

EDUC 300: Techniques Of Teaching

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	18SPRGS/EDUC/300/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Tuesday 5:30 PM - 7:00 PM from January 07, 2019 to April 27, 2019

☰ Syllabus Contents

- [Course Information](#)
- [Textbooks](#)
- [Technology Requirements](#)
- [Course Learning Outcomes](#)
- [Grading](#)
- [Schedule of Due Dates](#)
- [Assignment Overview](#)
- [Course Outline](#)
- [Additional Resources](#)
- [Columbia College Policies & Procedures](#)

📘 Course Information

Catalog Description

The study of instructional planning, including goals and objectives, techniques and activities, and evaluation. Students produce and present lessons containing defensible techniques, strategies and methods of evaluation. Includes field experience of 15 hours. \$40 lab fee.

Prerequisite: EDUC 230/PSYC 230 or EDUC 560 (may be taken concurrently)

Additional Notes

This is an Interactive Virtual Course which will meet weekly through Blackboard Collaborate (virtually) and online instruction through D2L using various resources, discussion and homework. The instructor will email instructions on how to access Blackboard Collaborate the week prior to the start of class.

📖 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

📖 *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven

days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a course with physical course materials will be responsible for returning those items. Additional instructions will be emailed to your CougarMail account after the enrollment period for the session has closed. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of TruittionSM are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Can create interdisciplinary lessons that are aligned with content standards. (1.4)
5. Demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias. (1.5)
6. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
7. Demonstrates knowledge on how to assist students in setting short- and long-term learning goals and self-reflect on their overall growth. (2.2)
8. Applies knowledge of the theory of learning in all aspects instructional design. (2.3)
9. Recognizes diversity and the impact it has on education. (2.4)
10. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences, strengths, and needs in order to positively impact learning. (2.5)
11. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
12. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
13. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
14. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)

15. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
16. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
17. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
18. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
19. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
20. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
21. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
22. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)
23. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
24. Develops skills in using a variety of technology media communication tools. (6.4)
25. Understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. (8.1)
26. Identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning. (8.2)
27. Is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure. (8.3)
28. Understands the importance of collegial activities designed to build a shared mission, vision, values, and goals; participates in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district, and community.(9.1)
29. Understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners. (9.2)
30. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Blog Posts	160	16%
Quiz	200	20%
Lesson Plan Presentation	100	10%
Comprehensive Unit and Lesson Plans	300	30%

Synthesis Paper	200	20%
Professionalism and Participation	40	4%
Total	1000	100%

 Schedule of Due Dates

Week 1		
Assignment	Points	Due
Blog Post	10	Week 2
Week 2		
Assignment	Points	Due
Blog Post	10	Week 3
Week 3		
Assignment	Points	Due
Blog Post	10	Week 4
Week 4		
Assignment	Points	Due
Blog Post	10	Week 5
Week 5		
Assignment	Points	Due
Blog Post	10	Week 6
Week 6		
Assignment	Points	Due
Blog Post	10	Week 7
Week 7		
Assignment	Points	Due
Blog Post	10	Week 8
Week 8		
Assignment	Points	Due
Blog Post	10	Week 9
Week 9		
Assignment	Points	Due
Blog Post	10	Week 10
Week 10		
Assignment	Points	Due
Blog Post	10	Week 11
Week 11		
Assignment	Points	Due
Blog Post	10	Week 12
Week 12		
Assignment	Points	Due
Blog Post	10	Week 13
Quiz	200	Week 12

Week 13		
Assignment	Points	Due
Graded Lesson Plan Presentation	100	Week 13
Blog Post	10	Week 14
Week 14		
Assignment	Points	Due
Comprehensive Unit and Lesson Plans	300	Week 14
Blog Post	10	Week 15
Week 15		
Assignment	Points	Due
Blog Post	10	Week 16
Week 16		
Assignment	Points	Due
Synthesis Paper	200	Week 16
Blog Post	10	Week 16
Professionalism and Participation	40	
Total Points: 1000		

Assignment Overview

Assignments

Comprehensive Unit and Lesson Plans-The Comprehensive unit plan is an instructional unit consisting of 10 lesson plans utilizing a structured lesson plan formation. The unit requires a technology application, formative and summative assessments, and 4 Thinking Maps.

