EDUC 5357 – Strategies for Teaching in the Secondary Schools
Course Syllabus – Summer II 2018

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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 have general questions about the course content, you are expected to post your question to the Bb Discussion Forum titled Q&A. You are expected to check this forum first to seek answers for commonly asked questions. I will respond to all questions posted on the forum within a day, but likely sooner. If you are having problems with assignments and readings after checking the forum, please email me directly.

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.

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. §149.1001. Teacher Standards.
(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

V. Pedagogy and Professional Responsibilities Domains and Competencies

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
The beginning teacher will:

- incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  - varying activities
  - interacting with students in different formats, when appropriate
  - soliciting participation
  - extending student responses
  - providing appropriate wait time
  - implementing the lesson at an appropriate level of difficulty
  - using higher level questioning

(TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)

- evaluate and provide feedback on student progress during instruction through:
  - communicating learning expectations
  - monitoring students’ performances as they engage in learning
  - reinforcing correct responses/performances
  - providing corrective feedback or clarifying
  - re-teaching using a different strategy, as appropriate

(TExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)

- maximize the amount of time available for instruction by:
  - beginning promptly/avoiding wasted time at the end of the instructional period
  - implementing appropriate sequence of activities
  - maintaining appropriate pace
  - maintaining focus
  - keeping students engaged

(TExES I.003, I.004, III.008; Proficiency II.3)

- managing student behavior by:
  - specifying expectations for class behavior
  - applying rules consistently and fairly

(TExES II.005, II.006; Proficiency II.1)

- present subject matter to teach for cognitive, affective, and/or psychomotor learning by:
  - beginning instruction/activity with an appropriate introduction
• presenting information in an appropriate sequence
• relating content to prior or future learning
• providing for definitions of concepts and description of skills and/or attitudes and interests
• providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests
• stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests
• providing opportunities for application of knowledge learned
• closing instruction through assessing students’ knowledge of the objective

(TExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)
• use effective communication skills by:
• making no significant errors in content
• explaining content and/or learning tasks clearly
• using correct grammar
• using accurate language
• demonstrating skill in written communication
• using appropriate vocal delivery

(TExES III.007; Proficiencies I.1, IV.2)
• create a learning environment by using strategies to motivate students to learn through:
• relating content to student interests/experiences
• challenging students by using higher level thinking/problem solving skills

(TExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)
• maintaining a supportive environment by:
• avoiding sarcasm and negative criticism
• establishing a climate of courtesy and respect
• encouraging slow and reluctant students
• establishing and maintaining a positive rapport with students

(TExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)
• demonstrate enthusiasm for teaching by:
• employing varied expressions
• demonstrating varied voice intonation

(TExES III.007; Proficiency II.5)
• exhibit improvement in instructional techniques during each observation

(TExES IV.012; Proficiency IV.4)
• apply learning principles in the classroom

(TExES III.008; Proficiency I.1)
• analyze and reflect upon teaching performance

VII. Technology Competencies

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally to reinforce and promote learning.

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

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 Theories; Curriculum Development & Lesson Planning; Pedagogy/Instructional Strategies)

• 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 that are categorized into four main areas for assessment. All of your assignments are listed under in “Course Content” organized by Week in Bb and you can locate them easily on the Bb calendar.

1. Active Participation
   - Peer review of mini literature review & lesson plan
   - Conferences with Dr. Reinhardt
2. Course Readings
   - Quizzes
   - Discussion board posts
3. Planning and Teaching
   - Lesson Plan
4. Research
   - Mini Literature Review

Active Participation:
Peer Review

The purpose of these assignments is threefold:
1) to allow your partner to have an outside reader of her or his work before submitting it for a final grade;
2) to provide you with the opportunity to see another Literature Review and 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.

Evaluation of Partner’s Mini-Literature Review
Students will be partnered with a peer (or peers) in the class. Partners will evaluate each other’s Mini-Literature Review according to the “Mini-Literature Review Rubric” posted in Bb under “Mini-Literature Review.” Evaluations should reflect a serious, professional, and thoughtful reading of the MLR.

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

Students who use the “Mini-Literature Review Rubric” and whose evaluations appear to reflect a serious, professional, and thoughtful reading of their partner’s Mini-Literature Review will receive full credit for this assignment. Students whose evaluations do not use the “Mini-Literature Review 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-Literature Review Rubric” provides the specific criteria you are required to use to evaluate your partner’s literature review.

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.

Evaluation of Partner’s Lesson Plan

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 “Lesson Plan Resources.”

