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*Sul Ross State University*  
*EDSR 3305*  
*Teaching Strategies and Curriculum Mgmt. in*  
*Secondary Schools*

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**Department of Education**  
**Fall 2022 Syllabus**  
**M: 6-8:45 PM CST**  
**Microsoft TEAMS**

**Instructor: Jennifer Miller, PhD**  
**Assistant Professor of Education**  
**Rio Grande College Campus**  
205 Wildcat Dr  
Del Rio, Texas 78840  
Office:  
    BAB 102, Alpine  
Office Phone: 432-837-8013  
Cell Phone: 254.485.0758  
Fax: 432-837-8390  
Email: [jennifer.miller@sulross.edu](mailto:jennifer.miller@sulross.edu)



**Virtual Office Hours:**  
    Tue 9-11 am and Thurs. 1-5 pm CST & by appointment 432-837-8013

## **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.

### **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

Wong, H. K., & Wong, R. T. (2022). *THE Classroom Instruction Book* (2nd ed.). Harry K. Wong Publications. ISBN: 978-0996335096

\* Wong & Wong (2022) Available in ebook or print. I suggest getting print as this is something you will refer to for years to come.

Suggested Resource: APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

### **Student Learning Outcomes (SLO)**

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

### **Marketable Skills:**

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

### **Course Outcomes (CO)**

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

1. Analyze research based literature 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 engaging lesson activities that incorporate continuous monitoring of instructional effectiveness.
4. Demonstrate their knowledge on the integration 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:** Throughout the course, students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. 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. Candidates are expected to attend class virtually and fully participate, which means that the web cam is turned on with active participation. Please refer to TEAMS guidelines posted in blackboard to earn full participation credit. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and arrange 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 600 possible points for this course and they are as follows:

- |                        |           |
|------------------------|-----------|
| 1. Class Participation | 80 Points |
| 2. Personal Narrative  | 20 Points |

|  |                          |
|--|--------------------------|
| 3. 4 Discussion Boards and Peer Reviews      | 100 Points (20 pts each) |
| 4. Instructional Strategy Written Assignment | 50 Points                |
| 5. Midterm Exam                              | 100 Points               |
| 6. T-TESS Lesson Plan                        | 30 Points                |
| 7. T-TESS Lesson Presentation                | 20 Points                |
| 8. T-TESS Lesson Plan Reflection Essay       | 50 Points                |
| 9. Lesson Improvement Case Written Response  | 50 Points                |
| 10. Final Exam                               | 100 Points               |

**Total Points 600 Points**

**Total points for the course is 600 points.**

**540 - 600 points = A**

**480 - 539 points = B**

**420 - 479 points = C**

**360 - 419 points = D**

**Below 360 points = F**

**Class Participation:** 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 discussed 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 a 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.

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

**Personal Narrative:** Candidates will develop a script and an oral personal learning narrative describing their personal learning background, path becoming an educator, traits that define an effective teacher, personal strengths and areas of growth.

**MidTerm:** Moore (2015) Chapters 1-4, and Wong & Wong (2022) Chapters 1-7

**Texas Teacher Evaluation and Support System (T-TESS) Lesson (SLO 1a):** Students will design a lesson utilizing a subject/grade level Texas Essential Knowledge and Skills (TEKS) and a Texas Essential Knowledge and Skills for Technology Applications, follow the dimensions in the T-TESS rubric, and use verbs from the revised Bloom’s taxonomy on the learning objective. The lesson should include sample graphic organizers, worksheets, description of strategies/digital literacy tools, and a list of questions used during the lesson to promote critical thinking. The lesson should include an APA title and reference page for your T-TESS lesson plan.

**TEKS: 112.13.SCIENCE.G2.1B** The student is expected to: identify and demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reuse or recycling of paper, plastic, and metal.

**Technology TEKS 126.16.B.6D Understand** and use software applications, including selecting and using software for a defined task.

**Sample Learning Objective:** After attending the lectured discussion, participating in the exercises, and completing the assignment, students will identify and show how to use, conserve, and dispose of natural resources and materials such as conserving water, and reuse or recycling of paper, plastic, and metal with a **100% accuracy**.

