I. **Office Hours:** If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you.

II. **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.

III. **Required, Supplemental and Optional Course Materials**


IV. **EC6 Standards, Chapter 149 Standards (relevant to course)**

V. **Adopted Proficiencies (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.

VI. TExES Competencies (relevant to course)

VII. Technology Competencies (relevant to course)

VIII. Student Learning Objectives

- Observe and participate in teaching. (TExES Competencies: 001, 002, 003, 004, 007, 008, 009) (State Proficiencies: 1, 2, 3) (Curriculum Topics: Pedagogy/Instructional Strategies)
- 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)
- 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)
- 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)
- 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)
- Apply and encourage higher-order thinking, questioning, and problem-solving skills. (TExES Competencies: 001, 003, 004, 008) (State Proficiencies: 1, 2) (Curriculum Topics: Learning
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)

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)

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)

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

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)

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)

Interact professionally with university faculty, public school students, and mentor teachers. (TExES Competencies: 005, 011, 012, 013) (State Proficiencies: 2, 4, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

Discuss joining a professional organization of your choice. (TExES Competencies: 012, 013) (State Proficiencies: 1, 5) (Curriculum Topics: Code of Ethics & Standard Practices)

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)

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)

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 Objectives

During the course of this semester, students will demonstrate growing mastery of the following proficiencies:

- 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.
- To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
- The teacher responds appropriately to diverse groups of learners.
- While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
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.

IX. Instructional Methods and Activities

EDUC 5357 uses a variety of online instructional methods and activities, as well as field-base 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’ Response 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 to 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)

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.

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.

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 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 demonstrates 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 (30, [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.

8. Initial Response to Teaching Videos (100 points; 2 @ 50 pts. each)

Students will view and respond to two different videos (Video #1 and Video # 2) about teaching. A link to each video is located in Blackboard in the “Teaching Video Activity” found on the course tool bar on the course homepage in Blackboard.
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.

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.

X. Assignments/Calendar

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

Course Schedule
Week 1: Monday, 6/1 – Saturday, 6/6

1. Syllabus Quiz due by Monday, 6/1 @ 11:59 PM
2. Autobiographical Sketch due by Monday, 6/1 @ 11:59 PM
3. Post Initial Response to “Spoiled Rotten Kids” by Tuesday, 6/2 @ 11:59 PM
4. Post Initial Response to “Stressed Out Kids” by Tuesday, 6/2 @ 11:59 PM
5. Post Initial Response to “Relationships” by Tuesday, 6/2 @ 11:59 PM
6. Post Initial Response to “You Can Teach for Meaning” by Wednesday, 6/3 @ 11:59 PM
7. Post Response to at least 1 peer’s “Spoiled Rotten Kids” by Thursday, 6/4 @ 11:59 PM
8. Post Response to at least 1 peer’s “Stressed Out Kids” by Thursday, 6/4 @ 11:59 PM
9. Post Response to at least 1 peer’s “Relationships” by Thursday, 6/4 @ 11:59 PM
10. Post Response to at least 1 peer’s “You Can Teach for Meaning” by Thursday, 6/4 @ 11:59 PM
11. Start thinking about the UDL Lesson Plan (Due Thursday, 7/2)
12. Start thinking about a topic for the Mini-Review of Literature (Thursday, 7/2)

Week 2: Monday, 6/8 – Saturday, 6/13

1. Post Initial Response to “Improving Self-Efficacy and Motivation” by Fri., 6/5 @ 11:59 PM
2. Post Initial Response to Chapters 1, 2, & 3 by Saturday, 6/6 @ 11:59 PM
3. IRIS #1 Activity due by Monday, 6/8 @ 11:59 PM
4. Post Response to at least 1 peer’s Chapters 1, 2, & 3 by Tuesday, 6/9 @ 11:59 PM
5. Post Response to at least 1 peer’s “Improving Self-Efficacy and Motivation” by Tues., 6/9 @ 11:59 PM
6. Begin draft of UDL Lesson Plan (Due Thursday, 7/2). Post to discussion thread.
7. Begin draft of Mini-Review of Literature (Due Thursday, 7/2). Post to discussion thread.

