

# **Course Syllabus: General Teaching Methods in Elementary School**

College of Education and Professional Studies  
EDUC 4023  
Spring 2026

## **Contact Information**

Instructor: Dr. Emily Reeves Fyfe

Office: Flower Mound 114

Office hours: TBD – based on student survey

Office phone: (940) 247-0841

Text Phone: 940-247-0841

E-mail: [Emily.reeves@msutexas.edu](mailto:Emily.reeves@msutexas.edu)

## **Course Description**

This course focuses on models of instructional planning and assessment strategies for teaching in elementary, middle, and secondary schools with emphasis on content specific strategies and learning with technology. This course may not be used for students seeking teacher certification.

## **Textbook & Instructional Materials**

ELAR Block B (with digital code), see bookstore for purchasing information  
[Course Materials.](#)

## **Instructor Response Policy**

For the fastest response, please text 940-247-0841. My goal is to respond to emails within 48 hours.

## **Student Handbook**

Refer to: [Student Handbook](#)

## **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## Office of Student Conduct

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

### **Grading**

Course Grade – See Table 1 and Table 2

*Table 1: Points allocated to each assignment*

Assignments	Points
Revel Quizzes	10
Thematic Unit	50
Classroom Map	10
Written Work	20
Student Involvement	10
Total Points	100

*Table 2: Total points for final grade.*

Grade	Points
A	90
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

### **Revel Quizzes**

Ten percent of the intern's final grade will be determined by participation/completion of assigned Revel activities and performance on quizzes based on readings and case studies in the Revel system. This material is directly linked to our text. You will need to sign up for the REVEL course via the digital code that accompanied your textbook. Instructions for sign-up will be sent through email and D2L News feed.

## **Thematic Unit**

The Thematic Unit performance assessment allows teacher candidates to use assessment data to guide their instructional decisions. Teacher candidates will prepare and implement a two-week interdisciplinary thematic unit showing the integration of the six language arts areas, technology, and the content areas. Using their field placement classrooms, teacher candidates will plan, implement, and assess student learning within a unit of study. Instructional plans emphasizing vocabulary, writing process, comprehension, and speaking and listening will be implemented during the field experience. Through this performance assessment, teacher candidates demonstrate their ability to plan, assess, and implement data-driven instruction focused on ELAR.

## **Classroom Map**

Each intern will create and analyze a classroom environment for your chosen grade level (layout should be designed for grades 1, 2, or 3). Each intern will create a layout map of your ideal classroom (use Microsoft Picture It or Inspiration or Microsoft Word – drawing component or another program of your choice) AND include how you will organize/set up the classroom for literacy instruction (e.g. critical learning centers, recommended learning centers, furniture arrangement, etc....) AND provide a rationale for your design. See Rubric on D2L.

## **Extra Credit**

I do not provide extra credit.

## **Late Work**

25% deduction 1-6 days late  
50% deduction for 7 or more days late.  
100% deduction for 15 or more days late

## **Important Dates**

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

## **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## **Attendance**

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

## **Online Computer Requirements**

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.**

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

## **Instructor AI Policy**

### **How You May Use AI in This Course**

AI tools (such as ChatGPT, Grammarly, or other generative AI systems) can be helpful for learning, but they should support—not replace—your own thinking and professional skills. In this course, you may use AI for:

- Getting ideas, explanations, or examples
- Brainstorming or outlining your work
- Improving grammar, clarity, or organization (see Grammarly statement below.)
- Practicing teaching scenarios or problem-solving
- Planning or drafting with your own voice and professional judgment

**Use Grammarly:** Work should be submitted to Grammarly to improve voice, syntax, and grammar, to remove first-person language, and to remove passive voice. I use Grammarly to review and make comments on your work. I should not see a substantial number of red or blue track changes when I open your document.

**If you use AI, you must disclose it at the end of your assignment.**

*Example:*

“I used ChatGPT to help brainstorm ideas and Grammarly to check grammar.”

### **How You May NOT Use AI**

To protect academic integrity and meet CAEP & TEA educator standards, AI may not be used to:

- Write your assignments for you
- Create your lesson plans or assessments without your revision
- Generate reflections, fieldwork documentation, or signature assessments
- Make up classroom data, student information, or teaching evidence
- Upload real student information, videos, district materials, or anything containing personal or confidential data
- Complete quizzes, exams, or assignments meant to measure your own competency

### **Why These Rules Matter**

As future Texas educators and professionals, you are expected to:

- Show your own mastery of teaching knowledge (CAEP Standard 1)
- Protect P-12 student privacy and follow district policies (CAEP Standard 2; TEA Ethics)
- Demonstrate professional judgment and digital citizenship (TEA Standards)
- Produce authentic, accurate work that reflects your skills—especially in key assessments

Using AI responsibly is part of becoming a trustworthy, ethical educator.

