EDUC 5357: Strategies for Teaching in the Secondary Schools

Course/Sec: EDUC 5357            Instructor: Dr. Rodney McConnell, Ph.D.
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EDUC 5357 is an Online Course:
EDUC 5357 uses Blackboard 9.1 (Bb9) as its only teaching and learning environment. All EDUC 5357 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires students to have their normal NET ID to log in.

Since EDUC 5357 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in this course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

Checking for dates and times of Bb9 updates will save you some frustration and anxiety throughout the semester. The Bb9 homepage (the page where you log in to Bb9) provides a wealth of information about what is happening in Bb9.

You are required to check your Blackboard account every day for announcements, Blackboard mail messages, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

Begin this course by reading the syllabus very carefully. You can access the assignments, discussions, and assessments in this course by using the Course Content Tab, Assignment Tab, Discussion Forum Tab, Assessment Tab, or other tabs on the tool bar on the left side of the course homepage.

Technical Difficulties:
See “5 Steps to Preparing Your Computer for Using Blackboard” on the course homepage to make sure your computer is ready to go with Blackboard. If, after checking your computer for compatibility with Blackboard, you still have a technical difficulty, contact TAMU-CC Information Technology or Distance Education for assistance. Links to IT and Bb9 can be found on the course homepage.

Neither TAMU-CC nor the course instructor assumes or accepts responsibility for any student’s inability to use the technology requires for successful completion of this course.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University—Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Virtual Office Hours:
The instructor’s virtual office hours are through Blackboard messages, Islander email (rodney.mcconnell@tamucc.edu), WebEx (by appointment) and/or telephone (361-244-7486). If you have difficulty accessing any of the Course Content, please let me know as quickly as possible.
Contacting the Instructor:
Use Islander email to contact the instructor. You can access Islander Email through Blackboard when you are in the course, through Webmail, or through Outlook.

It is much easier and less frustrating for me if you contact me through the Islander email in Bb9. Here’s why: if you contact me through the Islander email on the course homepage, the message includes information in the subject line that helps me identify you and the class about which you have a question or concern. Should you have a question or concern about the class, I can respond much faster if I know who you are and the class in question.

If you contact me by email (rodney.mcconnell@tamucc.edu), make certain that you:
1. clearly identify yourself by name; and,
2. clearly identify the course number.

If you contact me by phone (361-244-7486), make certain that you:
3. clearly identify yourself by name;
4. clearly identify the course number; and,
5. provide a phone number if you expect a return phone call.

Normally, I do not respond to email before 8:00 AM or after 5:00 PM Monday through Thursday. I normally respond within 24 hours, and if I am going to be out of the online classroom for more than 48 hours (excluding weekends), I will post an announcement letting students know when I will return to the classroom.

If you contact me through regular Islander email (meaning that you did not use the Islander email on the course homepage), make sure that you include the course number and section in the subject line, and you must clearly identify yourself in the email. If I cannot identify you, I will not respond.

Academic Coaches:
Sections of this course may be facilitated by Academic Coaches who hold a terminal degree in the academic field and who are experienced in and knowledgeable about online learning environments.

Textbook:
You will need a textbook the first day of class.

Course Description:
EDUC 5357 emphasizes practical and varied strategies for instructional planning and presentations. Instruction will build upon the following topics introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial certification.

Prerequisite:
EDUC 5306: Planning/Teaching/Learning and admission to Teacher Education including THEA.

Rationale
Teachers who employ a variety of learner-centered strategies for diagnosis, planning, instruction, and evaluation are better able to ensure student success and increased student achievement.

State Adopted Proficiencies for Teachers
During the course of this semester, students will demonstrate growing mastery of the following proficiencies:
1. The teacher possesses and draws on a rich knowledge base of content, pedagogy and technology to provide relevant and meaningful learning experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs; and
plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

TExES Pedagogy and Professional Responsibilities
The following is a list of the thirteen competencies of the Texas Examination of Educator Standards. (EDUC 5357 develops competencies 3, 4, 7, 8, 9 & 10)

Domain I: Designing Instruction and Assessment to Promote Student Learning

**Competency 1:**
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 2:**
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

**Competency 3:**
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 4:**
The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II: Creating a Positive, Productive Classroom Environment

**Competency 5:**
The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 6:**
The teacher understands the strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III: Implementing Effective, Responsive Instruction and Assessment

**Competency 7:**
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 8:**
The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 9:**
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 10:**
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
Domain IV: Fulfilling Professional Roles and Responsibilities

**Competency 11:**
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Competency 12:**
The teacher enhances professional knowledge and skills by effectively interacting with members of the educational community and participating in various types of professional activities.

