I. **Course Description**  
This course will emphasize research-based strategies for increasing student achievement, models of successful instruction to help teachers/administrators plan, and techniques for implementation of effective teaching.

II. **Rationale**  
This course will support teachers and administrators as they develop their professional skills. The course will encourage becoming a reflective practitioner.

III. **State Adopted Proficiencies for Teachers and/or Administrators/Counselors**  
Not applicable

IV. **TExES Competencies**  
Not applicable

V. **Course Objectives/Learning Outcomes**  
*This course is designed to enable students to:*  
1. Demonstrate the ability to select models, strategies, and techniques appropriate for instruction and the needs of various student populations.  
2. Become familiar with current issues and trends affecting today’s classrooms.  
3. Demonstrate the ability to match objectives with the appropriate instructional design.  
4. Demonstrate students’ knowledge of their field by articulating the major components of the field of curriculum and instruction.

VI. **Course Topics**  
*The major topics to be considered are:*  
1. Cognitive strategies  
2. Academic strategies  
3. Motivational strategies

VII. **Instructional Methods and Activities**  
*Methods and activities for instruction include:*  
Whole class and group discussions  
Direct instruction  
Modeling  
Student and teacher presentations  
Research
VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

A. **Methods and Percentage of Final Course Grade Each Assessment Constitutes**

**Model Presentation (28%)**—Depending on size of class, individually or with a partner, research, develop, and present a strategy of teaching from the textbook. Describe in detail the model, its uses, and what it looks like. Present a lesson using this model. Presentation and lesson may not last longer than 60 minutes.

1. Detailed description of lesson- (Informal Lesson Plan) - You do NOT need objectives, TEKS, etc, but you do need to describe the activity thoroughly. A rubric will be used to determine your grade on the presentation. All presentation topics and dates of presentation will be decided by a lottery.

**Application of Model (25%)** – Review one of your curriculum units (e.g., four-week integrated unit on Change, three-week unit on *Hamlet*, or a four-day unit on nutrition). Redesign the unit by planning for and using instructional strategies included in these chapters. Consider what changes would you make? What might you add? Identify each strategy from the book. At the end, hypothesize possible changes in students’ performance that you would anticipate after teaching this unit.

**Interactive Notebook (12%)**
Each member will keep an interactive journal with notes to be used during Literature Circles. Rubric will be given for format of journal.

**Participation (10%)** - See Class Attendance Policy.

**Literature Circle (10%)**
Literature circles are small discussion groups (4-6 students) who have chosen to read the same book. While reading each day’s portion of the text, each group member comes to their group with notes. Each member will keep an interactive journal with notes. Group members will take turns being the facilitator and report to the class at large.

**Report Analysis (10%)**
Find a research article from *Research-based strategies: Narrowing the achievement gap for under-resourced students*. Use the required form to record your responses. This is a Word document. You may type in the boxes—they will expand as needed.

**Hot Topics (5%)** You will lead a discussion on a “hot topic” in education. You may begin with reading a portion of an article or showing a video clip of an issue in the news. This is a class discussion, NOT a one-man show. You turn in nothing. You will present the hot topic the same class as your Model Presentation.
B. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100%</td>
<td>A</td>
</tr>
<tr>
<td>83-91%</td>
<td>B</td>
</tr>
<tr>
<td>74-82%</td>
<td>C</td>
</tr>
<tr>
<td>65-73%</td>
<td>D</td>
</tr>
<tr>
<td>below 64%</td>
<td>F</td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies

A. A tentative course schedule

8/30 Introductions, Syllabus, Chapter 1
9/6 Presentation Topics Chosen
Identifying Similarities and Differences
9/13 Summarizing and Note Taking
9/20 Reinforcing Effort and Providing Recognition
9/27 Homework and Practice
10/4 Nonlinguistic Representations
10/11 Cooperative Learning
10/18 Setting Objectives and Providing Feedback

****** Interactive Journals Due Tonight******

11/1 Generating and Testing Hypotheses, Modules 1-3 (Handbook)
11/8 Generating and Testing Hypotheses, Modules 4-6 (Handbook)
11/15 Cues, Questions, and Advance Organizers
11/29 Specific Types of Knowledge
12/6 Using the Nine Categories in Instructional Planning

****** Redesigned Unit Due Tonight ******

B. Class Policies

**Attendance/tardiness** Regular attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness.
**Late work and Make-up Exams** Points may be deducted for late work at the discretion of the professor.

**Extra Credit** Assignments may be given at the discretion of the professor.

**Cell Phone/Electronic Device Usage** Cell phones and other electric devices should not be used during class. If a potential emergency exists where a student is expecting an important call concerning a child or family member, the phone should be put on vibrate.

**Classroom/professional behavior**
- Participate cooperatively in class discussions & lessons.
- Word-process all assignments (1 inch margins, 12 point font, Times New Roman). Written work should be clear, concise, and written in an academic manner. The Writing Center is available for help with written assignments.
- Additional assignments may be required if they will benefit the course objectives.
- Assignments and due dates may be modified at the discretion of the instructor if they will benefit/enhance the outcomes of the course.
- Be responsible for any information and materials missed when absent.
- No incomplete grades will be given.
- All students are expected to participate fully in class discussions, presentations, and group work. Failure to participate will affect your grade.

**X. Textbook(s)**

*The textbook(s) adopted for this course is:*

Marzano, R.J., Pickering, D. J., Pollock, J. E. (2001). *Classroom instruction that works:*

*Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

**Recommended or Supplemental Reading:**


**Website:**

Websites that accompany and are coordinated with this course:

http://gets.gc.k12.va.us/vste/2008/index.htm

http://manila.esu6.org/instructionalstrategies/

http://www.netc.org/focus/
XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.