Prairie View A&M University  
Whitlowe R. Green College of Education  
Course Syllabus  CUIN 4103 P01 and P02 FALL 2017  
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 309  
Office Telephone: 936-261-3665  
E-Mail Address: skboone@pvamu.edu  
Postal Address: Prairie View A&M University  
P. O. Box 519  Mail Stop 2410  
Prairie View, Texas  77446

Office Hours: Tuesdays 11:00 a.m.-12:00 p.m. and 3:30-6:30 p.m.  
Wednesdays  12:00 a.m. – 5:00 p.m.  
(Unless in Attendance at Departmental/College Meetings)

Virtual Office Hours: By Appointment Only.

Class Location: Delco Building Room 217  
Class Meeting Days And Time:  
P02: Tuesdays and Thursdays, 12:30-1:50  
P01: Tuesdays and Thursdays, 2:00-3:20

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.

Catalogue Description: CUIN 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, CUIN 3003 and CUIN 3013.

**Prerequisites:** Admission to teacher education, CUIN 3003 and CUIN 3013 with the grade of C or better.

**Required Texts:**


**Suggested Reading:**


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

**Student Learning Outcomes:**

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>TExES Program Alignment PPR EC-12</th>
<th>Core Curriculum Outcome Alignment</th>
<th>CAEP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Domain 2: Competencies 5&amp;6</td>
<td>Critical Thinking, Communication</td>
<td>#7-Planning for Instruction</td>
</tr>
<tr>
<td>2 Articulate the meaning of and design lesson plans inclusive of differentiated instruction for diverse learners, including understanding the sources of student diversity, and how to create an inclusive, multicultural classroom.</td>
<td>Domain 1: Competencies 1-4, Domain 2: Competencies 5&amp;6</td>
<td>Critical Thinking, Communication</td>
<td>#8-Instructional Strategies</td>
</tr>
<tr>
<td>3 Articulate the importance of assessing and reporting student performance, grading systems, marking, and reporting, and general principles of grading reporting, as well as design lessons inclusive of various kinds of assessment.</td>
<td>Domain 3: Competencies 7-10</td>
<td>Critical Thinking, Communication, Empirical and Quantitative Skills</td>
<td>#7-Planning for Instruction, #8-Instructional Strategies</td>
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</tbody>
</table>
Core Curriculum Student Outcomes

The following are descriptions of the Core Curriculum Student Outcomes that are pertinent to this course:

**Communication:** To include effective development, interpretation and expression of ideas through written, oral, and visual communication.

**Critical Thinking:** To include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.

**Empirical and Quantitative Skills:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Conceptual Framework**

Prairie View A&M University adopted TaskStream as its new Assessment Management System.
Council for the Accreditation of Educator Preparation (CAEP) Standards:

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**COURSE REQUIREMENTS**

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**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Dispositions, and Activities Face to Face and Online</td>
<td>100 Points</td>
<td>100</td>
</tr>
<tr>
<td>Classroom (Field) Observations</td>
<td>100 Points</td>
<td>100</td>
</tr>
<tr>
<td>Quiz One</td>
<td>100 Points</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Examinations</td>
<td>200 Points</td>
<td>200</td>
</tr>
<tr>
<td>Individual Presentation Grade Level Lesson Plan</td>
<td>200 Points</td>
<td>200</td>
</tr>
<tr>
<td>Group Thematic Unit Plan (Inclusive of 1 Individual Lesson Plan per Group Member per Content Area)</td>
<td>100 Points</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200 Points</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>1000 Points</strong></td>
</tr>
</tbody>
</table>
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.**