Blog Posts-Construct a blog assessing and analyzing experiences in the class. Post assignments will be given in class. Minimum word count is 300 and a response to each person on your team.

Lesson Plan Presentation (Graded)-Each student will be required to present two lesson plans to the class from the unit from this class. One lesson is presented for practice with feedback and the second one is graded.

Synthesis Project-Using the Missouri TEACHING Standards, determine your progress to date on your understanding of and suitability for the teaching profession. Use, as proof of this suitability, the EDUC 100 Decision to Teach paper, EDUC 200 Case Study and Philosophy of Education paper, the EDUC 230 Philosophy of Learning paper and the EDUC 300 Comprehensive Unit and Lessons plan. The paper will receive a grade for EDUC 300 and become an elemental component of your Teacher Certification Program application.

Professionalism and Participation-As future teachers and as representatives of Columbia College, attendance, participation, and professionalism are expected at all times. Further details are located in D2L Content.

Examinations

Quiz over Marzano text book over Chapters 1-10. Many of the readings will be on your own, be sure to ask questions if there is a concept you need to be explained.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Course Introduction

Readings

- Chapter Introduction-A Question to Answer

Activities

- Syllabus Review
- Class Introductions
- Field Experience
- Journals/Blogs
- Missouri Learning Standards
- Build your Blog

Assignments

- Blog post/Journal assignment
- Professionalism and Participation

Blog Post

Week 2: Missouri Learning Standards

Reading

- Read Chapter 1 and 2 (Marzano)

Activities

- Missouri Learning Standards
- Field Experience
- TCP
- How to write an Objective
- Assign weeks to present Lesson Plan #1

Assignments

- Professionalism and Participation
- Blog Post
- Field Experience Forms

Blog Post

Week 3: What is a Unit?

Reading

- Chapter 3

Activities

- What is a unit?
- Review unit guidelines
- Review writing objectives

Assignments

- Professionalism and Participation
- Blog Post

Blog Post

Week 4: Writing a Lesson Plan

Reading

- Chapter 4

Activities

- Objective Review
- Review Madeline Hunter Lesson Plan format
- Review Lesson Plan template

Assignments

- Professionalism and Participation
- Blog Post
- Choose Unit and Missouri Learning Standards that will be taught

Blog Post

Week 5: Bloom's Taxonomy

Reading

- Chapter 5

Activities

- Review Bloom's Taxonomy
- Review Knowledge (Remember) level lesson
- Review Application (Applying) level lesson
- Review Understanding (Understand) level lessons
- Discuss Enrichment/Modification lesson adjustments

Assignments

- Professionalism and Participation
- Blog Post
- Determine the Bloom's Taxonomy for lesson plans

Blog Post

Week 6: Designing a Unit

Reading

- Chapter 6

Activities

- Wiggins and McTigh Backward Design
- Marzano's 9 Research Based Instructional Strategies

Assignments

- Professionalism and Participation
- Blog Post
- Create assessment and Rubric for Unit

Blog Post

Week 7: Engagement Strategies

Reading

- Chapter 7

Activities

- Review research-based instructional strategies
- Thinking Maps presentation

Assignments

- Print this booklet: http://www.shastacoe.org/uploaded/dept/is/district_support/active_engagement_strategies_3-17-09.pdf BEFORE CLASS
- Professionalism and Participation
- Blog Post
- Choose 10 Research-based instructional strategies to use in your lessons

Blog Post

Week 8: Lesson Plan Presentations

Readings

- Chapter 8

Activities

- Group 1 Presentations
- Provide feedback to presenters

Assignments

- Provide feedback to presenters through your blog post
- Professionalism and Participation

Blog Post

Week 9: Lesson Plan Presentations

Reading

- Chapter 9

Activities

- Group 2 Presents Lesson Plans
- Provide feedback to presenter

Assignments

- Provide feedback to presenters via blog post

Blog Post

Week 10: Lesson Plan Presentations

Assignments

- Professionalism and Participation
- Feedback to presenters via blog post

Activities

- Group 3 Presentations
- Feedback to presenters

Reading

- Chapter 10

Blog Post

Week 11: Lesson Plan Presentations (Graded)

Assignments

- Professionalism and Participation
- Feedback to presenters via blog post

Activities

- Lesson Plan Presentations Group 1
- Feedback to presenters

Blog Post

Week 12: Lesson Plan Presentations (Graded)

