

EDUC 300: Techniques Of Teaching

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALLS/EDUC/300/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Monday 5:30 PM - 7:30 PM from August 26, 2019 to December 14, 2019

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📘 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. Additional lab fee applicable to main campus day offerings.

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

Additional Notes

Labor Day: Class will not meet on Monday, September 2. The make-up day is tentatively scheduled for Friday, September 6.

📖 Textbooks

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

📖 Marzano. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (1st). 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 class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **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 [TruTitionSM](#) 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
Discussion Questions	160	16%
Field Experience Forms	100	10%
Lesson Plan Presentation	100	10%

Comprehensive Unit and Lesson Plans	300	30%
Synthesis Paper	200	20%
Professionalism and Participation	40	4%
Personal Journal	100	10%
Total	1000	100%

Schedule of Due Dates

Week 1		
Assignment	Points	Due
Discussion Question	10	Week 2
Week 2		
Assignment	Points	Due
Discussion Question	10	Week 3
Week 3		
Assignment	Points	Due
Discussion Question	10	Week 4
Week 4		
Assignment	Points	Due
Discussion Question	10	Week 5
Week 5		
Assignment	Points	Due
Discussion Question	10	Week 6
Week 6		
Assignment	Points	Due
Journal #1	50	Week 6
Discussion Question	10	Week 7
Week 7		
Assignment	Points	Due
Discussion Question	10	Week 8
Week 8		
Assignment	Points	Due
Synthesis Paper	200	Week 8
Discussion Question	10	Week 9
Week 9		
Assignment	Points	Due
Discussion Question	10	Week 10
Week 10		
Assignment	Points	Due
Discussion Question	10	Week 11
Week 11		
Assignment	Points	Due
Discussion Question	10	Week 12
Week 12		

Assignment	Points	Due
Discussion Question	10	Week 13
Journal #2	50	Week 12
Week 13		
Assignment	Points	Due
Graded Lesson Plan Presentation	100	Week 13
Discussion Question	10	Week 14
Week 14		
Assignment	Points	Due
Comprehensive Unit and Lesson Plans	300	Week 14
Discussion Question	10	Week 15
Week 15		
Assignment	Points	Due
Field Experience Forms	100	Week 15
Discussion Question	10	Week 16
Week 16		
Assignment	Points	Due
Discussion Question	10	Week 16
Professionalism and Participation	40	Week 16
Total Points: 1000		

Assignment Overview

Assignments

Field Experience and Forms

Description: The completion of 15 clock hours of field experience in the assigned placement is required for a final grade in this course. **You will submit a time sheet noting hours by the end of the course and complete the required dispositions for a grade worth 100 points.** Failure to complete up to half of the field experience hours will necessitate the issuance of an incomplete (I) for the course until the hours have been completed. If a grade of "I" is issued, it is expected that the hours be completed expediently, at the discretion of the cooperating teacher. If more than half of the field experience hours have not been completed or if outstanding hours have not been completed expediently, a failing grade for the course may be issued. **Note:** Other information about the field experience will be shared in class and the field experience handbook.

Comprehensive Unit and Lesson Plans - 300 points total | Method of Evaluation - Complete details are provided in Content

Description: Utilizing the provided lesson plan format, students are required to prepare a unit plan which would last for at least two weeks of instruction. Five planned lessons must also accompany the unit, and at least two Thinking Maps must also be integrated into the plans.

Discussion Questions - 16 @ 10 points each = 160 points | Method of Evaluation - Rubric

Description: There will be weekly discussion questions. For each discussion, an initial discussion post is to be submitted, as well as, two or more responses to classmates. All discussions are to be based on accurate knowledge and application of concepts and information contained in the readings or other resources. You will always be required to support your answers, provide specifics and show your thinking, as well as, include citations. All work must be original and represent the thinking and understanding of the student author. Responses are a time to discuss, expand, enhance, question, apply - rather than evaluate- the contributions of others. Whether you agree or disagree, like or do not like is not the point; your thought process is what is important and what should be shared. When you respond, be sure to discuss enough that we can really understand what you mean and what data you based your reasoning upon. This also means using and referring to the textbook, as well as, your experience. There will be a minimum 300 word count. ***Initial discussion posts must be made by Thurs. 11:59 pm of each***

week; responses must be made by Sun. 11:59 pm each week.

Lesson Plan Presentation (Graded) - 100 points | Method of Evaluation - Rubric

Description: Each student will be required to present two lesson plans to the class. These lessons are written on the field experience lesson plan template. One lesson is presented for practice with feedback and the second one is graded.

Synthesis Paper - 200 points | Method of Evaluation - Rubric

Description: 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 Lesson Plans; the Missouri General Education Assessment (MoGEA); and any other coursework to date. The paper will receive a grade for EDUC 300 *and* become an elemental component of your **Teacher Certification Program** application.

