Educating leaders of faith and character

School of Education
Curriculum and Instruction
EDUC3304/6334

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Prerequisites
Admission to Teacher Education

Textbook and Other Resources:

Other Resources/Reference Books:
- Articles posted through Blackboard® for additional classroom discussion.

Course Description
Effective teachers are considered by the UST School of Education faculty as those who have an understanding of the diverse nature of their students and hold positive expectations for their success; are
good classroom managers; and know how to design lessons for student mastery. This course will strive to provide this knowledge and these skills. This syllabus is a work-in-progress and will be adjusted as necessary. When such adjustments occur, students will be notified via email and in class.

Course Objectives
TExES Competencies

The following are competencies that you will be responsible for demonstrating successfully as part of the TExES exam. This exam is taken during your last semester before graduating.

- **Standard I** – The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II** – The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III** – The teacher promotes student learning by providing responsive instruction makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV** – The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain I – Understanding Learners

- The teacher uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.
- The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students’ learning and self-esteem.
- The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
- The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.
- The teacher understands how cultural and socioeconomic differences affect student learning and is able to address these issues in instructional planning.
- The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

Domain II – Enhancing Student Achievement

- The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.
- The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.
- The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and the real world.
• The teacher is able to understand, design, and demonstrate appropriate instruction that reflects the TEKS, follow logical sequencing, integrates content across disciplines, and takes advantage of technology and other materials that support instructional goals and engage learners.
• The teacher uses processes of informal and formal assessment to understand individual learners, monitors instructional effectiveness, and shape instruction.
• The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual support.

Domain III – Understanding the Teaching Environment

• The teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professional in the system to create a school culture that enhances learning and encourages positive change.
• The teacher knows how to foster strong school-home relationships that support student achievement of desired learning outcomes.
• The teacher understands how the school relates to the larger community and knows strategies for making interactions between school and community mutually supportive and beneficial.
• The teacher understands requirements, expectations, and constraints associated with teaching in Texas, and can apply this understanding in a variety of contexts.

Course Topics: The course will cover a variety of basic topics, including, but not limited to:

• Cooperative learning
• Curriculum development and alignment to standards
• Ethics and professionalism
• Formal and informal learning
• Future trends in education
• Instructional strategies
• Lesson planning
• Mastery learning
• Personalized learning
• Professional development
• Service-based learning
• Starting the school year/first day activities
• Technology and STEM
• Teachers and the teaching profession
• Writing effective goals and objectives

Social Justice Tenets
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

• **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

• **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
• **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education. While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76</td>
</tr>
</tbody>
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**Professional Standards of Behavior** – The School of Education is a professional development school that holds its students to the highest standards of the education profession.

**Participation** – The goal of this class will be to have as much discussion as possible about what it means to be a teacher, how to teach, writing good lessons, engaging students, teaching strategies, and professionalism. Students will be expected to come to each class fully prepared and to engage in discussions, group work, and other activities.

**Assigned Reading** – For each area of study, students will review related text and any ancillary material designated by the instructor prior to the designated class session. Course schedule is attached to this syllabus detailing course reading assignments. Additional articles outside the textbook will be placed in Blackboard®.

**Attendance** – Students will be expected to attend all classes, to arrive on time, and to respect time-lines for breaks. For each unexcused absence, 2.5 points will be deducted from the final course grade. Any absence for which the instructor has not given prior approval will automatically be considered unexcused. Allowances for absences that result from emergencies will be made at the discretion of the instructor. Three (3) absences – excused or otherwise – will result in a failing grade for the course or administrative drop. One (1) point will be deducted from the final course grade for each unexcused late arrival. Any unexcused late arrival of 25 minutes or more will be considered an unexcused absence.

**Student Products** – In all written work, grammar, sentence structure, organization, and spelling will be of such quality as to be an outstanding model for other educators. All work cited by the student in papers or projects should follow the style manual of the American Psychological Association. This website can serve as a reference for APA style: [http://owl.english.purdue.edu](http://owl.english.purdue.edu/ Another source for this information: [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

**Turning in Work** – All assignment must be turned in through the course’s Blackboard® electronic drop box no later than the beginning of class on the days designated. Work must be turned in by the due date. Work turned in after the due date will be accepted with a loss of 2.5 points per day late. Two weeks after
the due date, work will no longer be accepted for a grade. Acceptance of late assignments without deductions will be at the sole discretion of the professor. **No extra credit will be given.**

**Major Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day activities</td>
<td>Assigned weekly</td>
<td>10%</td>
</tr>
<tr>
<td>What’s Trending</td>
<td>Feb 12</td>
<td>5%</td>
</tr>
<tr>
<td>Service Learning/Project-Based Learning report</td>
<td>Mar 19</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Apr 2</td>
<td>15%</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>April 30</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations</td>
<td>Apr 23/30</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>As assigned</td>
<td>10%</td>
</tr>
</tbody>
</table>

This class is a combined graduate/undergraduate course. Graduate students will be held to a higher standard in terms of quality of work and depth of discussion.

**Reflection papers:** Learning to be a reflective educator is an important part of being an effective educator. Therefore, there will be several reflection papers due throughout the semester. These will be due the week after they are assigned.

**Professional Development:** Continuing your personal professional development during your teaching career is very important in order to stay current on educational trends and teaching methods, as well as maintain your certification. However, not all professional development is for everyone. Look into professional development opportunities you would be interested in. Interview at least one teacher and find out what they do to maintain their professional development. Research professional development opportunities and find at least three opportunities you would do if money were no object. Write a 3-5 page report discussing your findings.