Assignments

- Professionalism and Participation
- Feedback to presenters via blog post
- Quiz

Activities

- Group 2 Presentations
- Feedback to presenters
- Quiz on Marzano chapters 1-10

Blog Post

Quiz

Week 13: Lesson Plan Presentations (Graded)

Assignments

- Professionalism and Participation
- Feedback to presenters via blog post
- Unit Plan due Week 14 in Dropbox

Activities

- Group 3 Lesson Plan Presentations
- Feedback to Presenters
- Unit Plan Questions

Graded Lesson Plan Presentation

Blog Post

Week 14: Techniques from Teach Like a Champion

Activities

- Review Teach Like a Champion strategies
- Video, Teach Like a Champion
- Article Review, Teach Like a Champion

Assignments

- Professionalism and Participation
- Blog Post: Strategies I will use from Teach Like a Champion

Comprehensive Unit and Lesson Plans

Blog Post

Week 15: Unit Presentation

Assignments

- Feedback to presenters via blog post
- Field Experience forms due to Dropbox
- Professionalism and Participation

Activities

- Group 1 and 2 present their Unit Plans, following the form in D2L

Blog Post

Week 16: Unit Presentations and Last Class Celebration

Assignments

- TCP Application due
- Synthesis Paper due at midnight
- Professionalism and Participation
- Feedback to presenters via blog post

Activities

- Group 3 Unit Presentations
- Synthesis Paper Reflections
- Celebrate!

Synthesis Paper

Blog Post

Professionalism and Participation

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

Attendance

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled. Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, an instructor may withdraw a student from the course with a grade of "F" or "W" at the discretion of the instructor. For additional information, see the [Columbia College policy on Student Attendance](#).

Academic Integrity

Columbia College students must fulfill their academic obligations through honest, independent effort. Dishonesty is considered a serious offense subject to strong disciplinary actions. Activities which constitute academic dishonesty include plagiarism, unauthorized joint effort on exams or assignments, falsification of forms or records, providing false or misleading information, or aiding another in an act of academic dishonesty. For more information, see the [Columbia College Academic Integrity Policy and Procedures](#).

Class Conduct and Personal Conduct

Students must conduct themselves so others will not be distracted from the pursuit of learning. Students may be disciplined for any conduct which constitutes a hazard to the health, safety, or well-being of members of the College community or which is deemed detrimental to the College's interests. Discourteous or unseemly conduct may result in a student being asked to leave the classroom. For more information, see the [Columbia College Student Code of Conduct](#) and [Student Behavioral Misconduct Policy and Procedures](#).

Cancelled Class Make-Up

Classes cancelled because of inclement weather or other reasons must be rescheduled. For more information, see the [Columbia College Inclement Weather Policy](#).

Make-Up Examinations

Make-up examinations may be authorized for students who miss regularly scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period

and must be administered in a controlled environment.

Adding, Dropping, or Withdrawing from a Course

Students may add a course through Wednesday of the first week of the session and drop a course without academic or financial liability through close of business on Monday of the second week of the session. Once enrolled, a student is considered a member of that class until he or she officially drops or withdraws in accordance with College policy. An official drop/withdrawal takes place only when a student has submitted a Drop/Add/Withdrawal form. A failure to attend class, or advising a fellow student, staff or adjunct faculty member of an intent to withdraw from a class does not constitute official drop/withdrawal. The drop/add/withdrawal periods begin the same day/date the session starts, not the first day a particular class begins. If a student stops attending a class but does not submit the required Drop/Withdrawal form a grade of "F" will be awarded. For more information, see the [Columbia College Registration Policy and Procedures](#).

Withdrawal Excused

A student may request an excused withdrawal (WE) under extraordinary circumstances by submitting a Drop/Withdrawal form accompanied by a complete explanation of the circumstances and supporting documentation to the location director. The WE request must include all classes in which the student is currently enrolled. The Vice President for Adult Higher Education is the approving authority for all WE requests. A student who receives approval of their WE request may still be required to return some or all of the federal financial assistance received for the session. For more information, see the [Columbia College Withdrawal Policy](#).