Lesson Plan Template: Candidates will use the following lesson plan template to accomplish this task, which will is provided in blackboard.

|  |  |
|--|--|
| <p><b>Subject area TEKS</b><br/>Write the full TEKS.</p>   |  |
| <p><b>Technology TEKS</b><br/>Write the full TEKS.</p>   |  |
| <p><b>Learning Objective</b><br/>Write a learning objective following course specifications and that makes use of verbs in the revised Bloom’s Taxonomy.</p>   |  |
| <p><b>Instructional Materials/Resources</b><br/>List instructional materials and describe resources you will use to engage students throughout the lesson.</p> |  |
| <p><b>Introduction to Lesson/Activating Thinking</b></p>   |  |

|   |   |
|---|---|
| <p>Describe how you will use knowledge of students' prior learning, personal, cultural, and/or community assets to 'hook' them (i.e., get them excited about the learning segment.) and activate learning.</p>  |   |
| <p><b>Direct Instruction</b> (“<i>I do</i>”)</p> <p>(a) Describe activities you will use to teach content, i.e. direct teach. Be sure to describe teacher and student roles.</p> <p>(b) Describe how you will make use of digital literacy tools/strategies as you teach.</p> <p>(c) Describe procedures you will use to manage transitions, e.g. passingout/collecting materials, stating rules for groupwork, closing activities.</p>           | <p><b>Teacher-centered Activities</b></p> |
| <p><b>Guided Practice</b> (“<i>We do</i>”)</p> <p>(a) Describe activities you will use as you work with your students to teach content. Be sure to describe teacher and student roles.</p> <p>(b) Describe how you will make use of digital literacy tools/strategies as you teach.</p> <p>(c) Describe procedures you will use to manage transitions, e.g. passingout/collecting materials, stating rules for groupwork, closing activities.</p> | <p><b>Student-centered Activities</b></p> |

|   |  |
|---|--|
| <p><b>Independent Practice</b><br/> <i>("You do")</i><br/> (a) Describe student roles/behaviors during all activities to demonstrate student learning. Be sure to describe teacher role while students work independently.<br/> (b) Describe how students will make use of digital literacy tools/strategies to demonstrate student learning. Be sure to describe teacher role.</p> |  |
| <p><b>Evaluation</b><br/> Describe assessments for the lesson, i.e. how will you check for understanding/mastery of the TEKS, learning objective, and related skills throughout the lesson?<br/> (a) Informal Processes<br/> (b) Formal Processes</p>   |  |
| <p><b>Re-teach</b><br/> Describe student-centered and teacher-centered activities you will use to re-teach.</p>   |  |
| <p><b>Enrichment/Challenge</b><br/> Describe student-centered and teacher-centered activities you will use to provide enrichment/challenge students on the content learned.</p>   |  |

**Grading Rubric for T-TESS Lesson Plan (30 Points)**

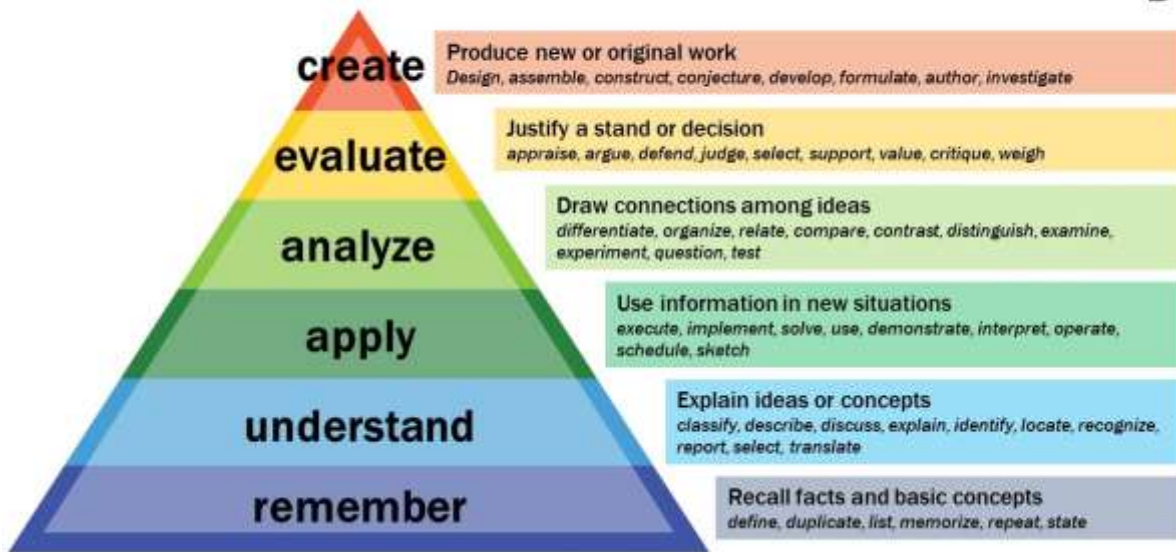
|   |                                |
|---|--------------------------------|
| <p>Learning objective based on Bloom’s Taxonomy and subject/grade level Texas Essential Knowledge</p> | <p align="center"><b>5</b></p> |
|---|--------------------------------|

|  |           |
|--|-----------|
| and Skills (TEKS) and a Texas Essential Knowledge and Skills for Technology Applications.                                  |           |
| Lesson plan designed according to course objectives and using the form in this syllabus.                                   | 15        |
| Sample graphic organizers, worksheets, description of strategies/digital tools, and list of questions                      | 5         |
| APA title and reference page, APA writing guidelines/in-text citations, complete sentences, and free of grammatical errors | 5         |
| <b>Total</b>   | <b>30</b> |

