



**Prairie View A&M University  
Whitlowe R. Green College of Education  
Course Syllabus CUIN 4103 P02 Spring 2013  
Instructional Planning and Assessment**

***Note: This course syllabus is a general plan; revisions may be made at the discretion of Dr. Sonia K. Boone.***

**INSTRUCTOR CONTACT INFORMATION AND GENERAL COURSE INFORMATION**

**Instructor:** Sonia K. Boone, Ph.D.  
**Office Location:** Wilhelmina F. Delco Building, Room 310  
**Office Telephone:** 936-261-3665  
**E-Mail Address:** [skboone@pvamu.edu](mailto:skboone@pvamu.edu)  
**Postal Address:** Prairie View A&M University  
P. O. Box 519 Mail Stop 2410  
Prairie View, Texas 77446

**Office Hours:** Mondays, Tuesdays, and Wednesdays: 11:00 a.m. – 3:00 p.m.  
(Unless in Attendance at Departmental/College Meetings)

**Virtual Office Hours:** By Appointment Only.

**Class Location:** Wilhelmina F. Delco Building Room 328

**Class Meeting Days  
And Time:** Tuesdays and Thursdays, 3:30 p.m. – 4:50 p.m.

**Course Web Support:** This course is designated as a web-assisted course. Some class meetings will take place via web interaction, discussions, and assignments. For E-Course access please log on to [www.pvamu.edu](http://www.pvamu.edu).

**Catalogue Description: CUIIN 4103. Instructional Planning and Assessment.** (3-0) Credit 3 semester hours. Instruction and practice in planning instructional lessons, developing and applying teacher-made tests to assess elementary students' progress. The course requires field-based experiences. *Prerequisites: Admission to teacher education, CUIIN 3003 and CUIIN 3013.*

**Required Texts:**

Burden P. R, & Byrd, D.M. (2011). *Methods for effective teaching. Meeting the needs of all students.* (6<sup>th</sup> ed.). New York: Pearson. ISBN 13: 978-0-13-269816-0.

Johnson, S. (2010). *The present: the secret to enjoying your work and life, now!* New York: Broadway Books. ISBN 13: 978-0-307-71954-6.

**\*\*Other related texts and articles will be supplied by the instructor.\*\***

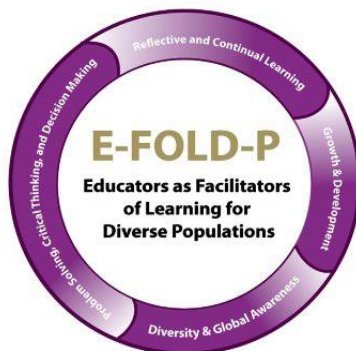
**Related Websites:**

1. [www.sbec.state.tx.us](http://www.sbec.state.tx.us) **It is necessary** that you access this website to **complete your lesson plan and thematic unit assignments.** You will need to correlate these assignments to the Texas Essential Knowledge and Skills (TEKS). You will also need to access this website to complete your **Group Project Presentation** to access the TExES PPR Standards (**you must correlate the TExES PPR standards to your Group Project Presentation**).
2. [www.tamu.edu/pvamu/library](http://www.tamu.edu/pvamu/library) You may access this site for **Test Taking Tips and Reducing Test Anxiety.** You may also reach the **PVAMU Library at 936-261-1500.**
3. [www.bkstr.com/Home/10001-10734-1demoKey=d](http://www.bkstr.com/Home/10001-10734-1demoKey=d) Please access this website for Access to **PVAMU Learning Resources.** You may also reach the **University Bookstore at 936-261-1990.**

**Course Goals/Correlation to:**

- **Conceptual Framework**
- **Content Area and Pedagogy Standards for Texas Educators/TExES Content and Pedagogy Responsibilities Examinations**
- **NCATE**

## Conceptual Framework



The PVAMU Conceptual Framework Model- Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P)- supports the major goals of the Teacher Education Unit. E-FOLD-P guides the design and the implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- Problem solvers, critical thinkers, and decision makers;
- Reflective and continual learners who utilize effective teaching practices;
- Facilitators of student growth and development, by precept and example;
- Educators with understanding and appreciation of human diversity and global awareness.

