction including personal growth as a teacher candidate	8
TOTAL	10

Tentative Course Schedule – Spring 2017 Eagle Pass

Week	Topic	Assignment
1-1/17& 1/9	Review Course Syllabus Getting Ready for the Classroom 1.2k/1.2s; 1.3k/1.3s; 1.5k/1.5s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 2.3k/2.3s; 2.4k/2.4s; 2.5k/2.5s; 2.6k/2.6s; 2.19k/2.19s	1/17-Moore (2015) – Ch. 1 WD; L; GW 1/19- Homework <ul style="list-style-type: none"> Read Ch. 2 R & V
2-1/24 & 1/26	Teaching Diverse Students 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k/1.6s; 4.1k/4.1s; 4.2k/4.2s; 1.21k/1.21s	1/24-Moore (2015) – Ch. 2 WD; L; GW 1/26-Homework <ul style="list-style-type: none"> Work on Field Experience
3-1/31& 2/2	Planning and Organizing Instruction 1.7k/1.7s; 1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s; 1.17k/1.17s; 1.18k/1.18s; 1.19k/1.19s; 1.20k/1.20s; 1.21k/1.21s; 1.22k/1.22s;	1/31-Moore (2015) – Ch. 6 WD; L; GW 2/2-Homework <ul style="list-style-type: none"> Work on Field Experience and Observation Paper
4-2/7 & 2/9	Developing Unit and Daily Lesson Plans 1.16k/1.16s; 1.17k/1.17s; 1.18k/1.18s; 1.19k/1.19s; 1.20k/1.20s; 1.21k/1.21s; 1.22k; 1.25k/1.25s; 1.26k/1.26s; 1.27k/1.27s; 1.28k/1.28s; 1.29k/1.29s; 1.30k; 1.31k	2/7-Moore (2015) – Ch. 7 WD; L; GW; IP; <ul style="list-style-type: none"> Field Experience Forms Due Observation Paper Due 2/9-Homework <ul style="list-style-type: none"> Work TL
5-2/14 & 2/16	Using Teacher-Centered Teaching Methods 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s; 1.17k/1.17s; 1.20k/1.20s; 1.21k/1.21s	2/14-Moore (2015) – Ch. 10 WD; L; GW; IP; Observation Presentation; TL 2/16-Homework <ul style="list-style-type: none"> Continue work on TL
6-2/21 & 2/23	Using Authentic Teaching Methods 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s; 1.17k/1.17s; 1.20k/1.20s; 1.21k/1.21s; 2.1k/2.1s; 2.2k/2.2s; 2.3k/2.3s	2/21-Moore (2015) – Ch. 11 WD; L; GW; IP; Observation Presentation; TL 2/23- Homework <ul style="list-style-type: none"> Continue work on TL
7-2/28 & 3/2	Teaching Effective Thinking Strategies 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s; 1.17k/1.17s; 1.20k/1.20s; 1.21k/1.21s; 1.20k/1.20s; 1.21k/1.21s	2/28 -Moore (2015) – Ch. 12 WD; L; GW; IP; Observation Presentation; TL 3/2-Study for Midterm
8-3/7 & 3/9		3/7- Midterm Exam 3/9 -Ch. 13 R & V; Continue work TL
9-3/13- 3/17	Spring Break	
10-3/21 & 3/23	Using Integrated Teaching Methods 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k/1.6s; 1.7k/1.7s; 1.8k/1.8s; 1.11k/1.11s; 1.12k/1.12s; 1.13k/1.13s; 1.14k/1.14s; 1.15k/1.15s; 1.16k/1.16s; 1.17k/1.17s; 1.20k/1.20s; 1.21k/1.21s; 3.6k; 3.7k/3.7s; 3.8k/3.8s; 3.9k/3.9s; 3.11k/3.11s; 3.14s	3/21-Kilbane & Milman (2013) – Ch. 13 WD; L; GW; IP; Observation Presentation; TL 3/23- Homework <ul style="list-style-type: none"> Continue work TL
11-3/28 & 3/30	Evaluating and Measuring Learning 1.1k/1.1s; 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.25k/1.25s; 1.26k/1.26s; 1.27k/1.27s; 1.28k/1.28s; 1.29k/1.29s; 1.30k; 1.31k	3/28-Moore (2015) – Ch. 8 WD; L; GW; IP; Observation Presentation; TL 3/30- Homework <ul style="list-style-type: none"> Continue work on TL
12- 4/4 & 4/6	Constructing and Grading Tests 1.1k/1.1s; 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.25k/1.25s; 1.26k/1.26s; 1.27k/1.27s; 1.28k/1.28s; 1.29k/1.29s; 1.30k; 1.31k	4/4-Moore (2015)– Ch. 9 WD; L; GW; IP; Observation Presentation; TL 4/6- Homework <ul style="list-style-type: none"> Continue work on TL