Personal Journal - 100 points | Method of Evaluation - Complete details are provided in Content

Description: Students are to construct a personal journal consisting of their written entries. After each class, students are asked to reflect upon and write about required readings, class discussions, and other new information, relating the content to their experiences in the field. Students should assimilate the information and speculate how they might, as future teachers, apply it to the classroom. An informal writing style, which encourages stream of consciousness processing, is acceptable for this assignment, but spelling, grammar, and legibility will be assessed. Cumulative journal reflections will be turned in at two different times. ***Journal entries are submitted on Sunday of Week 6 by 11:59 pm and Sunday of Week 12 by 11:59 pm.***

Professionalism and Participation - 20 points | Method of Evaluation - Rubric

Description: As a teaching professional, there are several qualities that you are expected to demonstrate at all times in this class:

- Professionals always value the contribution that they make and are rarely absent. Creating professional learning community in the class can only be achieved if all students are in class and contributing to the development of the community. Therefore, your attendance in class is critical and you should make plans accordingly. This includes having a backup plan for childcare, avoiding unnecessary travel which conflicts with class time, and avoiding making appointments that conflict with this class time. Should you find it absolutely necessary to miss class, please inform your instructor **PRIOR** to class time.
- Professionals are rarely late. Please allow yourself extra travel time in case of traffic delays, and account for the difficult task of finding parking on campus.
- Professionals are always ready to learn and are focused on instruction. Texting, emailing, or other personal tasks interferes with your engagement and should be avoided.
- Professionals ask for further information when they are confused about or don't know how to proceed on assigned tasks. If you are confused, more than likely others are too and there is a need for clarification. Never hesitate to take responsibility for your own learning, which includes asking for help.
- Professionals are always considerate of and respectful toward their instructor and their peers. Viewpoints often differ during discussions, but please remember that others have a right (and I would argue, an obligation) to voice their ideas and beliefs. Argument is great for cognitive growth, but must be done within a context of validation and respect.
- Professionals always have high expectations for themselves and others. The quality and richness of your learning experience depends more on your engagement in the class than it does on mine. Professionals have an open-mind and feel an obligation to participate fully and positively in all learning experiences. Professionals accept responsibility for their actions and accountability for the consequences of those actions, even if the consequence is a lower grade due to poor use of class or study time.

LATE WORK POLICY: The instructor does **NOT** accept late work unless the student discusses the situation with the instructor **PRIOR** to the due date (**at a minimum, the day preceding the due date**).

Examinations

Course Outline

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

Week 1: Course Introduction

Discussion Question

Readings

- Chapter 1 (Marzano)

Activities

- Syllabus Review
- Class Introductions
- Field Experience
- Discussion Questions
- Journal Entries

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry

Week 2: Missouri Learning Standards

Discussion Question

NOTE: DUE TO LABOR DAY, WE WILL HAVE CLASS ON FRIDAY THIS WEEK !

Reading

- Read Chapter 2 (Marzano)

Activities

- Missouri Learning Standards
- Field Experience
- TCP
- How to write an Objective
- Lesson Plan Components
- Thinking Map

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry
- Field Experience Forms

Week 3: What is a Unit?

Discussion Question

Reading

- Chapter 3 (Marzano)

Activities

- Assessment
- What is a unit?
- Review unit guidelines
- Review writing objectives
- Thinking Map

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry

Week 4: Writing a Lesson Plan

Discussion Question

Reading

- Chapter 4 (Marzano)

Activities

- Objective Review
- Review Madeline Hunter Lesson Plan format
- Review Lesson Plan template
- Direct/Indirect Instruction
- Thinking Map

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry
- Choose Unit and Missouri Learning Standards that will be taught

Week 5: Designing a Unit

Discussion Question

Reading

- Chapter 5 (Marzano)

Activities

- Diversity
- Grouping
- Differentiation
- Thinking Map

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry

Week 6: Bloom's Taxonomy

Journal #1

Discussion Question

Reading

- Chapter 6 (Marzano)

Activities

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

- Thinking Map

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry
- Journal #1 due

Week 7: Lesson Strategies

Discussion Question

Reading

- Chapter 7 (Marzano)

Activities

- Essential Questions
- Vocabulary
- Thinking Map
- Review research-based instructional strategies

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry
- Choose 10 Research-based instructional strategies to use in your lessons

Week 8: Engagement Strategies

Synthesis Paper

Discussion Question

Reading

- Chapter 8 (Marzano)

Activities

- Engagement
- Technology
- Thinking Map

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry
- Synthesis Paper

Week 9: Lesson Plan Presentations

Discussion Question

Reading

- Chapter 9 (Marzano)

Activities

- Lesson Plan Presentations
- Provide feedback to presenter
- Implementing Rules and Procedures

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry

Week 10: Lesson Plan Presentations

Discussion Question

Reading

- Chapter 10 (Marzano)

Activities

- Lesson Plan Presentations
- Feedback to Presenters
- Building Relationships

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry

Week 11: Lesson Plan Presentations (Graded)

Discussion Question

Reading

- Chapter 11 (Marzano)

Activities

- Lesson Plan Presentations
- Feedback to Presenters
- Communicating High Expectations

Assignments

- Professionalism and Participation
- Discussion Question
- Journal Entry

Week 12: Lesson Plan Presentations (Graded)

Discussion Question

Activities

- Lesson Plan Presentations
- Feedback to Presenters
- Making System Changes

Assignments

- Professionalism and Participation
- Discussion Question

- Journal Entry

Journal #2

Week 13: Lesson Plan Presentations (Graded)

Graded Lesson Plan Presentation

Discussion Question

Activities

- Lesson Plan Presentations
- Feedback to presenters
- Unit Plan questions

Assignments

- Professionalism and Participation
- Discussion Question
- Unit Plan due Week 15 in Dropbox

Week 14: Techniques from Teach Like a Champion

Comprehensive Unit and Lesson Plans

Discussion Question

Activities

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

Assignments

- Professionalism and Participation
- Discussion Question: Strategies I will use from Teach Like a Champion

Week 15: Unit Presentation

Field Experience Forms

Discussion Question

Activities

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

Assignments

- Professionalism and Participation
- Discussion Question
- Field Experience forms due to Dropbox

Week 16: Wrap Up

Discussion Question

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

The policies set forth in the [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. 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](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College

official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

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, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

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.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.