**Competency 13:**
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**Student Learning Outcomes**

1. Observe and participate in teaching. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Pedagogy/Instructional Strategies)

2. Demonstrate the ability to write lesson plans. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in the Content Areas; Curriculum Development & Lesson Planning)

3. Incorporate assessment as an ongoing process integrated both within lessons and after lessons. (TExES Competencies: 001, 002, 004, 009, 010) (State Proficiencies: 1, 2) (Curriculum Topics: TEKS in the Content Areas; Classroom Assessment)

4. Evaluate his/her teaching by reviewing videotaped lessons, writing reflections, and reporting on informal observation. (TExES Competencies: 003, 004, 005, 006, 007, 008, 009) (State Proficiencies: 2, 5) (Curriculum Topics: Pedagogy/Instructional Strategies)

5. Select and use a wide variety of reading strategies. (TExES Competencies: 001, 002, 003) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Reading Instruction; Curriculum Development & Lesson Planning)

6. Apply and encourage higher-order thinking, questioning, and problem-solving skills. (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1, 2) (Curriculum Topics: Learning Theories; Curriculum Development & Lesson Planning; Pedagogy/Instructional Strategies)

7. Recognize the nature and significance of cultural diversity in historical and contemporary contexts and demonstrate an awareness and appreciation for cultural diversity. (TExES Competencies: 002, 005, 011) (State Proficiencies: 1, 3) (Curriculum Topics: Special Populations; Differentiated Instruction)

8. Apply and research a variety of methods, materials, and strategies to teach specific subject areas. (TExES Competencies: 001, 002, 003, 004, 008) (State Proficiencies: 1, 2, 3) (Curriculum Topics: TEKS Organization, Structure & Skills; TEKS in Content Areas)

9. Utilize and research technology to enhance teaching and learning. (TExES Competencies: 001, 003, 004, 008, 010) (State Proficiencies: 1, 2, 4) (Curriculum Topics: Instructional Technology)

10. Demonstrate familiarity with recent developments and issues in education. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 2, 5) (Curriculum Topics: Learning Theories)

11. Identify appropriate Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and TAKS objectives (if applicable) for each lesson plan. (TExES Competencies: 001, 003, 013) (State Proficiencies: 1, 2, 5) (Curriculum Topics: TEKS in the Content Areas, Special Populations, Differentiated Instruction)
12. Observe campus events such as teacher conferences and team planning. (TExES Competencies: 001, 011, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Parent Conferences/Communication)


15. Gain an understanding of school policies and resources. (TExES Competencies: 001, 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

16. Complete school observation and teaching requirements and activities in a timely, professional, and ethical manner. (TExES Competencies: 012, 013) (State Proficiencies: 1, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

17. Apply the Professional Development and Appraisal System indicators to planning, instruction, assessment and professional communication. (Competency 3, 4, 7, 8, 9, 10, 11, 12, and 13).

Course Topics
1. Art and Science of Teaching
2. Designing Instruction
   - Instructional Objectives
   - Instructional Planning
   - Instructional Strategies
   - Instructional Materials
3. Student Motivation
4. Instructional Grouping
5. Student Evaluation
6. Teacher Evaluation
7. Professional Development and Appraisal System
8. Instructional Technology

Instructional Methods and Activities:
EDUC 5357 uses a variety of online instructional methods and activities, as well as field-based experiences.

Evaluation and Grade Assignment

(signature) Learning Activities:
1. UDL Lesson Plan (300 points);
2. Mini-Review of Literature (300 points);

Other Learning Activities:
3. Syllabus Quiz (100 points)
4. Autobiographical Sketch (100 points)
5. IRIS Learning Activities (200 points)
6. Initial Responses to Assigned Readings (340 points);
7. Response to Peers’ Responses to Assigned Readings (340 points);
8. Initial Response to Teaching Videos (100 points)
9. Response to Peers’ Responses to Teaching Videos (100 points);
10. Evaluation of Partner’s UDL Lesson Plan (200 Points);
11. Evaluation of Partner’s Mini-Review of Literature (200 points);
12. UDL Final Lesson Plan (200 Points);
13. Final Mini-review of Literature (200 points)

Final Course Grade:
Your final course grade in EDUC 5357 will be calculated according to the following scale:

- 2492 pts. (93%) – 2680 pts. = A
- 2278 pts. (85%) – 2491 pts. = B
- 2010 pts. (75%) – 2277 pts. = C
- 1742 pts. (65%) – 2009 pts. = D
- Below 1742 points is not a positive indicator of your future success as a graduate student.

