1. **Course Prefix/Course Number:** Education 5310  
   **Complete Course Title:** Organization and Structure of the Public School Curriculum  
   **Credit Hours:** 3

2. **Term/Year:** Summer 2021  
   **Instructor:** Dr. D.B. Wakefield  
   Associate Professor  
   **Cell:** 618-559-0086  
   **Email:** dbw19dp@sulross.edu

3. **Course Description:**  
   The majority of this course will be conducted through readings, activities, and discussions on a web-based discussion board. We will use a web site service called Blackboard as our online classroom. The course is designed for teacher education candidates to provide them with the background to supply the basic tools needed to make intelligent decisions about selecting appropriate instructional and assessment strategies, planning instructional lessons, implementing learning activities and assessing school-aged students’ success while in a partnership or field-based setting.  
   
   Additionally, this is a course designed for post-baccalaureate students pursuing either teacher certification or exploration in curriculum. Emphasis will be upon developmentally appropriate curriculum design, qualitative and quantitative evaluation and classroom organization.  
   
   The course reviews the derivation of appropriate methods and techniques from basic principles of learning for effective instruction. It includes an examination of the working skills needed in cooperative planning, selecting and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities. Also included are opportunities for personal assessment and research of effective teaching practices.

4. **What You Need to Take This Course:**  
   b. **You must have access to a computer that connects to the Internet.** The course materials are only accessible online by logging in to Blackboard. If you do not own a computer, the computer labs on campus will be open during this semester.
   c. **You must have a working e-mail address on the course Web site.** Instructions are online at Blackboard and you must log in to see the course materials.
   d. **You must check your e-mail account regularly throughout the semester.** Official announcements will be made by e-mail, and on the course Web site on Blackboard.
e. You are responsible for saving all assignments correctly, so you can turn them in electronically. You should be comfortable using word processing software, and have reasonable keyboarding skills. All assignment will REQUIRE you to use work processing software. No assignments will be accepted in handwritten form.

5. **Purpose:**
   The purpose of this course is to provide students with a broad repertoire of teaching strategies, as well as classroom organization and management techniques. Students will examine various approaches to classroom discipline. Students will also demonstrate specific teaching skills during possible microteaching experiences in ED 5310.

6. **The Conceptual Framework:** The teacher education programs are grounded in the constructivist principles. The Conceptual Framework for programs in the College of Education is **Educator as Reflective Practitioner.**

7. **Course Goals, Knowledge, Skills, & Dispositions & Performance Expectations:**
   Teacher candidates should be prepared to teach using a variety of effective instructional strategies, assessments, and technology to meet the needs of a diverse student body including students with cultural and/or special needs. Teacher candidates will
   
   • create meaningful learning experiences in a variety of subjects.
   • evaluate teaching resources and curriculum materials.
   • develop differentiated teaching and learning lessons.
   • recognize different learning styles and multiple intelligences.
   • develop critical thinking and problem solving.
   • identify the strengths and weaknesses of a variety of instructional strategies and assessments.
   • know how to enhance learning through a wide variety of multimedia and technological resources for instruction.

8. **Distance Education 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. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an “F” in the course dropped. Inactivity may include the following:

   • Not logging on to the course
   • Not submitting assignments
   • Not participating in scheduled activities
   • Not communicating with the instructor by phone or email, and/or
   • Not following the instructor’s participation guidelines stated in the syllabus
9. **Assignments and Activities**

a. **Introduction Assignment.**
   This assignment is due by Friday, __________, midnight (Central Time). This assignment is worth 10 points.
   1. Log into the course Web site at [http://blackboard.__________](http://blackboard.__________).
   2. On the Welcome page, use the link to Personal Information (in the Tools areas under the “Welcome” tab). Select this tab and start creating a blog for everyone in class.
   Introduce yourself to the class, including:
   - Your name
   - Your location
   - Your major and teaching level
   - Where you hope to complete your field experiences
   - Why are you taking this course?

b. **Reading/Exercises/Assignment**
   All textbook exercises and related assignments are to be completed and turned in on time. “Assignments” is located on the left navigation bar on the course homepage. All assignments are due on the week specified. Grades will be recorded in the grades feature of the course. If you complete a part of the course before the due date, please feel free to turn it in early. All assignments will be due by Saturday midnight, Central Time. Late penalties will be applied as follows:
   - -5% for each day past the due date and time
   - Up to -25% maximum penalty
   - No assignments will be accepted if submitted more than two weeks past the announced deadline, or after the last day of the current session.
   Reading assignments and activities that correspond with each chapter are listed on **the assignments** link. Journal articles are located on the Student Website ([http://sagepublcom/moore4e](http://sagepublcom/moore4e)). Each student is required to complete the weekly reading assignments and textbook-based and Web-based activities and also the professor’s introduction to each chapter (lecture-in written and/or video form) and the postings of fellow students. Students must read the chapter in the textbook and complete assigned activities before participating in the online discussions (see next requirement).