### Course Objectives/Outcomes

At the End of this course, students will be able to meet the following NCATE/TEXES Standards:

1. Understand the foundations of teaching, including the concepts of effective teaching, standards and professional development, the teacher as a reflective decision maker, and the impact of increasing student diversity.
2. Be able to articulate and demonstrate the fundamentals of planning for instruction, including approaches to planning, and planning considerations.
3. Understand and articulate the types of teacher planning, including course planning, term planning, unit planning, weekly planning, and daily planning, as well as the components of a daily lesson plan.
4. Be able to articulate and design differentiated instruction for diverse learners, including understanding the sources of student diversity, and how to create an inclusive, multicultural classroom.

5. Understand the importance of direct instructional strategies and approaches, as well as indirect instructional strategies and approaches, including social approaches and independent approaches.
6. Understand the importance of implementing strategies that promote student understanding, including summarizing and note taking, reinforcing effort and providing recognition, homework practice, and setting objectives and providing feedback.
7. Understand the importance of assessing and reporting student performance, grading systems, marking, and reporting, and general principles of grading reporting.

### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Projects** – web development assignments designed to measure ability to apply presented course material

**Class Participation (Dispositions)** – daily attendance (**includes absences and tardy arrivals to class**) and participation in class discussions (**includes professional dress**)

### Grading Matrix

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
<b>Quizzes (2)</b>	25 Points Each	50
<b>Outside of Class/E Courses Activities</b>	50 Points	50
<b>Classroom Observations/Field Observations (15 Hours Total)</b>	100 Points	100
<b>In Class Participation, Attendance, and Dispositions</b>	100 Points	100
<b>Midterm Examination</b>	100 Points	100
<b>Group Presentation (Book Chapter, I Read, and TExES Standards Correlation)</b>	100 Points (Artifact)	100
<b>Individual Presentation (My Hobby or Grade Level Lesson Plan)</b>	100 Points (Artifact)	100
<b>Thematic Unit (Inclusive of 3 individual lesson plans for a content area)</b>	200 points	200
<b>Final Examination</b>	200 points	200
<b>Total:</b>		<b>1000</b>

**Grade Determination:**

A = 900-1000 points;

B = 800-899 points;

C = 700-799 points;

D = 600-699 points;

F = 599 and below.

- **Each assignment must be type-written according to APA standards and must include an APA formatted title page.**

**\*\*Late Assignments will not be accepted (Late assignments are defined as assignments submitted to the professor after the class period in which the assignment is due).**

***Course Procedures*****EACH STUDENT IS EXPECTED TO:**

1. **Attend ALL class meetings (this includes arriving to all class meetings ON TIME).**
2. Remain in class for the entire class period, and when presentations are in progress.
3. Purchase required textbooks.
4. Bring your text book to class each day.
5. Complete all required document downloads.
6. **Read and be thoroughly familiar with the course syllabus; follow directions for completing assignments!**
7. Read all supplementary handouts.
8. Utilize all supplementary websites and web sources.
9. **Read the assigned text chapters prior to each class meeting.**
10. Be prepared to discuss and answer questions from the chapters.
11. Be prepared to make meaningful contributions to class discussions.
12. **Complete and document the required 15 hours of DOCUMENTED classroom observations, in your content area, in a public school setting, or in an approved private school facility with children from diverse populations.**
13. **Follow the instructions/requirements/guidelines and/or format provided by the instructor for completing all assignments, including group projects, classroom observations, individual projects, and E-Course/Outside Activity assignments.**

14. **Utilize the required title page format for ALL submitted assignments.**
15. Type all assignments that are to be turned in to the instructor.
16. **Turn in all assignments (major and minor) on the assigned date. (LATE ASSIGNMENTS WILL NOT BE ACCEPTED---NO EXCEPTIONS.)**
17. Take notes on class lectures and classroom discussions.
18. **Bring a Scantron® and a #2 pencil to take your tests and exams. Do not leave class to buy or borrow these items!**
19. Take all quizzes, mid-semester, and final examinations for evaluative purposes.
20. **KEEP A COPY OF ALL ASSIGNMENTS SUBMITTED TO THE INSTRUCTOR, INCLUDING RETURNED ASSIGNMENTS, AS WELL AS ANY OTHER COURSE RELATED DOCUMENTS!**
21. **Listen while others are talking;** refrain from “side conversations”.
22. **Turn OFF all electronic devices – use only before or after class!**
23. **Conference with the instructor, as needed, throughout the semester.**
24. **MAINTAIN A PROFESSIONAL ATTITUDE AND PROFESSIONAL APPEARANCE AT ALL TIMES!**