Description of Course Requirements:

Signature Learning Activities:

1. **Universal Design for Learning Lesson Plan** (UDL Lesson Plan) (300 points)

   Each student will create an individual, original lesson plan for a specific content area (math, science, language arts, etc.) or in the case of elementary teachers, the content area of choice.

   Select one of the instructional models discussed in the course text as your instructional approach for a detailed lesson plan.

   Go to “UDL Lesson Plan Info” on the course Blackboard homepage to find the UDL Lesson Plan Template and the Lesson Plan Rubric to self-evaluate as you create your lesson plan.

   The lesson plan must be complete, thorough, comprehensive, and original.

   An original lesson plan is one that you create on your own. It may include a specific activity you borrowed from someone else, such as the lesson that uses colored M&Ms to teach various math skills, but an original lesson plan is one that leaves no question or doubt as to who created it. In short, if I am able to Google a phrase or sentence from your lesson plan and the majority of the plan you submitted for evaluation in this course comes up word-for-word on the internet, I will assume that you plagiarized the lesson plan and give you a failing grade for the course and report you to the appropriate university authorities.

   If you are struggling to create an original lesson plan, please seek assistance from me or class colleagues.

   Your completed lesson plan will be evaluated according to the Lesson Plan Rubric posted on the course homepage under “UDL Lesson Plan Info” on the course homepage.

   **Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy**

2. **Mini-Review of Literature** (300 points)

   Each student in EDUC 5357 will conduct an abbreviated review (7-10 pages) of the literature that addresses a topic in this course. You may choose a topic identified by the
course text or one not addressed by the text but that you think worth addressing in a literature review. If you have a question about a particular topic’s appropriateness, please ask.

To read more about how to create a review of literature, see “General Guidelines for Review of Literature” file found in “Mini-Review of Literature Info” on the course homepage.

Mini-Reviews of Literature will be evaluated according to the “Mini-Review of Literature Rubric” found in “Mini-Review of Literature Info” on the course homepage.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

Other Learning Activities:

3. Syllabus Quiz (100 points)

The EDUC 5357 Syllabus Quiz is posted in the “Syllabus Quiz” link in the tool bar on the left side of the Blackboard homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Schedule Overview found on the course homepage.

While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to the quiz.

Feel free to collaborate with your peers if you wish. You have two chances to take the quiz in case you do not like your first score.

The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

4. Autobiographical Sketch (100 points)

In 300—600 words, tell us something about your previous experiences as a student and/or your experiences in the workplace. As a way for all of us to get to know something about you, share anything you think appropriate about yourself that you want the rest of us to know about you.

As you think about your posting for this activity, think about the following:

- What experiences have you had in your school or work career that you think might be worth sharing with your future students?
- What do you want your colleagues in this class to know about you?

Post your autobiographical sketch to the “Autobiographical Sketch” discussion in Blackboard.

Evaluation of the “Autobiographical Sketch” is “all or none” of the 100 points available to you. If you tell us something about yourself in 300—600 words and post it to the “Autobiographical Sketch” discussion in Blackboard by the due date and time, you will get
full credit. If your posting does not meet all of the requirements, you will not receive any credit for this assignment.

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5. **IRIS Learning Activities** (Two (2) activities @ 100 pts. ea. for 200 total pts.)

Students in EDUC 5357 are required to complete two (2) assignments from the IRIS Center website. The IRIS Center is a national center that aims to provide high-quality resources for students, faculty, and professional development providers.

To complete these assignments, use the links (IRIS #1 and IRIS #2) on the course homepage toolbar. Each folder contains the instructions for the assignments.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy**

6. **Initial Responses to Assigned Readings** (17 Initial Responses @ 20 pts. ea. for 340 total pts.)

This activity requires you to read the reading assignments and post an initial response to the reading on the discussion board.