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### DETAILED DESCRIPTION OF MAJOR ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>DUE DATES</th>
<th>OTHER SPECIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion and Activities</td>
<td>100 Points Total</td>
<td>These sessions will be conducted throughout the course of the semester.</td>
<td>These activities and discussions will be conducted online via E-Courses throughout the semester. These sessions count as attendance. You must respond to questions or activity posed by the professor in the format discussed in the first physical class session.</td>
</tr>
<tr>
<td>Attendance, Participation, and Dispositions</td>
<td>100 Points Total</td>
<td>These sessions will be conducted throughout the course of the semester.</td>
<td>This includes regular class attendance (see the section regarding attendance). 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).</td>
</tr>
<tr>
<td>Quiz (1)</td>
<td>100 Points Total</td>
<td>Thursday September 28, 2017</td>
<td>The quiz will cover specified chapters in the</td>
</tr>
<tr>
<td><strong>Individual Lesson Plan Presentation</strong></td>
<td>200 Points Total</td>
<td><strong>Tuesday October 24th, Tuesday October 31st, Tuesday November 7th and Thursday November 9th, 2017</strong></td>
<td></td>
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<tr>
<td>You will be responsible for teaching/presenting 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 <em>at the time of the presentation</em>. (10-15 minutes max. time limit.)</td>
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<table>
<thead>
<tr>
<th><strong>Group Thematic Unit (Inclusive of One Individual Lesson Plan Per Group Member)</strong>*</th>
<th>100 Points Total</th>
<th><strong>November 28-30, 2017</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your group must create a Thematic Unit for one (1) week of lessons that are thematically connected. If you are elementary/early childhood/generalist 4-8, you must include reading/language arts, math, science, and social studies. If you are middle or high school, you will create your unit over one subject to include several grade levels. Your theme will be assigned by the professor. Each group member must write a lesson plan for a specific subject area for the day in detail within the unit using the lesson plan format. Assessments for lessons must be included. Your group will be responsible for presenting a short presentation over an aspect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Midterm/Final Examinations** | **Midterm Examination**- Thursday October 19, 2017  
200 Points  
**Final Examination**- Thursday December 7 or Tuesday December 12, 2017  
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 **Group Project Presentations**. |
| **Classroom Observations/Field Experiences** | **Observation Timeframe**  
**September 18 - October 31, 2017**  
**Observation Documentation Due**  
**Thursday November 2, 2017** | You must use the documentation packet provided to document your observations. You will have a timeframe to complete these observations **September 12 - October 31, 2017**. No field observations will be conducted after **Tuesday October 31, 2017**. Field Observation Documentation must be submitted during the **Thursday November 2, 2017** class period. |
Semester Calendar

**Week One:** Topic - Overview of Syllabus
Chapter (s): 1 & 2
Assignment (s): none

**Week Two:** Topic - Lesson Cycle
Chapter (s): 
Assignment (s): none

**Week Three:** Topic - Chapter 3
Chapter (s): Chapter 3
Assignment (s): 

**Week Four:** Topic - Chapter 4
Chapter (s): 4
Assignment (s): 

**Week Five:** Topic - Chapter 5 and 6
Chapter (s): 5 and 6
Assignment (s): Quiz

**Week Six:** Topic - Chapters 7 and 8
Chapter (s): 7 and 8.
Assignment (s): 

**Week Seven:** Topic - Group Presentations.
Chapter (s): none
Assignment (s) Individual Presentations and prepare for the Midterm Exam.

**Week Eight:** Topic - Mid-Term Exam
Chapter(s): None.

Assignment(s): Complete Individual Presentations.

**Week Nine: Topic – Lesson Plan Presentations**

Chapter(s): Chapters

Assignment(s): Complete Individual Presentations.

**Week Ten: Topic – Lesson Plan Presentations**

Chapter(s): Chapters 9 and 10

Assignment(s): Individual Presentations. Field Observations due. E Course Activity.

**Week Eleven: Topic – Lesson Plan Presentations**

Chapter(s): Chapters 11 and 12.

Assignment(s):

**Week Twelve: Topic – Chapter 12.**

Chapter(s):

Assignment(s): Thematic Unit Presentations this week.

**Week Thirteen: Thanksgiving Break.**

Chapter(s):

Assignment(s): Thematic Unit Presentations,

**Week Fourteen: Thematic Units**

Chapter(s):

Assignment(s): Thematic Unit Presentations.
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

https://www.pvamu.edu/library/  Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.
Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching,
interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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 believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

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.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

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 during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

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.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/ Tablet with Wi-Fi
• High speed Internet access
• 8 GB Memory
• Hard drive with 320 GB storage space
• 15” monitor, 800x600, color or 16 bit
• Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing
application, it/they should be copied and pasted to the discussion board.

Related Websites:

1. 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.

2. 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.