

ED 5310 Organization and Structure of the Public School Curriculum Fall 2021 Syllabus

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Office Hours

Tue/Thurs 9am-2pm

Virtual Office Hours daily by Appointment

Course Description

ED5310 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.

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.

Marketable Skills

- **Critical Thinking/Problem Solving-** Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology-** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Written Communication-** Students will apply formal and informal writing styles to communicate in the professional setting.

Performance Standards, Goals, and Learning Objectives

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.

Required Text

Moore, K.D. (2015). *Effective instructional strategies: From theory to practice*, 4th edition. Thousand Oaks, CA: Sage Publications, Inc.

Student Resources

www.sagepub.com/moore4e

Course Assignments

All assignment details/description can be found in Blackboard.

- 13 Chapter Quizzes 100pts each
- 13 Chapter Discussions 25pts each
- Introduction Post 10pts
- Beliefs Statement 50pts
- Informational Poster 50pts
- Article Summary 100pts
- Teacher-Made Test 50pts
- Thinking Strategies Poster 50pts
- Mid-Term Assignment 100pts
- Final Assignment 100pts

Grading Policy

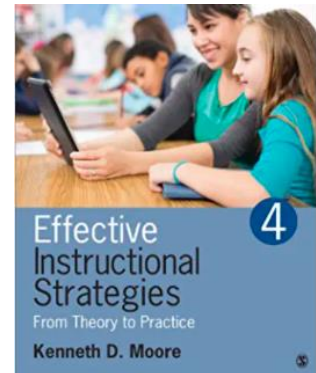
Assignments are due by 11:59pm (CST) on the due date except for your final assignment which is due by NOON of the due date. Late work will not be accepted without prior approval. Course assignments are weighted as follows:

Weighted Scale

Quizzes 20% of overall grade
Discussion Board 30% of overall grade
Assignments 50% of overall grade

Final Grade

A= 90% and above
B= 80-89%
C= 70-79%
D= 60-69%
F= 59% and below



Course Assignments & Schedule

Assignments are due by 11:59PM of the due date. Late work will not be accepted.

Module	Assignments	Due Date
Module 1: Welcome to Class & Getting Ready for the Classroom	<ul style="list-style-type: none"> • Read Syllabus, Explore Blackboard • Introduction Post • Read Chapter 1 & Preview Chapter PP • Chapter 1 Quiz • Chapter 1 Discussion Board 	August 30th
Module 2: Teaching Diverse Students	<ul style="list-style-type: none"> • Read Chapter 2 & Preview Chapter PP • Teaching & Learning Beliefs Statement • Chapter 2 Quiz • Chapter 2 Discussion Board 	September 7th
Module 3: Managing the Classroom Environment	<ul style="list-style-type: none"> • Read Chapter 3 & Preview Chapter PP • Chapter 3 Quiz • Chapter 3 Discussion Board 	September 13th
Module 4: Engaging and Motivating Learning	<ul style="list-style-type: none"> • Read Chapter 4 & Preview Chapter PP • Informational Poster • Chapter 4 Quiz • Chapter 4 Discussion Board 	September 20th
Module 5: Using Classroom Technology	<ul style="list-style-type: none"> • Read Chapter 5 & Preview Chapter PP • Chapter 5 Quiz • Chapter 5 Discussion Board 	September 27th
Module 6: Planning and Organizing Instruction	<ul style="list-style-type: none"> • Read Chapter 6 & Preview Chapter PP • Article Summary • Chapter 6 Quiz • Chapter 6 Discussion Board 	October 4th
Module 7: Developing Unit and Daily Lesson Plans	<ul style="list-style-type: none"> • Read Chapter 7 & Preview Chapter PP • Chapter 7 Quiz • Chapter 7 Discussion Board 	October 11th
Mid-Term: Unit Planning	<ul style="list-style-type: none"> • See details for this assignment in Blackboard...do not leave this assignment to the last minute. Begin working on it ahead of time. 	October 18th
Module 8: Evaluating and Measuring Learning	<ul style="list-style-type: none"> • Read Chapter 8 & Preview Chapter PP • Chapter 8 Quiz • Chapter 8 Discussion Board 	October 25th
Module 9: Constructing and Grading Tests	<ul style="list-style-type: none"> • Read Chapter 9 & Preview Chapter PP • Teacher-Made Test • Chapter 9 Quiz • Chapter 9 Discussion Board 	November 1st
Module 10: Using Teacher-Centered Teaching Methods	<ul style="list-style-type: none"> • Read Chapter 10 & Preview Chapter PowerPoint • Chapter 10 Quiz • Chapter 10 Discussion Board 	November 8th
Module 11: Using Authentic Teaching Methods	<ul style="list-style-type: none"> • Read Chapter 11 & Preview Chapter PP • Chapter 11 Quiz • Chapter 11 Discussion Board 	November 15th
Module 12: Teaching Effective Thinking Strategies	<ul style="list-style-type: none"> • Read Chapter 12 & Preview Chapter PP • Thinking Strategies Poster • Chapter 12 Quiz • Chapter 12 Discussion Board 	November 22nd

Module 13: Using Integrated Teaching Methods	<ul style="list-style-type: none"> • Read Chapter 13 & Preview Chapter PowerPoint • Chapter 13 Quiz • Chapter 13 Discussion Board 	November 29th
Final: Research Paper	<ul style="list-style-type: none"> • See details for this assignment in Blackboard...do not leave this assignment to the last minute. Begin working on it ahead of time. 	December 6th

This course syllabus is intended to be a guide and may be amended at any time.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine.

Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Americans with Disabilities Act: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's

Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

ACADEMIC INTEGRITY: Students in this class 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 appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

CLASSROOM CLIMATE OF RESPECT: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

DIVERSITY STATEMENT: "I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."