

**EDUC 3305 Teaching Strategies and Curriculum Mgmt. in Secondary Schools**  
**Sul Ross State University Rio Grande College – Uvalde**  
**Summer II, 2017**

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EDUC 3305, Room B109  
Term: Summer II, 2016 (7/6 – 8/14)  
Tues./Thur., UV 1:00 – 4:45 p.m.  
Office Hours: M 9 -12 & 1- 4 p.m.  
T 9-11:00 a.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. Analyze journal articles and present relevant information for future educators.
2. 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.
3. Plan lesson activities that incorporate continuous monitoring of instructional effectiveness.
4. Demonstrate their knowledge on the use of technology to communicate information in various formats.
5. Demonstrate their knowledge of legal and ethical guidelines for educators in Texas.
6. 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 (90-100 = A, 80-89 = B, 70 – 79 = C, 60 – 69 = D, Below 60 = 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:

	<u>Points</u>
1. Class Attendance and Participation	10
2. Course Portfolio/Teaching Philosophy	5
3. Teaching Lesson	25
4. Midterm Exam	25
5. Final Exam	25
6. Reflective Essay	10

**Class Participation (SLO 1-6):** should be active and relevant to the topic of discussion. To prepare for class discussions, be ready to share 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 and must be posted on Blackboard (BB)**. **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. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6<sup>th</sup> edition).



## ASSIGNMENTS/STUDENT LEARNING OUTCOMES

### **Course Portfolio/Teaching Philosophy (SLO 5)**

1. Students will maintain and submit a **course portfolio** containing documents depicting their work in preparation for their specific teaching field. Portfolios should contain: (a) Course Cover sheet, (b) Course Syllabus, (c) Teaching Philosophy, (d) Sample Lesson Plans, e) Copies of power point presentations and (f) Reflective Essay.
2. Students will submit their personal teaching philosophy in a paper no longer than 1 page following APA format and free of grammatical errors.

#### Grading Rubric

Portfolio Organization (emphasizing personal creativity)	2
Teaching Philosophy	3
TOTAL	5

### **Teaching Lesson (SLO 2, 3, 4)**

Students will present a lesson in their specific subject area(s) to the classroom. Scheduled date of presentation will be assigned by instructor. The lesson will be designed according to course specifications/readings. Total number of points is **25**.

#### Grading Rubric

APA title page, APA writing guidelines throughout paper, Free of Grammatical Errors	6
Lesson Design according to course objectives	15
Presentation to class	4
TOTAL	25

### **Reflective Essay (SLO 7)**

After our discussions, readings, and colleagues' presentations, you are to reflect on your learning during this class. You are required to write a **2 (or more)** double spaced paper that engages your critical thinking about the learning process during this class. **Post your final reflection on BB 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 highlighting the following:

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

- An introductory paragraph that prepares the reader for the topic of your essay.
- Your growth in **Teaching Strategies and Curriculum Mgmt. in Secondary Schools** (EDUC 3305)
- 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.
- Empirical examples. 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.
- A concluding paragraph that summarizes your argument and the focus of your essay.

#### Grading Rubric

Two complete pages (excluding title page and reference page) written following APA guidelines	2
Grammar	2
Argument construction	6
TOTAL	10

**Tentative Course Schedule – Summer II, 2017 Uvalde**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
<b>1</b> 7/6	Review Course Syllabus Teaching Diverse Students Planning and Organizing Instruction Developing Unit and Daily Lesson Plans 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; 1.18k/1.18s; 1.19k/1.19s; 1.20k/1.20s; 1.21k/1.21s; 1.22k/1.22s; 2.3k/2.3s; 2.4k/2.4s; 1.25k/1.25s; 1.26k/1.26s; 1.27k/1.27s; 1.28k/1.28s; 1.29k/1.29s; 1.30k/1.31k; 2.5k/2.5s; 2.6k/2.6s; 2.19k/2.19s; 4.1k/4.1s; 4.2k/4.2s;	7/7 - Moore (2015) – Chs. 1, 2, 6 & 7 WD; L; GW; IP
7/10	Teaching Philosophy	HW: <b>Philosophy due on BB by 1 p.m.</b>
<b>2</b> 7/11	Using Teacher-Centered Teaching Methods Using Authentic Teaching Methods 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; 1.18k/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;	7/12–Moore (2015) Chs. 10, 11, & 12 WD; L; GW; IP
7/13	Teaching Methods and Assessments	HW: Read Chs. 13, 8 & 9
<b>3</b> 7/18	Using Integrated Teaching Methods Evaluating and Measuring Learning Constructing and Grading Tests 1.1k/1.1s; 1.2k/1.2s; 1.3k/1.3s; 1.4k/1.4s; 1.5k/1.5s; 1.6k/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; 1.25k/1.25s; 1.26k/1.26s; 1.27k/1.27s; 1.28k/1.28s; 1.29k/1.29s; 1.30k/1.30s; 1.31k/1.31s; 2.1k/2.1s; 2.2k/2.2s; 2.3k/2.3s	Moore (2015) – Chs. 13, 8 & 9
7/20		HW: Study for Midterm
<b>4</b> 7/25		<b>Midterm</b>
7/27		<b>Teaching Lesson due on BB by 1 p.m.</b>
<b>5</b> 8/1	Teaching Lessons	Teaching Lesson Presentations
8/3	Classroom Environment	HW: Read Moore (2015) Chs. 3, 4, & 5
<b>6</b> 8/8	Managing the Classroom Environment Engaging and Motivating Learning Using Classroom Technology 1.16k/1.16s; 1.17k/1.17s; 1.18k/1.18s; 1.22k/1.22s; 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; 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; 3.16k; 3.20s; 4.2k; 4.3s; 4.4s	Moore (2015) – Chs. 3, 4, & 5 Teaching Lesson Presentations
<b>7</b> 8/10		<b>Final Exam</b> <b>Reflective Essay due on BB by 1 p.m.</b>



## 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**

<b>Activity</b>	<b>Resource</b>
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*

*Department of Student Services  
2623 Garner Field Road  
Uvalde, Texas 78801*

*(830) 758-5006  
(830) 279-3003  
Fax: (830) 279-3016*

### **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.