Include in the discussion:

- Discussion of teacher interview regarding professional development and its importance
- The list of conferences you found interesting with explanation of
  - Expected benefits
  - Sponsoring organization, costs of attendance
  - Expected personal benefit for classroom

**First day activities:** At the beginning of the new school year (or every semester if you teach high school), you are presented with new students. It is important to get to know your students as quickly as possible. Having “first day” activities is one way to be ready for the new school year. For this assignment, each week a student will be responsible for presenting a “first day” activity to start each class period. A copy of the activity will be made for everyone in the class and posted to Blackboard®.

**What’s Trending** – The field of education is constantly changing. As teachers, you will be expected to change with it. This means staying up on trends, teaching methods, changes in your field, etc. Students will research what is trending in their content area for class discussion. Class time will be spent discussing current trends in teaching. Student will write a 1-2 page paper explaining the trend and how it is changing classroom learning.
**Service Learning/Project-Based Learning Report** – Service learning is a project/service that is done for a specific group/entity that is directly tied to the content. It includes a reflection piece following completion of the project to explain what was learned. Project-based learning occurs in several ways but is a way to use student-directed instruction for learning. For this report, students will research how service learning or project-based learning is being used in the K-12 classroom and interview a teacher who is incorporating it in their classroom.

This report should incorporate the following elements:

- A discussion of a specific project being done.
- The impact of the project on learning
- How it impact’s student motivation, teacher-student interaction, and overall impact on the classroom.

**Lesson Plans:**  
**Graduate students:** Create a unit plan: Write 5-7 inter-related lesson plans for the unit using one of the lesson plan formats discussed in class.  
**Undergraduate students:** Write a series of three inter-related lesson plans using one of the lesson plan formats discussed in class. Lesson plans must include:

- TEKS
- Well-written lesson objectives
- Links to any media used
- Samples of worksheets
- Instructions for any activities – you might want to include pictures of activities if possible
- Inclusion and explanation of technology and purpose of use
- Assessment measures (formative and summative) including how you will determine mastery.

**Presentations:** Students will present a mini-lesson from their lesson plan assignment as their final examination. During this mini-lesson, student will present a part of their lesson – activity, teach piece, assessment measure. Presentation will include explanation of lesson, explanation of what is being presented, assessment, student mastery, etc. emphasis will be placed on time management and communication skills. Student feedback will be given by peers and professor. Students will write a reflection on their presentation. Length of presentation: 10-15 minutes.

**Academic Misconduct**

All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials without proper citation) or copying or borrowing heavily from another student’s work will fail this class. The University holds Academic Misconduct as a serious and punishable infraction.

**Plagiarism** is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works
from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

In addition, copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while writing. Teacher educators’ must be able to integrate information from multiple sources. Drawing from one source, then another source, etc. is not appropriate for our teacher educators.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Formatting Guidelines: Please follow these formatting guidelines, unless otherwise directed by your instructor:

- Papers should be typed. Double spacing is acceptable, but this means you must write a longer paper. For example, a 1-2 page single spaced paper should be 2-4 pages double spaced.
- Your name, the course title/number, and the date should be written in the upper right hand corner, single-spaced. Do not add an additional title page.
- Center the title two lines below the date. (A title may be optional.)
- The body of the paper should be double-spaced.
- The top and bottom margins should be 1 inch all around. These are the default margins in Microsoft Word.
- Use a 12-point font that is clear and easy to read, such as Arial or Times New Roman. Script or cursive fonts will not be accepted.
- Number pages in the header.
- Properly cite all references according to APA style.
- Professional editing and proofreading are expected. Papers should be written in standard English and free of grammatical, punctuation, spelling and other editing issues. Papers with frequent mechanical issues may not pass, regardless of content.
- If the assignment calls for you to write 2-4 pages, writing 1 1/2 pages will not be sufficient, and even a scant two pages may not suffice. A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, adding articles of speech, images, tables, etc.

Use of Personal Technology Devices
All cell phones should be turned to vibrate or silent mode before class begins. I hope to use many methods of technology in class and as such, laptops are encouraged to be brought to class, but should be used solely for the purpose of the class and not for checking email and updating Facebook statuses. Abuse of this policy will result in revocation of the use of technology during class.

Use of UST Email Accounts
All email communications regarding this course will be done through the students’ University of St. Thomas email accounts. Students should check their accounts regularly for communication from the instructor. Email messages will NOT be accepted through Blackboard®.
**Blackboard® Course Management System**
Course materials can be found on the University’s Blackboard® course management system. Students should regularly consult their Blackboard® account for announcements or course updates. All written assignments will be submitted through the assignment Dropbox. Any additional course discussions will be conducted via the Blackboard® course management system.

**Student Accommodations**
The University of St. Thomas wishes to make all reasonable academic accommodations to assist its students in being successful. Students with a documented disability should contact Counseling and Disability Services in Crooker Center as soon as possible to request consideration by the Committee for Academic Accommodations. The office can be reached at (713) 525-6953 or 3162. After attaining the committee’s recommendations, please schedule an appointment to meet with the instructor to discuss appropriate accommodations for this course. This should be done as early in the semester as possible. Waiting until the end of the semester to inform the professor of required accommodations is too late.

**Incompletes**
An incomplete may not be requested because you failed to keep up with your class work. They are reserved for extenuating circumstances that prevent you from completing one small portion of the course or assignment. In accordance with the student handbook, page 67:

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the class and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. Upon completion of the work within the next regular semester at the time prescribed by the faculty member (no later than the end of the following regular semester), the faculty member will award the student a letter grade, including the possibility of an "F". An “I” grade that is not replaced by a letter grade or an “IE” grade will automatically become a grade of “F”.