To assess your partner, you will download the rubric and save a copy. Within the rubric, assess each criteria by highlighting the appropriate level of achievement. You will also use “New Comment” under the Review tool bar in Word to leave specific feedback for each of the criteria. You should include thoughtful feedback that will help your partner revise and improve her or his lesson plan.
Once you have evaluated 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.

Conference with Dr. Reinhardt

You will be required to arrange two WebEx meeting with Dr. Reinhardt to discuss your mini literature review and your lesson plan. You will select a time via Starfish and the day and time is listed for you in the course schedule. You will find a link to Starfish in Bb.

**Course Readings:**

**Syllabus Quiz**
The EDUC 5357 Syllabus Quiz is located in the “Week 1” link in “Course Content” on the left side of the Bb homepage. You are expected to thoroughly read the syllabus and adhere to all policies and deadlines.

**Online Chapter Quizzes**
These quizzes will reflect your comprehension of the assigned reading for this course. A link for your quizzes can be located in “Course Content” in Bb.

**Discussion Forum**
You are expected to participate and share the initiation of intellectual dialogue and to guide yourself and your classmates, in the dissemination, analysis, and creation of course relevant information. In particular, you must maintain communicative visibility when engaged in an online discussion forum. You must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions.

**Planning and Teaching Analysis:**

**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 “Lesson Plan Resources” on the course Blackboard homepage to find the 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 “Lesson Plan Resources” on the course homepage.

After using your partner’s evaluation and feedback to revise your Lesson Plan, submit it to the
Lesson Plan Assignment under “Course Content.”

**Research:**

Mini-Literature Review:
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 Literature Reviews” file found in “Mini-Literature Review Resources” link on the course homepage.

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

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

**X. Assignments/Calendar**

**Course Schedule**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Day</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td>1. Syllabus Quiz</td>
<td>1. July 5th</td>
</tr>
<tr>
<td>2. Readings (located under “Course Content&gt; Week 1”)</td>
<td>2. Initial post to readings due Thursday</td>
</tr>
<tr>
<td>• “Spoiled Rotten Kids”</td>
<td>Response to Peer due Saturday</td>
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<tr>
<td>• “Stressed Out Kids”</td>
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<tr>
<td>• “Relationships”</td>
<td>3. TEKS for lesson plan due Friday (post in discussion)</td>
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<tr>
<td>• “You Can Teach for Meaning”</td>
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<tr>
<td>3. Planning and Lesson Analysis</td>
<td>4. Topic for Mini Literature Review due Friday (post in discussion)</td>
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<tr>
<td>• Select TEKS for first lesson plan</td>
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<tr>
<td>4. Research</td>
<td></td>
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<tr>
<td>• Select an initial topic for Mini Literature Review (MLR)</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>1. Reading</td>
<td>1. Initial post to reading due Thursday</td>
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<tr>
<td>• “Improving Self-Efficacy and Motivation” (located under “Course Content&gt; Week 2”)</td>
<td>Response to Peer due Saturday</td>
</tr>
<tr>
<td>• Part 1: Introduction to Teaching and Learning in Middle and Secondary Schools (Chapters 1, 2, &amp; 3)</td>
<td>Quiz Part 1 due Saturday</td>
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<tr>
<td>• Quiz Part 1</td>
<td>2. 1st draft of LP due Friday (post in discussion)</td>
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<tr>
<td>2. Planning &amp; Teaching Analysis</td>
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<tr>
<td>• 1st draft of Lesson Plan (LP)</td>
<td></td>
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<tr>
<td>3. Research</td>
<td>3. 1st draft of MLR due Friday (post in discussion)</td>
</tr>
<tr>
<td>• 1st draft of mini literature review</td>
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<tr>
<td>Week 3</td>
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| 1. Planning & Teaching Analysis | • 1st draft of Lesson Plan  
• Continue work on revisions of your Lesson Plan. | 1. Response to peer LP due Tuesday (post in discussion) | 2. Response to peer (check your group in Bb) MLR due Tuesday (post in discussion) |
| 2. Research         | • 1st draft of mini literature review  
• Continue work on revisions of your Mini-Review of Literature. | 3. Initial post to reading due Thursday  
Response to Peer due Saturday  
Quiz Saturday | 4. Conference must be scheduled July 18-20 via Starfish |
| 3. Reading          | • Part 2: Planning for Instruction (Chapters 4, 5, 6, & 7)  
• Quiz Part 2 |                                                                 |                                                                 |
| 4. Active Participation | • Conference with Dr. Reinhardt over LP & MLR via WebEx | 1. Conference must be scheduled July 25-27 via Starfish | 2. Initial post to Part 3 reading due Thursday  
Response to Peer Part 3 initial post due Saturday  
Quiz Part 3 due Saturday |