### **AI and Fieldwork**

For any field-based assignments:

- Do not upload student work, lesson videos, IEPs, or any P-12 identifying information into AI tools.
- Only use AI with fully anonymized practice examples or content you create yourself.
- Follow all campus, district, and cooperating teacher guidelines.

## **If AI Is Misused**

Violations may result in:

- Redoing the assignment
- A grade penalty
- Fitness Alert

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## **College Policies**

### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

#### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

#### **Course Schedule:**

Week or Module	Activities/Assignments/Exams	Due Date 11:59 PM
Week 1	<ul style="list-style-type: none"> <li>• Introduce Yourself!</li> <li>• Access Book Online through Revel <ul style="list-style-type: none"> <li>◦ Contact Jenny at the bookstore for help</li> </ul> </li> </ul> <p>Complete Child Protective Training and upload to dropbox in D2L</p>	1/25
Week 2	<ul style="list-style-type: none"> <li>• Module 1 Quiz in D2L</li> <li>• Module 1 Reflection (you can keep all reflections in a running document if you want, but you will submit them each week.)</li> </ul>	2/1
Week 3	<ul style="list-style-type: none"> <li>• Module 2 Quiz in D2L</li> <li>• Module 2 Reflection</li> <li>• Classroom Map</li> </ul>	2/8
Week 4	<ul style="list-style-type: none"> <li>• Module 3 Quiz in D2L</li> <li>• Module 3 Reflection</li> <li>• Unit Stage 1: Unit Objectives in dropbox</li> <li>• Unit Stage 1 Example</li> </ul>	2/15
Week 5	<ul style="list-style-type: none"> <li>• Module 4 Quiz in D2L</li> <li>• Module 4 Reflection</li> <li>• Begin working on your Lesson Plan (1 total), Final lesson plan is due the first week of April, so try to submit before March to give enough time to teach your lesson to a child (record yourself teaching the lesson) and to make adjustments to the plan per feedback before final submission.</li> </ul>	2/22
Week 6	<ul style="list-style-type: none"> <li>• Module 5 Quiz in D2L</li> <li>• Module 5 Reflection</li> </ul>	3/1
Week 7	<ul style="list-style-type: none"> <li>• Module 6 Quiz in D2L</li> <li>• Module 6 Reflection</li> <li>• Try to submit your lesson plan this week using MSU format. Lesson Plan</li> </ul>	3/8  Spring Break 3/9- 3/15

Week or Module	Activities/Assignments/Exams	Due Date 11:59 PM
Week 8	<ul style="list-style-type: none"> <li>Module 7 Quiz in D2L</li> <li>Module 7 Reflection</li> <li>Record yourself teaching your lesson this week to a child in EC-3 grade level.</li> <li>•</li> </ul>	3/22
Week 9	<ul style="list-style-type: none"> <li>Module 8 Quiz in D2L</li> <li>Module 8 Reflection</li> <li>Unit Stage 2: Curricular Webs in dropbox (Instructions, Unit Stage 2 Rubric, &amp; Example)</li> </ul>	3/29  Holiday 4/1-4/6
Week 10	<ul style="list-style-type: none"> <li>Module 9 Quiz in D2L</li> <li>Module 9 Reflection</li> <li>Final Lesson Plan (1) due in dropbox</li> <li>Module 10 Quiz in D2L</li> <li>Module 10 Reflection</li> <li>Unit Stage 3: Assessment Plan in dropbox (Instructions, Unit Stage 3 Rubric, &amp; Example)</li> </ul>	4/12
Week 11	<ul style="list-style-type: none"> <li>Module 11 Quiz in D2L</li> <li>Module 11 Reflection</li> <li>Reading Fluency due in dropbox</li> </ul>	4/19
Week 12	<ul style="list-style-type: none"> <li>Module 12 Quiz in D2L</li> <li>Module 12 Reflection</li> <li>Writing Development due in dropbox</li> </ul>	4/26
Week 13	<ul style="list-style-type: none"> <li>Unit Stage 4/5: Design for Instruction due in dropbox</li> <li>Unit Stages 4 and 5 <ul style="list-style-type: none"> <li>Instructions</li> <li>Unit Stage 4 Rubric and Unit Stage 5 Rubric</li> </ul> </li> <li>Unit 4 Example and Unit 5 Example Knowledge of Students and Unit 5 Culminating Activity and Bibliography</li> </ul>	5/3
Week 14	<ul style="list-style-type: none"> <li>Final Portfolio due in dropbox on D2L: Lesson Plan, Reflection of planning and teaching to a child, Unit Plan (stages 1-5)</li> </ul>	5/8*** FRIDAY