Instructor: Dr. Elsa C. Ruiz  
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Office Hours: Thursdays – 3:00 - 4:00 pm or by appointment  
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Class Meetings: Thursdays, 5:30- 8:15 PM  
Classroom number: Main Building 0.208  
Final Exam: Saturday, May 1, 2010, 5:00-7:30 pm  

Department of Interdisciplinary Learning and Teaching  
MISSION AND VISION  
The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:  
- Promote excellence in academic and pedagogical knowledge and research  
- Engage in reflective practice  
- Embody a strong professional identity and can articulate their philosophies and values  
- Value diversity and multiple perspectives  
- Promote equality and social justice  
- Care about their students and their profession  
- Advocate for educational change and reform  

GOALS  
The department of ILT will create a context that nurtures interdisciplinary learners who:  
- Acquire and demonstrate content and discipline knowledge  
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices  
- Are producers, disseminators, and critical consumers of research  
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices  
- Articulate their professional philosophy and demonstrate a strong professional identity  

“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

CATALOG DESCRIPTION  
5013 Curriculum, Instruction and Assessment  
(3-0) 3 hours credit. Prerequisite: C&I 5003.  
Examination of different pedagogical approaches to the teaching and learning process in schools, with emphasis
on the development of curriculum for classroom instruction, evaluation, organization, and management.  
(Formerly titled “Classroom Instruction and Evaluation”).

THE QUALITY ENHANCEMENT PLAN (QEP)
The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep

COURSE GOALS

- To have a better understanding of the relationship between curriculum, classroom instruction and evaluation of teaching and learning; and,
- To provide practical information about the design, development, implementation, and evaluation of curriculum, instruction, and assessment and classroom management as it pertains to teachers, students, content/standards, classroom/school/community, curriculum, instruction, and assessment.
- Provide opportunities to students to analyze and develop curriculum for instruction and evaluation.

Course Objectives
In this course, the student will be provided the opportunity to:

- Identify theories of education in regard to teaching and learning
- Identify and become familiar with various models of teaching and assessment
- Analyze the state standards (TEKS) and the College and Career Readiness Standards (CCRS) for a specific subject area,
- Develop and present a lesson reflecting a specific TEKS and the CCRS incorporating technology, and a model of teaching.

Required Text

Recommended Resources


The Texas Essential Knowledge and Skills (TEKS):
http://www.tea.state.tx.us/rules/tac/chapter111/index.html
Recommended Readings


INFORMATION ITEMS
Expectations
Course Structure: The class sessions will be a combination of discussion, lecture, presentations, whole group, and small group activities, assignments.

Participation: You are expected to come to class prepared to participate actively in the class discussions of readings, activities, and experiences and to share with and learn from your fellow classmates. This includes thoughtful interaction with the readings for the class ahead of time, active participation in class discussions—both small group and large group, and careful attention to the contributions of classmates. This course is designed to enable you to participate in a collaborative learning community; most of class time will be spent on group discussions and activities. You are expected to participate fully in discussions. It is also important that you arrive to class in a timely manner.

Attendance: Attendance is required. You are expected to attend class. The absence of one individual affects the performance of all members of the class or working group. As a professional, courtesy, promptness, and regular attendance should be the rule. If you know you are going to be absent, please discuss it with the instructor prior to the absence. Missing more than thirty minutes of a class will be considered an absence. Unless approved, 2 absences will equate to a deduction of 10 points of final grade. Each additional unexcused absence will affect your grade by 5 additional points each.

Absentees are responsible for all materials distributed or discussed.

- Two absences will affect your overall grade by 10 points. Each additional unexcused absence will affect your grade by 5 additional points each.
- Tardiness (of 30 minutes or more) will affect your class participation grade by 1 point for each tardy up to five.

If you have to miss a class for any reason, please notify me by email or contact me immediately to discuss your situation. It is your responsibility to arrange with a colleague to obtain any missed information or assignments. You are also responsible for all assignments that are due the class following your absence. An excused absence is one that arises from a medical condition or an emergency that keeps you from attending all of your classes. It is each student’s responsibility to make up the work and provide evidence of excused absence (doctor’s excuse, conference registration, etc). Please be prepared to provide documentation for an excused absence upon your return. All other absences are unexcused. In the event of a planned unexcused absence (e.g., wedding), you must submit all work due that day prior to class. In the event of an unplanned unexcused absence (e.g., illness, oversleeping), you must submit your work before the next class period. Only assignments submitted complete and on time will be considered for full credit.

Assignments: The following format is required for every assignment submitted. Deviating from the format may result in reduced points, returned paper, or rejection of the assignment completely. All submissions will be done via moodle or WebCT or the course wiki (if available). All assignments must be double-spaced, in either 12 point Helvetica, or 12 point New Times Roman font. Some late work may be accepted but points may be deducted accordingly.
**Policy on Late Assignments:** Assignments should be turned in by the announced due dates. Only assignments submitted complete and on time will be considered for full credit. Any assignments turned more than one week late will receive zero points. Resubmission of assignments for improved grades will not be accepted, therefore in case a health or family emergency prevents you from turning in an assignment by the due date please see me immediately to work out an alternative due date. You are encouraged to seek assistance and feedback prior to due dates so as not to fail to submit assignments by due date.