**Formatting Documents:**

**Microsoft Word is the standard word processing tool used at PVAMU.**

- If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.
- Utilize the services of the Writing Center prior to submitting a major paper or project.
- **Follow the American Psychological Association (APA) writing guidelines** for submitting all essays and/or papers. See the Purdue APA Formatting Style and Guide at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/> Also see this Syllabus Appendix for a sample APA document.
- When using Power Point for presentations, be sure to choose appropriate backgrounds, fonts, font sizes, graphics, and use hyperlinks as needed, and/or as required by the instructor.
- Use Power Point 2003 so that your presentation can be shown on PVAMU computer projection equipment.
- To print out handouts from PPT for class distribution, always choose to print as a black and white handout, with two to four slides per page.

**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
  
Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: [rrwilliams@pvamu.edu](mailto:rrwilliams@pvamu.edu)

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University  
  
Email: [kfnorman@pvamu.edu](mailto:kfnorman@pvamu.edu)

**IMPROPER ACADEMIC CONDUCT, PLAGIARISM, AND ACADEMIC DISHONESTY:**

**Plagiarism is the theft of words, thoughts, and ideas.** Consult the PVAMU Undergraduate Catalog for guideline and procedures related to plagiarism. Also see the web link listed below on *Plagiarism - Frequently Asked Questions* compiled by the Coleman Library staff.

[http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism\\_FAQ.pdf](http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism_FAQ.pdf)

**Academic Dishonesty for this class includes:**

1. Copying from another student's test or exam, taking an exam for another student, or collaborating with another student(s) during an exam.
2. Signing the roll for another student, or related misrepresentation.
3. Using materials during a test that have not been authorized by the instructor giving the exam.
4. Failing to credit sources used in a work or product in an attempt to pass off the work as one's own (Plagiarism is the theft of words, thoughts, and ideas.)
5. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
6. Attempting to receive credit in one or more classes for the same paper or project without written approval of instructors involved.
7. Failure to creditably document 15 hours of actual classroom observations, during the current semester, on the provided Observation Log Form for each course that requires observations. **This will result in a grade of "0" for the required observations assignment.**

#### **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

#### **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

#### **EXAM POLICY**

**Exams must be taken as scheduled by the instructor.** Makeup examinations will NOT be allowed except under documented, extreme emergencies (See Student Handbook).



**PLEASE READ AND BECOME FAMILIAR with the UNIVERSITY ATTENDANCE POLICY, INCLUDING THE FOLLOWING:**

**EXCUSED ABSENCES** – Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and **must be supported by documentation presented to the instructor prior to or immediately up the student's return to class. Students are responsible for all oral and written examinations as well as all assignments (projects, papers, reports) whether absence is Excused or Unexcused.**

**UNEXCUSED ABSENCES** – accumulation of 3 unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes **excessive absenteeism**. The instructor is **not required** to accept assignments as part of the course requirement **when the student's absence is UNEXCUSED**.

**Attendance Policy For CUIV 4103 Spring 2013:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Attendance is included in the final overall grade. For the purposes of this course, three (3) absences will result in the lowering of the student's grade by one letter, and four (4) absences may constitute an automatic grade of "F" for the course. After three (3) excused absences, it is up to the discretion of the professor as to whether or not subsequent absences will result in any grade deductions.**

***Habitual tardies will be counted as absences*** (The first three tardies will count as an absence, at the point that there is a fourth tardy will indicate that a conference with Dr. Boone is needed to determine whether or not it would be expedient to continue in this class).

**Specific Attendance Policies for This Course Include The Following:**

Students are required to attend all class meetings.

