

**WAYLAND BAPTIST UNIVERSITY
SCHOOL OF EDUCATION**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, learning, and service to God and humankind.

COURSE TITLE & NUMBER:
EDUC 3302 Instructional Strategies and Practices (VC)

TERM AND DATES:
Summer 2020 (May 25-Aug 8)

NAME OF INSTRUCTOR:
Dr. Rachel Torres

PHONE NUMBER & EMAIL:
432-556-8581 (texting OK)
rachel.torres@wayland.wbu.edu or dr.rjuareztorres@gmail.com

OFFICE HOURS: By phone appointment

CLASS MEETING TIMES/LOCATION:
Virtual Campus/BLACKBOARD

ATTENDANCE REQUIREMENT FOR THIS COURSE/SECTION

Weekly log in is required. Assignments are scheduled. This is not a self-paced course. Blackboard has an online TRACKING function that records the time and day when students log in the course, which will be referenced by the instructor as a way to determine at the virtual campus.

COMPUTER SKILLS AND SOFTWARE REQUIREMENTS

To successfully complete the requirements for this course, students need the following:

- Access to email address linked to WBU and Blackboard
- Regular access to WBU Blackboard account
- A working computer
- Stable/reliable Internet connection
- Microsoft Office Suite (available to all WBU students) to create and view WORD documents, PowerPoints, etc.
- Adobe Reader to view PDFs.

“NETIQUETTE” AND CIVILITY IN AN ONLINE ENVIRONMENT

The following link will give you insights into online etiquette and acceptable interactions for this course: [HTTP://WWW.ALBION.COM/NETIQUETTE/CORERULES.HTML](http://www.albion.com/netiquette/corerules.html)

COMPUTER EMERGENCIES

- A computer crash will not be considered as an acceptable reason for completing course activities on time. It is important to identify a back-up computer within the first week of course to troubleshoot a possible crash.
- If the WBU server is down or experiencing maintenance, you will be notified in a timely manner.
- Any unforeseen issues related to a server outage or maintenance may result in an amended course schedule.
- Save your work on your desktop or to a USB...just in case! In case an assignment is lost in cyberspace, you'll have a copy to re-submit.
- For more information and technical support with WBU Instructional Technology, click here: http://www.wbu.edu/academics/online_programs/contactus.htm

COMMUNICATION PLAN

The primary means of communication with the instructor will be via Blackboard email. My replies to email will be within 72 hours.

BLACKBOARD ACTIVITIES AND REQUIRED SKILLS

The following is a list of activities that will be integrated in this course:

- AVID strategies: WICOR (writing to learn, inquiry, collaboration, organization, and reading to learn)
- Blackboard Discussion Boards/Posting to Discussion Board
- Blackboard Quizzes
- Knowledge of MS WORD—word processing, creating files, saving files
- Knowledge of Blackboard; technical assistance is available
- Email
- Attachments—opening and sending
- Submitting assignments electronically

CATALOG COURSE DESCRIPTION:

Proficiency is developed in the use of lesson planning and instructional models. Field experience: 8 hours, which will be determined in light of COVID-19 guidelines.

COURSE OVERVIEW:

This course provides an in-depth study of research-based instructional methods. Students will write objectives, develop lesson plans, experience methods of teaching, practice instructional strategies, and prepare teaching units for the appropriate level of classroom.

PREREQUISITE: None

REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:

Estes, Thomas H. and Mintz, Susan B. (2016) *Instruction: a models approach. 7th ed.* Pearson: Boston MA. ISBN-10: 0134046889. ISBN-13: 9780134046884

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.

COURSE REQUIREMENTS & GRADING CRITERIA:

Conduct & Participation In preparation for a career as a professional educator, students enrolled in this course will be expected to conduct themselves with honesty, responsibility, integrity and timeliness. In order to achieve optimal learning outcomes from this course, students will be active, critical thinking participants in group discussions, presentations, and activities. All assignments are due as indicated within this syllabus, unless otherwise specified by the instructor during the course. All assignments must be word-processed unless otherwise specified by the instructor.

UNIVERSITY GRADING SYSTEM:

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A	90-100%	Cr	Credit
B	80-89%	NCR	No Credit
C	70-79%	I	Incomplete*
D	60-69%	W	Withdrawal
F	Below 60%	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

Computation of final course grade:

Assignment Type	Quantity	Worth	Total Possible
Blackboard Quizzes	2	20 points/each	40 points
Blackboard Discussion Boards	5	50 points/each	250 points
Assessment	1	50 points	50 points
Lesson Plans	5	20 points/	100 points
Instructional Techniques in Action (field experience—8 hours)	8 hours	20 points/each	160 points
Curriculum Project (Final)	1	400 points	400 points
TOTAL POSSIBLE FOR THE COURSE = 1000 points			

General Overview of the Course
<ul style="list-style-type: none"> • Phase 1: School and Society • Phase 2: Teaching and Learning: Goals and Objectives • Phase 3: Instructional Models • Phase 4: Note-taking • Phase 5: Assessment • Phase 6: Case Study Curriculum Project (Final)

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.

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.