Incomplete

A student may request that the instructor award a grade of "I" due to extraordinary circumstances (unforeseen or unexpected circumstances beyond the student's control) that prevent a student from completing the requirements of a course by the end of a session. An "I" will not be given because a student is failing, negligent or not meeting requirements. If the instructor believes an "I" is appropriate, the instructor will specify the work needed to complete the course and the time allowed to complete the work. Work missed must be made up within two subsequent sessions unless the instructor specifies an earlier date. Extensions beyond two sessions must be approved by the Vice President for Adult Higher Education. If the work is completed during the specified time period, the instructor will change the "I" to the grade earned. If the work is not completed during the specified time, the instructor may allow the incomplete to remain on the student's permanent record or change it to any other letter grade. For more information, see the [Columbia College Undergraduate Grading Policy](#).

Grade Appeal

A student may appeal any grade given if it is believed to be in error or in conflict with Columbia College policy and procedures. The student must state in writing to the location director why the grade awarded is believed to be in error and request a desired remedy. The faculty member who awarded the grade will be given the opportunity to comment on all student allegations. If the issue cannot be resolved at the location the appeal will be transmitted through the location director to the Vice President for Adult Higher Education. A grade appeal must be received for review by the Vice President for Adult Higher Education prior to the end of 60 days from the date the grade was awarded. For more information, see the [Columbia College Undergraduate Grading Policy](#).

Prerequisites

Course prerequisites are established to ensure that a student has adequate academic preparation to succeed in a particular course. Staff members will attempt to ensure that students meet prerequisite requirements. However, it is the student's responsibility to closely examine the course descriptions to determine if prerequisites exist and to enroll in courses in the proper sequence. In some exceptional cases it may be apparent that the student possesses the required skills and knowledge to succeed in a particular course, even though they have not taken the prerequisite course. In this case the prerequisite course may be waived by the location director. Waiver of a course as a prerequisite does not remove the requirement to complete the course if it is a requirement for the student's degree program.

CougarTrack

The College provides all students access to CougarMail (the official means of e-mail communication for the College), online resources from the [Stafford Library](#), and their Columbia College records (transcripts, grades, student schedules, etc.) through CougarTrack.

CougarMail

The official student email address (also known as CougarMail) will be used for all official correspondence from faculty and staff. Students are responsible for the information received and are required to monitor their CougarMail account on a regular basis. Students may forward their CougarMail to another email account but will be held responsible for the information sent over CougarMail, even if there is a problem with the alternate mail service.

Cell Phones

Cell phones can be a distraction to the learning process. Location directors or course instructors may require that cell phones be turned off or set to vibrate during class periods. Students requiring special arrangements to receive a cell phone call during class should make prior arrangements with their location director or course instructor.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. For more information, see the [Columbia College Family Education Rights and Privacy Policy](#).

Student Accessibility Resources

Students with documented disabilities who may need academic services for this course are required to register with the office of Student Accessibility Resources. Until the student has been cleared through this office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus as soon as possible. The structure or the content of the course may make an accommodation not feasible. Student Accessibility Resources is located in Student Affairs in AHSC 215 and can be reached by phone at (573) 875-7626. For more information, see the [Columbia College ADA and Section 504 Policy for Students](#).

Alcohol and Other Drugs: Columbia College Policies & Resources

Columbia College recognizes the negative health effects associated with the use, possession, and distribution of controlled and/or illicit substances, and their detrimental impact on the quality of the educational environment. Therefore, all members of the College community share in the responsibility of protecting the campus environment by exemplifying high standards of professional and personal conduct. For more information and resources, see the [Columbia College Alcohol and Other Drugs Policy](#).

Tobacco-Free Policy

Columbia College values and is concerned for the health and well-being of its students, employees and visitors. The College is committed to providing a healthful and productive educational and employment environment for members of the College community. Consistent with this commitment and in the interest of the general health and welfare of the College community, the College prohibits the use of all tobacco products and related devices on all College property and premises. For more information, see the [Columbia College Tobacco-Free Policy](#).

Non-Discrimination

Discrimination, harassment, and retaliation on the basis of protected status (see [Notice of Non-Discrimination and Equal Opportunity](#) for a definition of "protected status") are strictly prohibited. Persons who engage in such conduct are subject to discipline up to and including termination or dismissal. For more information, see the [Columbia College Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Columbia College Policy Library

The policies set forth in the Online Policy Library are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. The Online Policy Library is currently under construction with new policies being added on a frequent basis and the policies currently listed are not comprehensive of every College policy. Questions regarding the Online Policy Library should be directed to the [Office of the General Counsel](#). For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).