c. **Discussions**
   Normally, on Monday of each week I will post a professor’s talking point (in written form) of my introduction to that week’s chapter and/or topics. The assigned readings and activities should be completed by Thursday or Friday of that week. A student’s response to the reading and assignment should be posted by Friday or Saturday at the latest. The student’s reply to another student(s)’ posts should be on the discussion board by Sunday of the following week. It will be inevitable that the conversation from one week will carry over into the next week, but we will try to keep that to a minimum.
Each student is required to post at least one substantive response to the weekly text discussion and one substantive response to another student’s posting for that week. Students will also post their reactions to the assigned journal readings, and chapter Reflections on Teacher Practice. This is considered the participation criteria, much as coming to class and being engaged in the conversation would be in a face-to-face course. It is absolutely crucial that students take these posts seriously if they want to receive full credit for the participation component of the course, and a good grade!

You may read and post messages in the discussions at anytime of the day. The discussions enable students to interact with each other and to discuss the readings and issues related to the chapter topics. The discussions are also an area where the instructor or student can post messages to be read by others. It is referred to as a threaded discussion because once a message has been posted, class members can respond to the message.

Here are a few tips to help you successfully use discussions:

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
- Be patient and read the comments of other class members thoroughly before entering your remarks.
- Respond in a thoughtful and timely manner.

You will be expected to post messages regarding topics during the allotted time period. These will include a combination of your own thoughts on the topic, as well as your reactions to your classmates’ postings. (“I agree with John/Jane” is NOT an example of an acceptable substantive posting.) The idea is for you to actively participate in the discussion topic. This involves reading others’ posts during that time frame and demonstrating that you have thought about this topic. **IMPORTANT:** This series of assignments therefore **CANNOT** be done in advance of the time frame indicated in the syllabus. You **MUST** be **ACTIVELY** engaged in our ED 5310 course during its **ENTIRE** official duration. If this is **NOT** POSSIBLE, PLEASE CONTACT ME IMMEDIATELY.

10. **Course Outline of Course Content or Units of Instruction:**
Weekly we will be using *Effective Instructional Strategies: From Theory to Practice,* 4th edition, by Kenneth D. Moore and the Student Website found at [http://www.sagepub.com/moore4e](http://www.sagepub.com/moore4e). This course requires candidate practice every week using Web Exercises, quizzes, supplemental student activities, assigned extended readings, and reflections. There will also be assigned journal readings.
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<thead>
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<th>Date</th>
<th>Session #’s</th>
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**Module #1 Assignments**

- Complete Personal Information Assignment
- Review Syllabus and Requirements (Post questions)
- Review Student Website ([http://www.sagepub.com/moore4e](http://www.sagepub.com/moore4e))

**Develop:** Write an initial Teaching and Learning Beliefs Statement that describes your current thinking about teaching, learning, and teacher effectiveness.

Begin work on Research Paper (see instructions)

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**Module #1 Assignments**

- Read Moore: Chapter 1 Getting Ready for the Classroom and View Student Online Chapter 1 Video Clips (Post Discussion)
- Read Assigned Journal Article: Website [www.sagepub.com/moore4e](http://www.sagepub.com/moore4e). Use the Article Review Questions on the Journal Article site to guide and analyze your reading (Post Reaction)
- Read Moore: Chapter 2 Teaching Diverse Students and View Student Online Chapter 2 Video Clips (Post Discussion)

**Due:** Initial Teaching and Learning Beliefs Statement

**Assignment 1:** Research a professional organization of your interest, and design an informational poster urging others to join the organization.

**Quiz 1**

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**Module #2 Assignments**

- Read Moore: Chapter 3 Managing the Classroom Environment and View Student Online Chapter 3 Video Clips (Post Discussion)
- Read Moore: Chapter 4 Engaging and Motivating Learning and View Student Online Chapter 4 Video Clips (Post Discussion)
- Read Moore: Chapter 5 Using Classroom Technology and View Student Online Chapter 5 Video Clips (Post Discussion)

**Assignment 2:** Interview with teacher or administrator

**Quiz 2**

*** (Interview) Create 5 or more questions that you have about teaching (such as, “What do you think of the STAAR testing program?”). Turn in a written interview with the questions written, and the teacher’s responses provided. Be sure to probe, so that you get some in-depth responses. Add a short reflection on what you found most meaningful about the interview.

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**Module #3 Assignments**

- Read Moore: Chapter 6 Planning and Organizing Instruction and View Student Online Chapter 6 Video Clips (Post Discussion)
- Read Moore: Chapter 7 Developing Unit and Daily Lesson Plans and View Student Online Chapter 7 Video Clips (Post Discussion)

**Develop:** Three ideas for units

**Assignment 3:** Use any article from [www.sagepub.com/moore4e](http://www.sagepub.com/moore4e), read, summarize and provide a reflection on the article. No less than 2 double-spaced pages. Attach the paper, but do not include space wasters. Only the citation should be included at the top of the paper. 12 font, New times Roman.