**Initial Responses to the Reading must add value and substance** to the online conversation about the readings.

If you expect to receive any credit for your response to the reading, you must explain to the rest of the class why you responded to the reading as you did.

It is your explanation of your response to the reading that adds value and substance to the discussion. We all want to know what drives your thinking about the reading.

In each Initial Response to the Reading, do one or more of the following:

- Agree with the author and explain why you agree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with the author?

- Disagree with the author and explain why you disagree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to disagree with the author?

- Put your spin on the reading and explain to the rest of us why your thinking is the right way to think about the reading.

- Provide a different perspective of the ideas in the reading. If you have a view of the issues addressed by the reading that does not seem to match the author’s view of the issues, circumstances, and/or consequences, share that different view with the rest of us. Explain how you came to have that view. What experiences have you had that brought you to this view of the issue?

- Provide a different example for the application of the ideas in the reading.
• Apply the ideas in the reading to a different set of circumstances.

• Tell a story about how the topic relates to your life.

• Explain how you will apply the ideas in the reading to your future classroom or students.

• Explain how the ideas in the reading might have unintended consequences in the future.

*Remember that the written reflections you share with us are not summaries of the readings, but are your personal responses to the reading.*

The thinking you share with the class about the readings does not have to have a clear beginning, middle, and end, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking.

Responses that do not demonstrate serious thinking will receive no credit.

*Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy*

7. **Response to Peers** (17 responses @ 20 pts. ea. for 340 total pts.)

You are required to post a written response to at least one (1) of your peer’s “Initial Responses to Assigned Readings” for each discussion.

**Responses to Peers must add value and substance** to the online conversation about the readings. If you expect to receive any credit for your response to a peer, you must explain to your peer (and the rest of the class) why you responded as you did.

It is your explanation of your response to your peer that adds value and substance to the discussion. We all want to know what drives your thinking about your peers’ responses.

In each Response to a Peer, do one or more of the following:

• Agree with your peer and explain why you agree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with your colleague’s initial response to the reading?

• Disagree with your peer and explain why you disagree. Share your thinking and the source of your thinking. Does it come from your life experiences, your experiences as a student, your personal philosophy, the influence of culture, family, or friends? What has happened in your life that influences you to agree with your colleague’s initial response to the reading?

• Put your spin on your peer’s response to the reading and explain to the rest of us why your spin is the right way to consider your colleague’s response to the reading.

• Provide a different perspective on your classmate’s response to the reading. If you have a view of the reading that does not match your peer’s response to the same
reading, share that different view with the rest of us, and explain how you to came to have your view. What experiences have you had that brought you to this perspective?

- Apply your classmate’s ideas to a different set of circumstances.
- Tell a story that relates your peer’s experiences to your life.
- Explain how you will apply your colleague’s ideas to your future classroom or students.
- Explain how your classmate’s ideas might have unintended consequences in the future.

Remember that the written reflections you share with us are not summaries of your colleague’s initial response, but are your personal responses to your classmate’s postings to the class discussions.

The thinking you share with the class about your peers’ initial responses does not have to have a clear beginning, middle, and end, but it must demonstrate that you have reflected on what your classmates posted to the class discussion.

Your Response to a Peer will receive full credit if it demonstrate serious thinking.

Responses that do not demonstrate serious thinking will receive no credit.

Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:

Since students are required to post an initial response, which is valued at 20 points, and one (1) response to peers, I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:
If student A posts an initial response to the Chapter 4 reading assignment, and posts one (1) response to one (1) peer, student A will receive a maximum of forty (40, [20+20]) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts only an initial response to the Chapter 4 reading assignment, student B will receive a maximum of thirty (20, [20+0]) points under the Chapter 4 tab in the Blackboard grade book.

If student C does not post an initial response to the Chapter 4 reading assignment, and posts only a response to a peer, student C will receive a maximum of twenty (20, [0+20]) points under the Chapter 4 tab in the Blackboard grade book.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.
Responses should focus on what the teacher is doing and saying and how she or he is doing and/or saying it in each video. If students are included in the video, notice what students are doing and/or saying as you watch the video and respond to what the students are doing and saying. Include your first reactions to what you see and hear in the video.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

9. **Response to Peers’ Response to Teaching Videos**  
(100 pts; 2 @ 50 pts. ea.)

