

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 303

CREDIT HOURS: 3

I. TITLE: Strategies of Teaching

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is an investigation of the skills of teaching which are applicable at any grade level. Emphasis placed on the application of teaching strategies in microteaching and classroom settings. The course will also include coverage of classroom management strategies, discipline techniques, and curriculum development as a function of instruction. Field experiences required.

Prerequisite: Students must have earned a B or better in EDU 103 or 104.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and the interstate Teacher Assessment and Support Consortium (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A. prepare a unit of study and TPA lesson plans aligned with the Kentucky Academic Standards and national content area standards (KTS #2; InTASC #7);
- B. demonstrate the ability to design lessons that develop students' content area literacy skills across the curriculum (KTS #1,2), (InTASC # 2,3,4,5,7,8);
- C. microteach lesson(s) demonstrating the ability to organize the curriculum and /or instructional tasks which are developmentally appropriate (KTS #2, 3, 4, 5, 7, 8; InTASC #1,2,3,4,5,6,8);
- D. evaluate, reflect upon, and revise given teaching situations (KTS #5, 7; InTASC #9);
- E. demonstrate teaching skills associated with multiple approaches to learning. (KTS #4; InTASC #1, 2);
- F. develop and apply a wide repertoire of questioning, differentiated instructional strategies, and assessment techniques (KTS #4, 5; InTASC #2, 6, 8);
- G. examine classroom management strategies (CHAMPs, PBIS, etc.) (KTS #3, 4; InTASC #3);
- H. infuse instructional technology into microteaching and other activities (KTS #2, 3, 4, 6; InTASC #3, 7, 8); and
- I. present research on educational trends and issues such as diversity, assessment, literacy/reading, and closing the achievement gap (KTS #3, 4, 6, 9; InTASC #9, 10) .

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the microteaching experiences, Working Portfolio Entry, CHAMPs Reaction Paper, and Professional Growth Plan.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are explored in the course through various chapters within the text. Candidates become acquainted with ways to develop students' content area literacy skills across the

curriculum.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Setting the stage for successful learning
- B. Sequencing and organizing instruction
- C. Monitoring and evaluating student learning
- D. Designing instruction to maximize student learning
- E. Leading the dynamic classroom
- F. CHAMPs Chapter 4: Expectations
- G. Standards-based unit of study
- H. Teacher Performance Assessment
- I. Senate Bill 1 initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Microteaching experiences
- D. Demonstration of technology proficiency
- E. Cooperative learning activities
- F. Unit and lesson development
- G. Peer collaboration / peer review
- H. Formative and summative evaluations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will spend six hours to include observing a school-based professional learning community and assisting a teacher. Students will complete 20 hours of laboratory experiences. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

VII. TEXT AND REFERENCES:

Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. (10 ed.). Belmont, CA: Wadsworth Cengage Learning.

College LiveText-EDU Solutions Student Membership

Sprick, R. (2009). *CHAMPS, 2nd edition: A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing.

Other readings provided by the course instructor

VIII. EVALUATION AND GRADING PROCEDURES:

*Please note: Although activities and grading procedures may vary by instructor, the * items are required and all sections must use the same scoring rubric.*

Course Assignments:	Points Possible
Chapter activities	
Quizzes	
Microteaching	
Examinations	
CHAMPs Project	
*Standards Based Unit of Study	
Article Reviews and presentation	
Technology Proficiency	
Formative Assessment Project	
Diversity Project	

Evaluation

Grades will be awarded for performance in accordance with the Murray State University scale.

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity. **Violations of Academic Honesty include:**

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing

information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

- XII.** Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and

activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

XIII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**