Week 3: Monday, 6/15 – Saturday, 6/20

1. Post Initial Response to Chapters 4, 5, & 6 by Wednesday, 6/17 @ 11:59 PM
2. Post Response to Teaching Video #1 by Wednesday, 6/17 @ 11:59 PM
3. Post Response to at least 1 peer’s Chapters 4, 5, & 6 by Saturday, 6/20 @ 11:59 PM
4. Post Response to at least 1 peer’s response to Teaching Video #1 by Saturday, 6/20 @ 11:59 PM
5. Continue work on your UDL Lesson Plan (Due Thursday, 7/2). Post revision as reply to earlier discussion thread post with a bulleted revision list in your message. Schedule 1-1 WebEX draft review with Dr. Elwood for next week.
6. Continue work on your Mini-Review of Literature (Due Thursday, 7/2). Post revision as reply to earlier discussion thread post with a bulleted revision list in your message. Schedule 1-1 WebEX draft review with Dr. Elwood for next week.

Week 4: Monday, 6/22 – Saturday, 6/27

1. Post Initial Response to Chapters 7, 8, & 9 by Wednesday, 6/24 @ 11:59 PM
2. Post Response to at least 1 peer’s Chapters 7, 8, & 9 by Saturday, 6/27 @ 11:59 PM
3. IRIS #2 Activity due by Saturday, 6/27 @ 11:59 PM
4. DRAFT REVIEW (DUE Tuesday, 6/30 by 5 pm) of your UDL Lesson Plan (Due Thursday, 7/2).
5. DRAFT REVIEW (DUE Tuesday, 6/30 by 5 pm) on your Mini-Review of Literature (Due Thursday, 7/2).

Week 5: Monday, 6/29 – Thursday, 7/2

1. Post Initial Response to Chapters 10, 11, & 12 by Monday, 6/29 @ 11:59 PM
2. Post Response to Teaching Video #2 by Monday, 6/29 @ 11:59 PM
3. Post Response to at least 1 peer’s Chapters 10, 11, & 12 by Tuesday, 6/30 @ 11:59 PM
4. Post Response to at least 1 peer’s response to Teaching Video #2 by Tuesday, 6/30 @ 11:59 PM
5. Post Complete Draft of your Mini-Review of Literature by Thursday, 7/2@ noon
6. Post Complete Draft of your UDL Lesson Plan by Thursday, 7/2@ noon
7. Post Evaluation Rubric of your partner’s Mini-Review of Literature by Thursday, 7/2 @ 11:59 PM
8. Post Evaluation Rubric of your partner’s UDL Lesson Plan by Thursday, 7/2 @ 11:59
1. Submit final UDL Lesson Plan by Thursday, 7/2@ noon
2. Submit final Mini-Review of Literature by Thursday, 7/2@ noon

XI. Evaluation and Grade Assignment and Overview of Course Requirements

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.

XII. Course and University Policies

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.

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.
Online Course Guidelines

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- Post assignments on time.
- Work to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and the use of Google Hangouts to support each other. If you have good suggestions or resource ideas, please share them with the instructor and peers.
- Respect and be sensitive toward other classmates by choosing your words carefully.
- Add your opinions to participate in the discussions.
- Check the assignments every week.
- Don’t get behind. If you get behind in an online course, it is usually harder to get back on track than in a traditional course.
- Keep up with assignments and grades. Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
- You are expected to demonstrate maturity and self-direction and to manage your own affairs.
- Do not plagiarize another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
- Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 24 hours at the latest.
- Student login expectations: Login to the course often – once every three days at a minimum. It is also recommended that you monitor email daily.
- Meetings with the instructor – Schedule an online video or face-to-face conference by emailing, texting, or calling the instructor.

Time Requirements:

Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 12 hours each week for 15 weeks on this class. Depending upon how quickly you gain understanding of the content, you may have to spend even more time than 12 hours some weeks.

Late Work:

Help with Blackboard, Technical Issues, and Learning Online:

URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html
“Help” At the bottom of the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2692

If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu.
Technology Requirements:
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/student_resources.html and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.

To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.

To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

Academic Integrity with Course Products and Evaluations:

Please know and respect copyright laws. The work you submit must be your own. It must also be work completed specifically for this course. Work completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation, the instructor will make every effort to continue the course. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

University Policies

a. Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

b. 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 CCH 116. See website http://disabilityservices.tamucc.edu/.

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.

c. Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

d. Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

e. Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

f. 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.

g. 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 Rule13.02.99.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://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade
appeal process, students may contact the Office of Student Affairs.

h. SACS statement (required)
i. Classroom Participation
j. Non-Academic Misconduct
k. Sexual Misconduct

XIII. Bibliography

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