Respond to at least one peer’s Initial Response for each Teaching Video. For this activity, your responses to your peers should be similar to your responses to peers’ Initial Responses to Reading above.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

10. **Evaluation of Partner’s UDL Lesson Plan**  
(200 Points)

Partners will be assigned the first week of class. Partners will evaluate and provide feedback on each other’s lesson plans according to the Lesson Plan Rubric found in “Course Content.”

Once you have evaluated your partner’s lesson plan (using the Lesson Plan Rubric to actually score your partner’s lesson plan), post the completed rubric as an attachment by using the reply button in the same Lesson Plan Discussion where you originally found your partner’s lesson plan.

The purpose of this assignment is threefold: 1) to allow your partner to have an outside reader of her or his work before submitting her or his lesson plan for a final grade; 2) to provide you with the opportunity to see another UDL Lesson Plan for comparison before you submit your own lesson plan for a final grade; and, 3) provide an opportunity to revise your own work to better fit the evaluation rubric prior to final submission.

**Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.**

11. **Evaluation of Partner’s Mini-Review of Literature**  
(200 points)

Students will be partnered with a peer (or peers) in the class. Partners will evaluate each other’s Mini-Review of Literature according to the “Mini-Review of Literature Rubric” included in this syllabus and posted to the EDUC 5357 Blackboard homepage. Evaluations should reflect a serious, professional, and thoughtful reading of the lesson plan.

While suggestions for improvement are invited and encouraged, please be mindful of the tone of your response to your colleague. If you have questions about your partner’s mini-review of literature, use Blackboard email and/or discussion to ask your partner(s) for clarification. An honest and thoughtful question may lead to an improvement in the lesson plan or the answer to your question may provide you a new way to approach your own instruction in the future.

Use the ‘Mini-Review of Literature Rubric” to score your partner’s literature review. Using the “Reply” button in the discussion where you found your partner’s lesson plan, post the completed evaluation as an attachment to your reply.

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The purpose of this assignment is threefold: 1) to allow your partner to have an outside reader of her or his work before submitting her or his literature review for a final grade; 2) to provide you with the opportunity to see another review of literature for comparison before you submit your own lesson plan for a final grade; and, 3) provide an opportunity to revise your own work to better fit the evaluation rubric prior to final submission.

Students who use the "Mini-Review of Literature Rubric" and whose evaluations appear to reflect a serious, professional, and thoughtful reading of their partner's Mini-Review of Literature will receive full credit for this assignment. Students whose evaluations do not use the "Mini-Review of Literature Rubric," who appear to be less than serious, less than professional and less than thoughtful will receive no points for this assignment.

Part of becoming a professional educator is learning to evaluate the work of others according to specific criteria. For this assignment, the “Mini-Review of Literature Rubric” provides the specific criteria you are required to use to evaluate your partner’s literature review.

To complete this assignment, do the following:
1. Post your completed Mini-Review of Literature to the appropriate discussion in Blackboard by the due date in the Course Schedule Overview;
2. Find your partner’s literature review in the same discussion;
3. Use the “Mini-Review of Literature Rubric” to evaluate your partner’s literature review as described above; and,
4. Using the “Reply” button in the discussion where you found your partner’s literature review, attach the completed evaluation by the due date and time found in the Course Schedule Overview.

Your partner is counting on you to post your work in a timely manner. To do otherwise is unprofessional and creates considerable anxiety and frustration for your partner and the instructor.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

12. UDL Final Lesson Plan (200 points)

After using your partner’s evaluation and feedback to revise your UDL Lesson Plan, submit it to the UDL Lesson Plan Assignment in Blackboard.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

13. Final Mini-Review of Literature (200 points)

After using your partner’s evaluation and feedback to revise your Mini-Review of Literature, submit it to the Mini-Review of Literature Assignment in Blackboard.

Students may work ahead in this course but cannot work backwards. No late work is accepted at any time without an excused absence per the applicable TAMUCC policy.

Course Schedule and Policies
A. See Course Schedule attached to this syllabus and posted to the Course Homepage
Selected References

Grade Appeals

University Rule 13.02.99.C2, Student Grade Appeals, provides a vehicle for a student who believes 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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 Disability Services office for assistance at (361) 825-5816.