**Quiz 3**
Module #4 Assignments

Read Moore: Chapter 8 Evaluating and Measuring Learning and View Student Online Chapter 8 Video Clips (Post Discussion)
Due: Ideas for units
Read Moore: Chapter 9 Constructing and Grading Tests and View Student Online Chapter 9 Video Clips (Post Discussion)

FINALS #4 FINAL WEEK

Complete Final Online Exam (Quiz will be available until Saturday midnight, Central Time)
Research Paper is due on July 2nd.

Complete Online EXIT INTERVIEWS

Research Paper Guidelines

Begin Working on Research Paper; due July 2nd

Purpose: To explore content and instructional strategies in my chosen teaching field. To prepare me for passing the Content Test and/or my career in education.
Topic: Describe the core Texas Essential Knowledge and Skills (TEKS) for my subject area and identify the best instructional strategies and materials to teach the subject.

I. Summarize the TEKS for your subject area and level (k-5, 6-8, 9-12). Identify the articulation between grades (approximately 2 pages)

II. What does research say about the best teaching methods and instructional materials? Select an area of interest such as using manipulatives in math or journal writing in English or hands-on science instruction or simulations in social studies. (approximately 2 pages)

III. How will you incorporate this information to be a highly qualified teacher in your subject area? (approximately 1 page)

IV. Page of References in APA format

Guidelines:
Include 5 or more diverse sources in your bibliography
Include 5 or more pages
Follow APA writing format
You can become familiar with the TEKS by going to http://www.tea.state.tx.us/index2.aspx?id=6148. If you scroll part way down the page you will find the TEKS by chapter beginning with Chapter 110. English Language Arts and Reading followed by the remaining chapters and content areas.
The TEKS show you, the teacher, what information your students will be responsible to know and be tested on with the STAAR or End-of-Course exams in high school.
11. **Text and References**
   b. Technology: On Line Web exercises, Reflections, & Extended Reading
   c. Journal readings from the Student Website
      ([http://www.sagepub.com/moore4e](http://www.sagepub.com/moore4e))

12. **Course Requirements/Assessment & Evaluation:**
    *Please note: Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric.*

   **A. Course Assignments**
   
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Introduction Assignment</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Belief Statement</td>
<td>100</td>
<td>100</td>
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<td>Weekly Video Journal</td>
<td>4 x 50</td>
<td>200</td>
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<tr>
<td>Journal Article Review</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Weekly Peer Discussions</td>
<td>4 x 50</td>
<td>200</td>
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<tr>
<td>Informational Poster</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Quizzes</td>
<td>4 x 100</td>
<td>400</td>
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<tr>
<td>Interview</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Unit Ideas/ TEKS</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Research Paper</td>
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<td>200</td>
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<td>Total</td>
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   **NOTE:** Students are expected to submit assignments electronically by the designated date.

   **B. Evaluation**
   
   Grades will be awarded for performance in accordance with the following scale.

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<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1215-1350</td>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>1080-1214</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>945-1079</td>
<td>70-79%</td>
<td>C</td>
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13. **Required and Suggested Readings:**
All Chapters in Text, online Student Website assignments, and assigned journal readings

14. **Possible Portfolio Entries:**
Teaching and learning beliefs statements
Lesson Plans with identified instructional strategies and assessments
Technology Proficiency Assessment
Article reflections
15. **Distance Education Course Policy**
Students enrolled in distance education courses have equal access to the university’s academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students’ identities and to protect students’ information. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

16. **SRSU Disability Services**
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 Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.

**Reasonable Accommodation Statement**
It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disability, please contact the ADA Coordinator in Student Services: UC 211, 837-8178.

17. **Class Policies:**
**Attendance.** Orientation is optional for students who need help using Blackboard. Date and time are listed in the class schedule as well as in the course Web site. You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures.

Although this is an online course, it is not self-paced. Reasonable deadlines have been set to insure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or more than three due dates, without communicating with the instructor prior to the due date, will be withdrawn from the course by the instructor.

**Incompletes:** Candidates requesting Incompletes must make arrangement with the instructor prior to the end of the semester.

**Assignments and Written Work:** All written assignments are to be prepared using APA Manual of Style, 5th ed. Each written assignment will be assessed for both content and structure. All written work requires the use of standard grammar and usage, correct punctuation, and correct spelling. All written work is to be word processed and double spaced.
**Academic Honesty.** Students are expected to do their own work. This course adheres to the academic honesty policy published in the current Undergraduate Bulletin. **NOTE:** Directly “copying and pasting” (word for word) from a source is in direct violation of the Academic Honesty Policy. Also, submitting a paper for two different assignments, regardless of course, violates the Academic Honesty Policy.

**Exceptionalities.** 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. All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement--such as time-limited exams, inaccessible web content, or the use of non-captioned videos--please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center.

**STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:** The University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity.

18. **Bibliography:**