

1. Virtual Campus

**SCHOOL OF EDUCATION**

1. **University Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.
2. **Course Number and Title: EDUC5328 Instructional and Assessment Strategies II**
3. **Spring 2 2024 VC01 Mar 25-May18**
4. **Professor:** Linda Hutcherson-Beckel, Ed.D.
5. **Phone:** (806) 336-5015-Cell Email: lindah@wbu.edu
6. **Office Hours:** 8am-9pm Mon-Sat Location: Home
7. **Online Catalog Description:** **EDUC 5328** An extension of EDUC 5305 and includes advanced techniques in planning, instructional strategies and assessments. Examination of major curriculum trends and as well as strategies being used to implement curriculum reforms. Prerequisite(s): EDUC 5305  Field experience: 6 hours
8. **Prerequisite:** EDUC 5305 Instructional Techniques

10: Textbook Instruction: A Models Approach
Thomas H. Estes; Susan L. Mintz; Mary Alice Gunter

7th Edition

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1. **Course Outcome Competencies and Course Requirements:**

Educator Standard One: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. The student will be able to:

* + - 1. Plan instruction that motivates students to want to learn and achieve
			2. Exhibit appropriate knowledge of a subject to promote student learning
			3. Use a variety of pedagogical techniques to convey information and teach skills
			4. Use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives and communicate that assessment criteria and standards to students
			5. Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding

Educator Standard Three: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. The student will be able to:

* + - 1. Interact with students in ways that reflect support and show respect for all students
			2. Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
			3. Use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions
1. **Course Outline and Grading Structure:**

| **Module** | **Topic** | **Due Date** |
| --- | --- | --- |
| 1 | **Direct Instruction: A Review** | **Mar 28** |
| 2 | **Indirect Instruction** | **Apr 4** |
| 3 | **Concept Attainment Model** |  **Apr 11** |
| 4 | Midterm | **Apr 16-18** |
| 5 | **Cause-and-Effect Model** | **Apr 25** |
| 6 | **Socratic Seminar Model** | **May 2** |
| 7 | **WebQuest Model** | **May 9** |
| 8 | Final | **May 14-16** |

1. **Computation of final grade:**

Weekly Assignments and discussion boards and quizzes- 180 points

Midterm exam-50 points

Final exam-100 points

**University Grading System:**

A 90-100 % Cr for Credit

B 80-89 % NCR No Credit

C 70-79 % I Incomplete\*

D 60-69 % W for withdrawal

F below 60 % WP Withdrawal Passing

 WF Withdrawal Failing X No grade given

## IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

1. **Attendance requirements:**

Any student who misses 25% or more of the regularly scheduled class meetings/due dates may receive a grade of “F” in the course. You are training to be a professional. **You will never be any better educator than you are a student.** Any necessary absences are expected to be explained beforehand and arrangements made for assignments. Any unavoidable absences are expected to be explained ASAP via voice mail or email. Any unexplained absence will result in no credit for that day. The expectation is that any student training to be a professional will be prompt, prepared and an active participant in the class activities for each day.

1. **Academic Honesty:**

Statement on Academic Integrity

“Wayland proudly adheres to high standards of intellectual, moral, ethical, and spiritual values.

Convinced that self-discipline is more desirable than outside force and that the truly educated

person must pursue what is right under all circumstances, Wayland entrusts each student

with the solemn obligation of preserving these standards.”

- Wayland Baptist University Student Handbook

In light of Wayland’s strong Christian heritage, students are expected to conduct themselves in accordance

with the highest standards of academic honesty, ethical behavior, and personal integrity. Therefore, the

following--and any related acts of academic dishonesty--are to be avoided at all times:

• Submitting as your own work any assignment completed by another person or an online bot.

• Copying another’s work or assignment and submitting it as your own.

• Allowing or paying another to complete and submit an assignment on your behalf.

• Providing others access to courses or assignments so that they may complete or submit work

on your behalf.

• Copying any amount of text directly from a website, book, document, video, or other source

without appropriately noting the original source of that information.

• Paraphrasing or rewording unique ideas originally presented by another (whether written,

visual, or auditory), either on your own or with paraphrasing tool/software, without

appropriately noting the source of the idea or information.

• Purchasing or otherwise downloading a paper from a website and then submitting any portion of it

as your own work.

• Using or submitting work from a previous or current course, whether your own work or

another student’s work.

Though the above is not comprehensive, it offers examples of academic dishonesty that may result in one or

more of the following repercussions:

• the requirement to redo an assignment or submit an additional assignment

• the lowering of a grade on the assignment

• the awarding of a grade of “F” on the assignment

• the awarding of a grade of “F” for the course

• academic suspension from the University

• permanent academic suspension (expulsion) from the University

To avoid plagiarism (taking the written or spoken words of another and presenting them as your own

without acknowledging the original):

• Place “quotations marks” around any words or texts that you directly borrow from another.

• Acknowledge the original author or speaker of the words using MLA, Chicago, APA, or other

citation style as required by the instructor.

• Offer a clear distinction between your own ideas and those of any outside authors or speakers.

• Speak with a professional librarian in Wayland’s Library/Learning Resources Center for

instruction on best research practices.

• Visit Wayland’s Multidisciplinary Tutorial Services for further explanation and free tutoring.

See the Student Handbook or Policy 8.4.1/Academic Integrity for additional information related to the

consequences of academic dishonesty at Wayland Baptist University.

Policy 8.4.1 Attachment Inception10/08/2014; revised 10/19/22

1. **Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

1. **Grade Appeal:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.