In order for an absence to be taken into consideration for being a valid "excused" absence, you must bring appropriate documentation to the instructor when you return from your absence. Appropriate documentation includes official doctor's excuses (for reasons of illness), court documents, etc.

No absences or tardies=100 points

1absence=75 points

2 absences=50 points

3 absences= No points awarded

**\*\*Four (4) Absences may constitute an automatic "F" for this course!\*\***

### Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

#### WRITTEN ASSIGNMENT SPECIFICATIONS

ASSIGNMENT	POINTS	DUE DATES	OTHER SPECIFICATIONS
Quizzes (2)	25 Points Each, 50 Points Total.		Quizzes will cover specified chapters in the book, all power point notes, and any other materials and information that the instructor disseminates to the class.
Outside of Class/E Courses Activities	50 Points Total		These activities will be assigned at the discretion of the professor, and will be submitted through the E-Course System on the assigned day between 7:00 a.m. and 11:59 p.m.
Group Presentations	100 Points Total		Your group will be responsible for a presentation that covers an article (to be provided by the professor), the <b><i>I Read Book</i></b> , and <b><i>correlation to the TExES Standards</i></b> . The presentation should be in the format of the lesson plan, with an assessment planned in the activity. Your group must utilize power point, and your group must submit a paper copy of the power point and all handouts to the professor <b><i>at the time of the presentation</i></b> . (30 minute time limit.)

<b>Individual My Hobby Lesson Plan Presentation</b>	100 Points Total		You will be responsible for teaching a lesson to your classmates following the lesson plan format. You must include the TEKS objectives that will be covered. You must submit a copy of the lesson plan, and all handouts associated with your lesson plan <i>at the time of the presentation.</i> (10-15 minutes max. time limit.)
<b>Thematic Unit (Inclusive of Three Individual Lesson Plans)</b>	200 Points Total		You must create a Thematic Unit for two (2) weeks of lessons to cover all content areas (RLA, Math, Science, Social Studies). You must write three (3) lesson plans in detail within the unit using the lesson plan format. Assessments must be included. You will be responsible for presenting a short presentation over an aspect of your thematic unit (15 minute time limit). All handouts associated with the unit and the three lesson plans as well as the actual lesson plans and the unit must be typed, and submitted to the professor <i>at the time of the presentation.</i>
<b>Midterm and Final Examination</b>	Midterm/100 Points, Final/200 Points		The Midterm and Final will cover specified chapters in the book, all power point notes, and any other materials that the instructor disseminates to the class. These two

			examinations will also cover information covered in the <b>Group Project Presentations.</b>
<b>Classroom Observations/Field Experiences</b>	<b>15 Hours Observation Required/100 Points</b>		You must use the documentation packet provided to document your observations. You will have a timeframe to complete these observations ( <b>January 15-March 15, 2013</b> ). No field observations will be conducted after <b>March 15, 2013. Field Observation Documentation must be submitted during the March 19, 2013 class period.</b>
<b>Attendance, Participation, and Dispositions</b>	<b>100 Points</b>		<p>This includes regular class attendance (see the section regarding attendance), and attending the following:</p> <ul style="list-style-type: none"> <li>• Pre-Service Teacher Institute (Jan. 29, 2013, Delco Room 240-10:00 a.m.)</li> <li>• A practice session with Mrs. Barnes-Green (TBA).</li> </ul> <p>Also included here is participation. This includes coming to class on time and staying in class for the duration, participating appropriately as to not distract other students from learning, and appropriate dress/attire (professional dress).</p>

**\*\*CLASS CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS\*\***  
*(This schedule is subject to change at the discretion of Dr. Boone.)*

