



EDCI 545- 41B: Issues in the development of the Elementary Curriculum

Course Syllabus for Spring, 2022 (MISD Cohort)

INSTRUCTOR INFORMATION

Instructor: Sarah Guthery, Ph.D.

University Email Address: *Sarah.Guthery@tamuc.edu*

Preferred Form of Communication: email

Communication Response Time: I try to respond to all emails in 24-48 hours on business days.

COURSE INFORMATION

This course meets 4 times, face-to-face, during the semester. The remaining time will be spent online. I will email as soon as the physical space is assigned.

Class meeting room: Mesquite Metroplex Center, room TBD

Materials – Textbooks, Readings, Supplementary Readings:

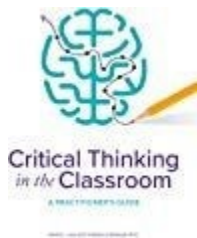
Students should purchase books prior to the first class meeting.

Textbook(s) Required:

Critical Thinking in the Classroom: A practitioners guide by Sandra Love and Rebecca Stobaugh

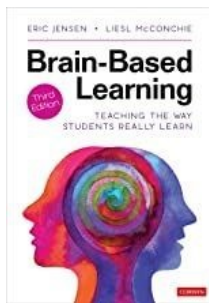
The syllabus/schedule are subject to change.

https://www.amazon.com/Critical-Thinking-Classroom-Practitioners-Guide/dp/162763231X/ref=sr_1_1?crid=6VUTOIKV03QV&keywords=critical+thinking+in+the+classroom+a+practitioner%27s+guide&qid=1573835818&s=books&prefix=critical+thinking+in+the+%2Cstripbooks%2C153&sr=1-1



Brain-Based Learning: Teaching the Way Students Really Learn by Eric P. Jensen and Liesl McConchie

https://www.amazon.com/Brain-Based-Learning-Teaching-Students-Really/dp/1544364547/ref=sr_1_3?dchild=1&keywords=brain+based+learning+books&qid=1606767265&sr=8-3



Course Description

ELED 545: The purpose of this course is to learn best practices for teaching thinking and create engagement in the elementary classroom while focusing on teaching the curriculum. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units for the elementary grades

Student Learning Outcomes:

Overall Objective: The primary objective of this class is for students to: (1) become more fully aware of best practices in teaching the primary subject areas in elementary schools; (2) employ best practices in their classrooms not previously used; (3) document results of employing best practices; (4) develop an in-depth awareness of elementary curriculum (5) contrast currently used teaching practices with those recognized as best practices; and (6) adjust instructional practices accordingly

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By the conclusion of the term, the student will be able to:

1. Be knowledgeable of the TEKS/curriculum for which they are assigned and instructional strategies to best teach the curriculum.
2. Become acquainted with best practices in the major subjects taught in elementary schools.
3. Develop expertise in one of the curriculums that is considered secondary to the core curriculums – and often optional depending on the school system.
4. Implement teaching and learning strategies in one's own classroom based on the learning acquired in this course and/or other courses taken in the cohort program.

Course Requirements

Reading Study Guides 50 each	300
Instructional Implementation Logs 100 each	600
Visit to Classroom Teacher reflection	100
Total	pts 1000

To receive full credit, work must be submitted by the due dates as indicated in the Schedule of Assignments. Since I believe all assignments are worth doing, I will accept late work for partial credit.

Final grades will be determined based on the following scale:

- A 850-1000 pts
- B 750-849 pts
- C 650-749 pts
- D 550-649 pts
- F 549 or below pts

Instructions for Assignments:

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Read Assigned Textbooks (Objectives: 2, 3, 4). The assigned texts are shared on the first page of the syllabus. Both texts are required reading.

Study Guides. (Objectives 1, 2, 3, 4) Each book assignment you assigned is followed by a response assignment, reaction paper, which is to be completed and submitted to Google Classroom. Reaction papers are evaluated based on the quality of the written work and the depth of response in terms of content and reflection.

Instructional Logs (Objectives 1, 2, 4). Six instructional logs will be submitted. This semester the emphasis is on learning about innovative and creative instructional strategies that are supported by research on best practices. Instructional logs this semester will document what you did and how well your students responded. Specific details on how to select your teaching strategy and report results are available by clicking on the appropriate links in Google Classroom. The seven components of the instructional log include: (a) strategy I used and why I used it, (c) research base for the strategy, (d) target population, (e) plan of action, (f) results, and (g) what I learned and next steps.

Visit A Creative Teacher or Program (Objective 1, 2). Visit to a classroom or a teacher who has a reputation for being a model teacher in the specific areas in which you are interested. You will spend one hour or more during the semester visiting a teacher, a classroom, or a special program in which you will, hopefully, observe students and instruction that will meet a special objective you have established. You could visit, for example:

- A teacher on your campus or in your district that is known to be especially creative/effective in one of the subjects that you teach in your classroom. This allows you to get out of your own confines and see something that might inspire you.
- A program on your campus or in the district that provides instruction in the special curriculum area that you or your team are studying this semester, e.g., character education, gifted and talented, etc.

You may already have that teacher or program in mind. If not, you are to speak with your building principal or other professionals on your campus to get ideas. You could also contact the subject area coordinator for the subject area in which you are interested to see what ideas he/she might have. Once you have completed your visit, write a reflection paper on (a) who you visited and for what purpose, (b) what you observed and learned, and (c) how it helped you in your own teaching or understanding of what others do. More specific guidelines are provided in the appropriate links Google Classroom.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Please note for Spring 2021: last day to drop is March 19th

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#) [Undergraduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who

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have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campuses](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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