13- 4/11 & 4/13	Managing the Classroom Environment 2.1k/2.1s; 2.2k/2.2s; 2.3k/2.3s; 2.4k/2.4s; 2.5k/2.5s; 2.6k/2.6s; 2.7k/2.7s; 2.8k/2.8s; 2.9k/2.9s; 2.10k/2.10s; 2.11k/2.11s; 2.12k/2.12s; 2.13k/2.13s; 2.14k/2.14s; 2.15k/2.15s; 2.16k/2.16s; 2.17k/2.17s; 2.18k/2.18s; 2.19k/2.19s; 2.21k/2.21s; 2.23k	4/11-Moore (2015) – Ch. 3 WD; L; GW; IP; Observation Presentation; TL 4/13- Homework <ul style="list-style-type: none"> Continue work TL
14- 4/18 & 4/20	Engaging and Motivating Learning 3.1k/3.1s; 3.2k/3.2s; 3.3k/3.3s; 3.4k/3.4s; 3.5k; 3.6k; 3.7k/3.7s; 3.8k/3.8s; 3.9k/3.9s; 3.10k/3.10s; 3.11k/3.11s	4/18-Moore (2015) – Ch. 4 WD; L; GW; IP; Observation Presentation; TL 4/20- Homework <ul style="list-style-type: none"> Continue work TL
15- 4/25 & 4/27	Using Classroom Technology 1.16k/1.16s; 1.17k/1.17s; 1.18k/1.18s; 1.22k/1.22s; 3.16k; 3.20s; 4.2k; 4.3s; 4.4s	4/25-Moore (2015) – Ch. 5 WD; L; GW; IP; Observation Presentation; TL 4/27-Study for Final Exam <ul style="list-style-type: none"> Reflective Essay Due
16- 5/2 & 5/4	Final Exam	5/2- Final Exam

Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you participate in all class activities. The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.
2. Assignments require that you deliver your work to class on time and post your work. You must post your assignments by the **due date**. Late postings are **not** accepted.
3. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the instructor and respecting the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only and is not meant to serve as a forum for intentional criticism.
4. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.
5. For whatever reason, if at any point you decide to drop this course, it is **your responsibility to officially drop or withdraw**. Failure to do so will result in a failing grade (F).

Print Name: _____ Course enrolled: _____

Student Signature: _____ Date: _____

Student contact Information (optional):

E-mail: _____

Telephone # _____

Instructional Delivery

Activity	Resource
Whole Class Discussion (WD)	Reflection on Teacher Practice
Lecture (L)	Chapter PowerPoint
Group Work (GW)	Classroom Decision Making
Independent Practice (IP)	Reflect & Apply
Journal Article Presentation (JP)	Individual Article
Teaching Lesson (TL)	Individual Teaching Lesson

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

* The developmental characteristics of students from early childhood to grade 12, including developmentally appropriate examples and instructional strategies, are defined in the corresponding assessment framework for PPR (EC-12), as well as in the standards for PPR at each of the other three certification levels (EC-Grade 4, Grades 4-8 and Grades 8-12).



**SUL ROSS STATE UNIVERSITY
RIO GRANDE COLLEGE**
A Member of the Texas State University System

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Disability Services Procedures

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
 - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
 - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
 - c. A description of the current functional impact/limitations of the disability.
 - d. Treatments, medications, assistive devices/services currently prescribed or used.
 - e. A description of the expected progression or stability of the disability over time.
 - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.