### Revised Bloom's Taxonomy

- **Remembering** (identify, define, match, state, name, label, describe, select)
- **Understanding** (translate, convert, generalize, paraphrase, rewrite, summarize, distinguish, infer, alter, explain)
- **Applying** (use, operate, produce, change, solve, show, compute, prepare, determine)
- **Analyzing** (discriminate, select, distinguish, separate, subdivide, identify, break-down, analyze, compare)
- **Evaluating** (appraise, compare, justify, criticize, explain, interpret, conclude, summarize, evaluate)
- **Creating** (design, plan, compile, compose, organize, conclude, arrange, construct, devise)

## Bloom's Taxonomy



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Students will prepare a presentation on their T-TESS lesson design. The presentation should include a discussion utilizing a TEKS subject/grade level and a Texas Essential Knowledge and Skills for Technology Applications technology, objective and a description of student centered activities depicting both the teacher and student roles. Include sample graphic organizers, worksheets, description of strategies/digital literacy tools, and a list of questions used during the lesson to promote critical thinking.

Lesson Plan Template:

**Grading Rubric for Presentation of Lesson Plan (20 Points)**

| <b>Category</b>  |  |   |  |  |
|--|--|---|--|--|
| <b>TEKS:</b><br>• Discussed subject/grade level TEKS<br>• Discussed Technology TEKS  | Demonstrates a <b>thorough</b> understanding of using both a subject/grade level TEKS and a Technology TEKS.     | Demonstrates a <b>clear</b> understanding of subject/grade level TEKS and a Technology TEKS.                  | Demonstrates a <b>fair understanding</b> of subject/grade level TEKS and a Technology TEKS.                  | Demonstrates a <b>poor</b> understanding of subject/grade level TEKS and a Technology TEKS.                  |
| <b>Learning Objective</b><br>• Discussed learning objective utilizing Bloom's taxonomy and both the subject/grade level and Technology TEKS. | Demonstrates a <b>thorough</b> understanding on writing learning objectives using Bloom's taxonomy and the TEKS. | Demonstrates a <b>clear</b> understanding on writing learning objectives using Bloom's taxonomy and the TEKS. | Demonstrates a <b>fair</b> understanding on writing learning objectives using Bloom's taxonomy and the TEKS. | Demonstrates a <b>poor</b> understanding on writing learning objectives using Bloom's taxonomy and the TEKS. |
| <b>Explicit Instruction</b><br>• Discussed Explicit Instruction Activities   | Demonstrates a <b>thorough</b> understanding of teacher-centered activities.                                     | Demonstrates a <b>clear</b> understanding of teacher-centered activities.                                     | Demonstrates a <b>fair</b> understanding of teacher-centered activities.                                     | Demonstrates a <b>poor</b> understanding of teacher-centered activities.                                     |
| <b>Student Centered Activities</b>   | Demonstrates a <b>thorough</b>   | Demonstrates a  | Demonstrates a <b>fair</b>   | Demonstrates a   |



|  |  |  |  |  |
|--|--|--|--|--|
| • Discussed Student centered Activities  | understanding of student centered activities.  | <i>clear</i> understanding of student-centered activities.   | understanding of student-centered activities.  | <i>poor</i> understanding of student-centered activities.  |
| Materials and Resources<br>• graphic organizers<br>• created worksheets or interactive notes<br>• description of strategies/digital literacy tools | Demonstrates a <i>thorough</i> understanding on the use of teacher materials and resources.            | Demonstrates a <i>clear</i> understanding on the use of teacher materials and resources.               | Demonstrates a <i>fair understanding</i> on the use of teacher materials and resources.            | Demonstrates a <i>poor</i> understanding on the use of teacher materials and resources.            |
| Assessment<br>• list of questions for ongoing assessment<br>• summative assessment   | Demonstrates a <i>thorough</i> understanding on the use of ongoing formative and summative assessment. | Demonstrates a <i>clear</i> understanding on the use of of ongoing formative and summative assessment. | Demonstrates a <i>fair understanding</i> on the use of ongoing formative and summative assessment. | Demonstrates a <i>poor</i> understanding on the use of ongoing formative and summative assessment. |

**Lesson Plan Reflection Essay (SLO 1b Guidelines for T-TESS Lesson Plan Reflection (SLO 1 – 3; CO 1-6):**

You are to use the feedback on your lesson plan design and write a reflection on this. The reflection is **not** a summary. You should describe changes to:

- (1) The Learning Objective so that student learning behavior is beyond the remembering/recall phase of Bloom’s Taxonomy. Be sure to identify both the content and technology TEKS you will make use of in the learning objective.
- (2) Introduction to Lesson/Activating Thinking activity so that student engagement is promoted through critical thinking.
- (3) Lesson Activities so that a student-centered approach is the focus of the lesson. Be sure to describe both the teacher and student roles.
- (4) Lesson Evaluation so that checking for understanding is achieved through both an informal and formal process. Be sure to describe both the informal and formative assessment methods.