<b>Week</b>	<b>DATE</b>	<b>TOPICS AND EVENTS</b>	<b>ASSIGNMENTS DUE</b>
<b>1</b>	Jan. 15-17, 2013	Overview of Syllabus and all related activities. Chapter 1 and 2 Lessons with TExES Correlation	*Complete Syllabus Contract
<b>2</b>	Jan. 22-24	Lesson Cycle Presentation by the Professor. Thematic Unit Presentation by the Professor.	
<b>3</b>	Jan. 29-31	Chapter 3 Lesson with TExES Correlation. <b>*Quiz One*</b>	<b>Check regarding progress on Field Experiences.</b> <b>Groups 1 and 2</b> should prepare for their presentations.
<b>4</b>	Feb. 5-7	<b>Groups 1 and 2 Presentations.</b> <i>Chapter 4 Lesson with TExES Correlation (E Course Activity).</i>	<b>Groups 3 and 4</b> should prepare for their presentations. <b>Students 1-10</b> should prepare for their <b>My Hobby Presentations.</b>
<b>5</b>	Feb. 12-14	Chapter 5 and 6 Lessons with TExES Correlation. <b>Group 3 and 4 Presentations.</b>	
<b>6</b>	Feb. 19-21	<b>Students 1-10 Complete My Hobby Presentations.</b>  Chapter 7 and 8 Lesson with TExES Correlation.	<b>Groups 5, 6, and 7</b> should prepare for their <b>Group Presentations.</b>  <b>Are your FIELD EXPERIENCES complete???? They must be turned in Tuesday March 19, 2013.</b>
<b>7</b>	Feb. 26-28	<b>Groups 5, 6, and 7 Presentations.</b>	<b>Prepare for the Midterm Exam!</b> <b>Students 11-21</b> should prepare for their <b>My Hobby Presentations.</b>

<b>8</b>	<b>Midterm Week March 5-7, 2013</b>	<b>Tuesday March 5<sup>th</sup> - Students 11-21 Complete My Hobby Presentation.</b> <b>Thurs. March 7<sup>th</sup> - Midterm Exam!</b>	<b>Students 21-31 should prepare for their My Hobby Presentations.</b>
<b>9</b>	<b>Spring Break March 11-16, 2013</b>		<b>Are your FIELD OBSERVATIONS complete???? They must be turned in Tuesday March 19, 2013.</b>
<b>10</b>	March 19-21	<b>Students 21-??? Complete My Hobby Presentation.</b>  <b>Tuesday March 19-Field Observations due to be turn in during today's class session.</b>  <i>Thurs. March 21- Chapters 9 and 10 Lesson with TExES Correlation. (E-Course Activity).</i>	
<b>11</b>	March 26-28	Chapters 11 and 12 Lesson with TExES Correlation. <b>*Quiz 2*</b>	
<b>12</b>	April 2-4	<b>Thematic Unit Presentations</b>	
<b>13</b>	April 9-11	<b>Thematic Unit Presentations</b>	
<b>14</b>	April 16-18	<b>Thematic Unit Presentations and or Last Test (Final Exam)</b>	
<b>15</b>	April 23-25	<b>Finals Week – The Date For the Final Exam will be Announced in Class.</b>	

## Syllabus Contract

My signature below indicates that I have read, understand and agree to the conditions set forth in the Syllabus for **CUIN 4103—Instructional Planning & Assessment**.

**I understand that:**

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.
- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations *prior to* the **final class meeting**.
- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any **significant** changes.
- Extra credit **will not be given** to improve my grade.
- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.
- I am responsible for all course work, **even if I do not attend class**.
- In accordance with the Syllabus, late assignments are not accepted.
- It is my responsibility to request an appointment with the instructor **after** consulting with my class Support Team if I am having difficulty with this course.
- I will listen to my peer's opinions and respect them, even if they differ from my own.
- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.
- I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.
- I am responsible for my own academic integrity and the integrity of my work.
- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to **first** check with my Support Team, then, if necessary, inform the instructor in an appropriate amount of time if my questions are not answered. Furthermore, if I do not, I am fully responsible for my actions and any consequences.
- I understand that a consequence for non-compliance to class policies and procedures may result in a reduction of, or a failing grade for this course.

\_\_\_\_\_  
Printed Name of Teacher Candidate

\_\_\_\_\_  
Last 4 digits of SID

PVAMU E-mail Address: \_\_\_\_\_

Personal Email Address: \_\_\_\_\_

Phone: (Best contact number): \_\_\_\_\_ 2nd Contact # \_\_\_\_\_

\_\_\_\_\_  
**Signature of Teacher Candidate**

\_\_\_\_\_  
**Date**