The University of Texas at

TYLER

Best Practices for Curriculum and Instruction
COURSE SYLLABUS
EDUC 5316.060
Spring 2025

Semester:	Spring 2025 – 7-week Session 1 – January 13th – March 1st
Course Meeting/Room:	Online *There will be a scheduled zoom conference at the beginning of the semester.
Credit:	3 hours
Instructor Information:	Dr. Woonhee Sung
Office:	BEP 243
Office Hours:	Tuesdays and Thursdays 9:30 a.m.-11:00 a.m. (in person) and by appointment (virtual and in person)
Office Telephone:	903-565-7175
E-mail:	wsung@uttyler.edu (preferred method of contact)

** Please put your course and section number in your email subject line, e.g., EDUC 5316

I welcome you to visit with me in person or online. If you need assistance, please email me. We can schedule a Zoom conference if you wish to discuss your grades or class performance.

Catalog Description

This course addresses instructional methods and best practices across core content areas. The course will explore research-based teaching methods and equip students with skills needed to implement research- based teaching methods in the classroom. Students will be provided with exemplar examples of teaching methods in core content areas.

Student Learning Outcomes

Students will...

1. demonstrate an understanding of best practices to design developmentally appropriate, standards-driven lessons. – Texas Teacher Standard 1.B

2. identify objectives based on course content and expected student outcomes to develop lessons that build coherently toward mastery of the learning objectives. – Texas Teacher Standard 1.A(i)

3. explore ways to create a learning environment where students are highly engaged in learning that is student-centered – Texas Teacher Standard 1D(i)

4. demonstrate understanding of a range of instructional strategies, appropriate to different content areas. – Texas Teacher Standard 1.B(ii)

5. explore curriculum and organize it to facilitate student mastery of the content areas. – Texas Teacher Standard 3.B(i)

Overview of Topics and Schedule

Module 1: January 13th-26th
        Foundations of Curriculum & Instruction
        Gradual Release of Responsibility
        Indicators of Best Practice

Module 2: January 27th – February 2nd
        Best Practices for Content Areas

Module 3: February 3rd – 9th
        Instructional Practices for English Learners

Module 4: February 10th – 16th
        Instructional Practices for Gifted and Talented Learners

Module 5: February 17th – February 23rd
        Instructional Practices for Special Education & Technology in the Classroom

Module 6: February 24th – March 1st
        Course Project Final Submission

Evaluation and Grading

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, and exams.

Graded Assignments		
Assignment	**Maximum Points**	**Due Date**
Zoom Conference Participation	25	1/19
Discussion: Best Practices	15	1/26
Best Practices Chapter Reading: Visual Aid	25	1/26
Evidence-based Practices Article	25	2/2
Module 2: Best Practices for Your Content Area	25	2/2
Edpuzzle-Standards-based Instruction	15	2/9
Edpuzzle-Assessments	15	2/9
Edpuzzle-Understanding Content Standards	15	2/9
Supporting English Learners	15	2/9
Course Project Parts 1 and 2	20	2/9
Course Project Part 3	30	2/16
Supporting Gifted and Talented Learners	15	2/16
Discussion: Special Populations	15	2/23
Edpuzzle-Differentiation	15	2/23
Supporting Students in Special Education	15	2/23
Course Project Part 4	25	2/23
Course Project Final Submission	125	2/28

Assignments and point values are subject to change – Canvas will have all assignment details.

Grading
A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = 59% or below of total points

Required Text, Materials/Supplies, and Related Readings

Zemelman, S., Daniels, H., and Hyde, A. (2012). *Best practice: Bringing Standards to Life in America's Classrooms.* Fourth Edition. Portsmouth: Heinemann.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook May also be available from an independent retailer, including an online retailer.

Communication

You may contact me via email at wsung@uttyler.edu. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24-28 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is **email.**

Teaching Strategies

Strategies utilized in the delivery of the course will include various readings, lectures, discussions, group collaboration, Zoom conferences, and application activities/assignments.

Course Policies and Guidelines

1) **Assignment Submission:**
   For written assignments, a "page" is defined as:
   - 8½" x 11" paper
   - Times New Roman or Arial 12-point font
   - Double-spaced (unless otherwise directed)
   - 1-inch margin on all sides.
   - Put page numbers on the top right-hand side.
   - Put the title of the assignment, centered at the top of your paper.
   - **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included**.
   - Upload written assignments on the Canvas website in the marked area in each module.

   a) **Written assignments, quizzes, & exams**
   Some of the assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments and all quizzes and exams are **individual** assignments. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

b) **Late work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. <u>Late assignments are not accepted unless **prior** arrangements have been made with the instructor</u>. Assignments and due dates are posted in Canvas.

c) *Plagiarism.* Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

Unicheck is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.

2) **Participation** and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and presentations are a substantial part of your grade in this course. Please plan accordingly!

3) **Zoom etiquette:** During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you are in an area where you have a stable internet connection. ***Class participation points will be deducted for not following zoom etiquette.***
    Zoom Conference Expectations:
    - Be on time for class.
    - Your video should be on.
    - Be in a quiet location that is free from distraction. Our zoom class should be treated like you are in person. It will help to avoid being in a room with other people.
    - Be an active participant and active listener.

4) **Dispositions -** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions.

Information on dispositions can be found under the attachments of the Course Information Page.

> *According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas.* https://www.uttyler.edu/president/missionstatement.php

> *Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.*

> *A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester, student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.*

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below.
https://www.uttyler.edu/links/

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.