The length of each reflection should be **no less than 1 page** long excluding title and reference page. Reflection should be double spaced, Times New Roman, 12 pt., 1” margins, with a **title** and **reference page** following APA guidelines.

### **Grading Rubric: T-TESS Lesson Plan Reflection**

|  |           |
|--|-----------|
| Free of grammatical errors                 | 2 points  |
| Learning Objective                         | 2 points  |
| Introduction to Lesson/Activating Thinking | 2 points  |
| Lesson Activities                          | 2 points  |
| Lesson Evaluation                          | 2 points  |
| Total ( <b>per reading response</b> )      | 10 points |

**Lesson Improvement Casey Written Response (SLO3a):** Candidates will restructure a set of learning objectives and modify the lesson approach using best research practices from our texts.

**Final Exam:** Moore (2015) Chapters 5-13 and Wong & Wong (2022) Chapters 8-22

### **Late Assignments**

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. In addition, all written assignments must follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition), **including APA title and reference page.** **Post all assignments on BB** by due date.

**Dropping a Class.** During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 14, 2022.

### **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 based on 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."**

### ***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](mailto:blackboardsupport@sulross.edu)
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**SRSU Library Services.** The Sul Ross Library 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](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **Americans with Disabilities Act:**

RGC Disability statement

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. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email [pharris@sulross.edu](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801.

Alpine Disability statement

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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, 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 [mschwartz@sulross.edu](mailto:mschwartz@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.

### **SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.

- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
  - I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
  - I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.
- Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

## Course Calendar: Subject to Change

|   |  |
|---|--|
| August 22 Getting Ready for the Classroom   | First Day of Class   |
| August 29: Teaching Diverse Students  | Review Syllabi, Read Wong & Wong (2022) Chapter 1, Moore (2015) Chapter 1-2, Introduction Discussion Board                     |
| Sept. 5 <sup>th</sup> : NO CLASS  | Read Wong & Wong (2022) 2-3, <b>Personal Narrative Due Sept. 5<sup>th</sup>, No Class Sept. 5<sup>th</sup> HOLIDAY</b>         |
| Sept. 11 <sup>th</sup> Learning and Achievement   | Read Moore (2013) Chapters 3-4, <b>Discussion 1 Response and Peer Review (Due Sept. 18)</b>                                    |
| Sept. 19 <sup>th</sup> Understanding How to Design Effective Learning Objectives and Learning Targets | Read Wong & Wong (2022) 4-5  |
| September 26: Essential Questioning   | Read Wong & Wong (2022) 6-7, <b>Instructional Strategy Written Assignment, Due Oct. 2<sup>nd</sup>.</b>                        |
| Oct. 3: Universal Design for Learning Using Technology  | Read Moore (2015) Chapter 5, Integration Resource Activity   |
| Oct. 10: MidTerm Exam Review  | Read Moore (2015) Chapter 6  |
| Oct. 17 <sup>th</sup>   | <b>Midterm</b>   |
| Oct. 24 Planning and Organizing Instruction   | Read Wong & Wong (2022) Chapters 8-9, <b>Discussion 2 Response and Peer Review Due Oct. 31.</b>                                |
| Oct. 31 Assessment  | Read Wong & Wong (2022) Chapters 10-13   |
| November 7 Developing and Using Lesson Plans  | Read Moore (2015) Chapter 7 – 9, Lesson T-TESS Plan Introduction, <b>Discussion Response and Peer Review 3 Due November 13</b> |
| November 14: Instructional Strategies   | Read Wong & Wong (2022) Chapters 14-19   |
| November 21:  | <b>Lesson plan T-TESS Presentation and Lesson Plan Due, Lesson Plan Self-Reflection Essay Due Nov. 28</b>                      |
| November 28: Teaching   | Read Wong & Wong (2022) Chapters 20-22, Moore (2015)   |

|              |   |
|--------------|---|
| with Impact  | Chapter 10-13, <b>Discussion Response and Peer Review 4 Due November 30</b>                         |
| December 2-5 | <b>Final Exam and Lesson Improvement Case Written Response by Midnight December 5<sup>th</sup>.</b> |

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**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

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

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**

**Course Readings**

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

Wong, H. K., & Wong, R. T. (2022). THE Classroom Instruction Book (2nd ed.. Harry K. Wong Publications.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.

Guskey, T., & Brookhart, S. (2019). Are grades reliable? Lessons from a century of research. Education Update, 61(5).

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>.