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<tr>
<th>Week 4</th>
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</table>
| 1. Active Participation | • Conference with Dr. Reinhardt over LP & MLR via WebEx | 1. Initial post to Part 4 reading due Tuesday  
Response to Peer Part 4 initial post due Friday  
Quiz Part 4 due Friday | 2. Final Lesson Plan due Thursday  
3. Final Mini Literature Review Due Thursday |
| 2. Reading          | • Part 3: Selecting and Implementing Instructional Strategies (Chapters 8, 9, & 10)  
• Quiz Part 3 |                                                                 |                                                                 |
| 3. Planning & Teaching Analysis | • Final draft of Lesson Plan | 1. Initial post to Part 4 reading due Tuesday  
Response to Peer Part 4 initial post due Friday  
Quiz Part 4 due Friday | 2. Final Lesson Plan due Thursday  
3. Final Mini Literature Review Due Thursday |
| 4. Research         | • Final draft of mini literature review | 1. Initial post to Part 4 reading due Tuesday  
Response to Peer Part 4 initial post due Friday  
Quiz Part 4 due Friday | 2. Final Lesson Plan due Thursday  
3. Final Mini Literature Review Due Thursday |

**XI. Evaluation and Grade Assignment and Overview of Course Requirements**

All work will be submitted online via Bb, although it is expected that you will work on and access documents in the GoogleDrive. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Due to the condensed timeline for this course, it is imperative that you turn in all assignments when they are due. Late work will not be accepted unless your experience extenuating circumstances, and if so, you must contact Dr. Reinhardt immediately to make alternative arrangements.

As a teacher, you will be judged by parents, other teachers, your administration and the public in your actions, your speech, and your writing. It is vital to strive for excellent in communication in all areas.
In this course, you will always be graded on the quality of your writing. You are a model for our profession and your expertise in written communication is paramount. Seek assistance from the Center for Academic Student Achievement to improve your skills.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Graded value</th>
</tr>
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<tbody>
<tr>
<td><strong>Active Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Peer Review – You will be paired up by Dr. Reinhardt</td>
<td>100 points each, 2 reviews</td>
</tr>
<tr>
<td>Conference with Dr. Reinhardt via WebEx <a href="https://tamucc.starfishsolutions.com">https://tamucc.starfishsolutions.com</a> to schedule</td>
<td>10 points, 2 conferences related to Lesson Planning and Mini Literature Review</td>
</tr>
<tr>
<td><strong>Course Readings</strong></td>
<td></td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>20 points</td>
</tr>
<tr>
<td>Online Chapter Quizzes</td>
<td>40 points each, 4 quizzes</td>
</tr>
<tr>
<td>Discussion Board postings</td>
<td>10 points each, 10 initial posts/10 replies</td>
</tr>
<tr>
<td><strong>Planning &amp; Teaching Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>Selection of TEKS for lesson planning</td>
<td>No points</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>300 points</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>Selection of topic for Mini-literature Review</td>
<td>No points</td>
</tr>
<tr>
<td>Mini Review of the Literature</td>
<td>300 points</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td>1100</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>QUALITY OF WORK</th>
<th>LETTER GRADE</th>
<th>PERCENT RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>93% -100%</td>
</tr>
<tr>
<td>On-Degree Level Work</td>
<td>B</td>
<td>85% -92%</td>
</tr>
<tr>
<td>Minimal/ Needs Improvement</td>
<td>C</td>
<td>75% -84%</td>
</tr>
<tr>
<td>Poor/ Attempted And Submitted</td>
<td>D</td>
<td>65% -74%</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>64% or below</td>
</tr>
</tbody>
</table>

XII. 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 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://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

Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

Classroom access is strongly recommended for students enrolled in this teacher education degree program. Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum

Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

i. Clear central idea carefully and coherently developed with intended emphasis
ii. Correct grammar; no persistent mechanical errors
iii. Neat appearance with evidence of having been carefully proofread
iv. Academic integrity and honesty
v. Full documentation of research work
vi. References cited using APA style (except in Discussion postings in online classrooms). A Pocket Guide to APA Style is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: http://www.apastyle.org/

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin. Slightly revised again by Dr. Frank Lucido, Associate Dean of College of Education, 1/20/2014

i. Classroom Participation

In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

Assignments submitted prior to the official start date will not count toward your participation.
Financial aid may be negatively affected if class participation as defined above is not met. If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

j. Non-Academic Misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either
i. The instructor’s ability to conduct the class,
ii. The inability of other students to profit from the instructional program, or
iii. Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

k. Sexual Misconduct
Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.