**Scholastic Integrity:** Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regent’s Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual, all students and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. 

http://www.utsa.edu/infoguide/appendices/b.htm

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor.

**Fitness to Teach Policy:** The COEHD’s “Fitness to Teach Policy” specifically addresses issues of attendance, dispositions, professionalism, and scholarship. Students are advised to review the policy at the following url: http://www.utsa.edu/hop/chapter5/5-17.htm

**Communication with the Instructor:** Your official means of communication from The University of Texas at San Antonio Teaching will be through your UTSA Lonestar email account. You may also contact me via phone or during office hours.

**Honor System:** We will adhere to the UTSA student code of conduct in this course: http://www.utsa.edu/osja/conductoutline.cfm. All assignments, activities, and exams for this course are under an honor system. Please cite all sources of information for your work using the APA format/style. Because a major purpose of many of the assignments for this course is to provide you with experience in utilizing various sources of information and ideas, I encourage you to incorporate from outside sources. Again, please provide all sources of these ideas. Please feel free to ask me if you have any questions about what is acceptable.

**Accommodations:** UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; 458-4981; Downtown FS 1.526, 458-2816; web: http://www.utsa.edu/disability/students.htm).

It is my goal to fully include all persons in this course. Students with disabilities must be registered with the Office of Disability Services in order to receive support services. Register with the Office of Disabilities Services and let me know via a letter from the Office of Disabilities Services if you have a special need(s) that will require any accommodations in the curriculum, instruction, or assessments of this course in order to enable you to successfully participate. I will maintain the confidentiality of the information that you share with me.

**COEHD Policies and Procedures**

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). All cell phones and beepers must be turned off during class periods unless the instructor grants prior permission.

The instructor will follow all the policies and procedures, concerning students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).
Students are expected to be above reproach in scholastic activities. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. According to The Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22, "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, and act designed to give unfair advantage to a student or the attempt to commit such acts." Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

**Conduct Expected of Students:** “A student is expected and required to obey federal, state and local laws, to comply with the Regent's Rules and Regulations, with University Rules and Regulations, with directives issued by an administrative official of the System or the University in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution” (Student Code of Conduct, sect. 201). For more information go to: [http://www.utsa.edu/osja/conductoutline.cfm](http://www.utsa.edu/osja/conductoutline.cfm)

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor.

**University Policy on Academic Dishonesty:** Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office and I'd be most happy to discuss it. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: [http://www.utsa.edu/OSJA/index.cfm](http://www.utsa.edu/OSJA/index.cfm)

**Academic Success and the Tomás Rivera Center:** The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web ([www.utsa.edu/trc](http://www.utsa.edu/trc)) or by phone (458-4694).
C&I 5013
COURSE REQUIREMENTS

1. Class Participation (10 points)
It is expected that students will participate fully in all aspects of the class, actively participate in all discussions, complete all readings, assignments and activities and submit all work in a timely manner. As a professional courtesy, promptness, and regular attendance should be the rule. If you know you are going to be absent, please discuss it with the instructor prior to the absence. Missing more than thirty minutes of a class will be considered an absence. Absentees are responsible for all materials distributed or discussed. Students will be expected to sign the attendance sheet daily.

2. Minutes (5 points)
Each class meeting, one student will be responsible for taking class minutes. This should be very similar to being a secretary and taking minutes at a meeting. You should focus on important issues and questions that emerge during the class discussion or activities. Taking the class minutes of our class discussions/activities will require that you write very carefully. You should send:
   - a copy of the minutes to the instructor and all members of the class via Blackboard (Sign up will be on first class meeting).

3. Bridge Activity: (10 points)
Examine the minutes to assist you in thinking about ways to “bridge” the day’s class discussions with the discussion for the following class meeting. These may include examples of student work, lesson plans, journal articles, curriculum materials, and pictures or short video clips, etc. You should send:
   - a list of items to support (bridge) to the instructor via Blackboard,
   - Present your “bridge” to the class within a 5 minutes span

Sign up for minutes/bridge on first day.

4. Curriculum Models of Teaching and Presentations (30 points)
You will examine and analyze one of the curriculum models provided by professor (e.g. Direct Instruction, Concept Attainment, The Inductive Model, Reciprocal Teaching, Question-Answer Relationship, Jigsaw, Role Playing, Inquiry-Based Learning, Synectics, and Advanced Organizers). Template will be provided. You will present your analysis of the curriculum model to the class utilizing technology (storybook, power point, etc.). The student will:
   - submit hardcopy of complete template of analysis of one model of teaching.
   - submit the analysis template via class wiki

5. TEKS Analysis (30 points)
Get a copy of the TEKS and the College and Career Readiness Standards (CCRS) for your subject area and grade level. Analyze the AEIS report for your school and grade level and determine the three TEKS that most students do not master in the TAKS. Create 3 “how-to-videos” that demonstrate an effective lesson for students using the TEKS and the CCRS. The student will:
   - create three “how-to-videos.” One using PowerPoint the second using PowerPoint with Tablet and the third using Muvie Maker.
   - submit the three “how-to-videos” via class wiki.

6. Curriculum Reflections/Analysis (15 points)
Write a 2-page paper where a thorough analysis showing differences and similarities of two different curriculum models discussed in class is evident.
90 – 100 points = A 80 – 89 points = B 70 – 79 points = C Below 70 points = F