“The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.”
http://disabilityservices.tamucc.edu
Week 1: Wednesday, 3/17 – Saturday, 3/29
1. Syllabus Quiz due by Wednesday, 3/26 @ 11:59 PM
2. Autobiographical Sketch due by Wednesday, 3/26 @ 11:59 PM
3. Post Initial Response to “Spoiled Rotten Kids” by Wednesday, 3/26 @ 11:59 PM
4. Post Initial Response to “Stressed Out Kids” by Wednesday, 3/26 @ 11:59 PM
5. Post Initial Response to “Relationships” by Wednesday, 3/26 @ 11:59 PM
6. Post Initial Response to “You Can Teach for Meaning” by Wednesday, 3/26 @ 11:59 PM
7. Post Response to at least 1 peer’s “Spoiled Rotten Kids” by Saturday, 3/29 @ 11:59 PM
8. Post Response to at least 1 peer’s “Stressed Out Kids” by Saturday, 3/29 @ 11:59 PM
9. Post Response to at least 1 peer’s “Relationships” by Saturday, 3/29 @ 11:59 PM
10. Post Response to at least 1 peer’s “You Can Teach for Meaning” by Saturday, 3/29 @ 11:59 PM
11. Start thinking about the UDL Lesson Plan
12. Start thinking about a topic for the Mini-Review of Literature

Week 2: Sunday, 3/30 – Saturday, 4/5
1. Post Initial Response to Chapters 1, 2, & 3 by Wednesday, 4/2 @ 11:59PM
2. Post Initial Response to “Improving Self-Efficacy and Motivation” by Wed., 4/2 @ 11:59 PM
3. IRIS # 1 Activity due by Saturday, 4/5 @ 11:59 PM
4. Post Response to at least 1 peer’s Chapters 1, 2, & 3 by Saturday, 4/5 @ 11:59 PM
5. Post Response to at least 1 peer’s “Improving Self-Efficacy and Motivation” by Sat., 4/5 @ 11:59 PM
6. Begin draft of UDL Lesson Plan
7. Begin draft of Mini-Review of Literature

Week 3: Sunday, 4/6 – Saturday, 4/12
1. Post Initial Response to Chapters 4, 5, & 6 by Wednesday, 4/9 @ 11:59 PM
2. Post Response to Teaching Video #1 by Wednesday, 4/9 @ 11:59 PM
3. Post Response to at least 1 peer’s Chapters 4, 5, & 6 by Saturday, 4/12 @ 11:59 PM
4. Post Response to at least 1 peer’s response to Teaching Video #1 by Saturday, 4/12 @ 11:59 PM
5. Continue work on your UDL Lesson Plan
6. Continue work on your Mini-Review of Literature

Week 4: Sunday, 4/13 – Saturday, 4/19
1. Post Initial Response to Chapters 7, 8, & 9 by Wednesday, 4/16 @ 11:59 PM
2. Post Response to at least 1 peer’s Chapters 7, 8, & 9 by Saturday, 4/19 @ 11:59 PM
3. IRIS #2 Activity due by Saturday, 4/19 @ 11:59 PM
4. Continue work on your UDL Lesson Plan
5. Continue work on your Mini-Review of Literature

Week 5: Sunday, 4/20 – Saturday, 4/26
1. Post Initial Response to Chapters 10, 11, & 12 by Wednesday, 4/23 @ 11:59 PM
2. Post Response to Teaching Video #2 by Wednesday, 4/23 @ 11:59 PM
3. Post Response to at least 1 peer’s Chapters 10, 11, & 12 by Saturday, 4/26 @ 11:59 PM
4. Post Response to at least 1 peer’s response to Teaching Video #2 by Saturday, 4/26 @ 11:59 PM
5. Continue work on your UDL Lesson Plan
6. Continue work on your Mini-Review of Literature

Week 6: Sunday, 4/27 – Saturday, 5/3
1. Post Complete Draft of your Mini-Review of Literature by Wednesday, 4/30 @ 11:59 PM
2. Post Complete Draft of your UDL Lesson Plan by Wednesday, 4/30 @ 11:59 PM
3. Post Evaluation Rubric of your partner’s Mini-Review of Literature by Saturday, 5/3 @ 11:59 PM
4. Post Evaluation Rubric of your partner’s UDL Lesson Plan by Saturday, 5/3 @ 11:59 PM

**Week 7: Sunday, 5/4 – Tuesday, 5/6**
1. Submit final UDL Lesson Plan by Tuesday, 5/6 @ 11:59 PM
2. Submit final Mini-Review of Literature by Tuesday, 5/6 @ 11:59 PM