GRADING AND FEEDBACK

All course assignments must be submitted before or on set due dates and times. If a student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor. Late submissions will be accepted up to 24 hours after the initial due date at 50% possible points. If there is a family or medical emergency, it is expected that the instructor will be contacted **before** an assignment is due. Any extension on assignment submission is at the instructor's discretion. Assignments will be scored within one week of submission; in addition, individual feedback or general feedback will be provided. For longer assignments, additional days will be necessary for scoring. **NOTE: Due dates and times for activities will adhere to the time recorded in Blackboard will be considered the official time of submission.**

ACADEMIC HONESTY:

University students are expected to conduct themselves according to 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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

DISABLED PERSONS:

It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

TENTATIVE COURSE OUTLINE

The instructor reserves the right to amend the tentative course outline as needed for the duration of the course.

	Topic	Readings	Blackboard Assignment (due before the next class meeting)
Week 1 May 25-May 31	Online introductions and Syllabus Quiz	--	Online Introductions Must pass Syllabus Quiz before Module 1 is released
Week 2 June 1-June 7	Module 1: School and Society	Chapter 1: Standards and Content in Schools	Discussion Board 1
Week 3 June 8-June 14	Module 2: Teaching & Learning	Chapter 2: Objectives, Assessment, & Instruction	Discussion Board 2
Week 4 June 15-June 21	Module 3: The Concept Attainment Model	Chapter 4	Quiz 1 Lesson Plan 1
Week 5 June 22-June 28	Module 4: The Concept Development Model	Chapter 5	Lesson Plan 2
Week 6 June 25-July 5	Module 5: The Vocabulary Acquisition Model	Chapter 7	Midterm Exam
Week 7 July 13-July 19	Module 6: The Inquiry Model	Chapter 11	Discussion Board 3 Lesson Plan 3
Week 8 July 20-July 26	Module 7: The Synectics Model	Chapter 12	Quiz 2 Lesson Plan 4
Week 9 July 27-Aug 2	Module 8: Note-taking	Instructor will provide link/materials	Discussion Board 4 Assessment Lesson Plan 5
Week 10 Aug 3-Aug 8	Case Study due (final project)	Chapter 13, 14, or 15 (depending on your level of certification/teaching credential)	Final Project Discussion Board 5 Log of Field Experience (8 hours)

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\COURSE OUTCOME COMPETENCIES/EDUCATOR STANDARDS:

Standard I. Domain I. Competencies 001-004

Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k The importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k Relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.9k The significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.10k How lesson content and skills connect with other disciplines and within the discipline; and
- 1.11k Current research on best pedagogical practices.
- 1.12k The importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k The importance of developing instructional goals and objectives that can be assessed;
- 1.14k The importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.15k The importance of aligning instructional goals with campus and district goals.
- 1.16k The use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k The importance of knowing when to integrate technology into instruction and assessment; and
- 1.18k The use of resources beyond the campus to help students meet academic and nonacademic needs.
- 1.19k The importance of designing instruction that reflects the TEKS;
- 1.21k The importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k How materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k The benefits of designing instruction that integrates content across disciplines; and
- 1.24k The importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k The role of assessment in guiding instructional planning;
- 1.26k The importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k The characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.28k The role of technology in assessing student learning;
- 1.29k The benefits of and strategies for promoting student self-assessment;
- 1.30k The connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k How to analyze data from local, state, and other assessments using common statistical measures.

- 1.1s Plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s Adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s Use effective approaches to address varied student learning needs and preferences
- 1.4s Plan instruction that motivates students to want to learn and achieve; and
- 1.6s Use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; (TEKS) to plan instruction;
- 1.7s Exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s Demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s Plan instruction that reflects an understanding of important prerequisites relationships;

- 1.10s Plan instruction that makes connections within the discipline and across disciplines; and
- 1.11s Use a variety of pedagogical techniques to convey information and teach skills.
- 1.12s Develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s Develop instructional goals and objectives that are able to be assessed;
- 1.14s Develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.15s Develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s Use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s Use technological tools to promote learning and expand instructional options; and support
- 1.18s Use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.19s Plan instructional activities that progress sequentially and stated instructional goals based on the TEKS;
- 1.20s Select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s Use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s Allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s Provide students with opportunities to explore content from many perspectives.
- 2.5k The necessity of communicating teacher expectations for student learning
- 2.12k The classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
- 2.4s Communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.5s Ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.7s Organize and manage groups to ensure that students work together cooperatively and productively;
- 3.1k The importance of clear, accurate communication in the teaching and learning process;
- 3.5k Criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k How to present content to students in relevant and meaningful ways
- 3.7k The use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k The importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.10k Different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
- 3.11k Techniques for structuring and pacing lessons in ways that promote student engagement and learning.
- 3.12k Characteristics of effective feedback for students;
- 3.13k The role of timely feedback in the learning process; and
- 3.14k How to use constructive feedback to guide each student's learning.
- 3.15k The significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k Situations in which teacher flexibility can enhance student learning.
- 3.2s Use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;
- 3.3s Use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

- 3.4s Use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s Use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.6s Apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s Create lessons with a clearly defined structure around which activities are organized;
- 3.8s Create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s Select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s Represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s Use flexible grouping to promote productive student interactions and enhance learning;
- 3.12s Pace lessons appropriately and flexibly in response to student needs;
- 3.13s Engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s Encourage students' self-motivation and active engagement in learning.
- 3.15s Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s Promote students' ability to use feedback to guide and enhance their learning; and
- 3.17s Base feedback on high expectations for student learning.
- 3.18s Respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 3.19s Adjust instruction based on ongoing assessment of student understanding; and
- 3.20s Use alternative instructional approaches to ensure that all students learn and succeed.