

**Murray State University**  
**COURSE SYLLABUS**

**DEPARTMENT: Early Childhood and Elementary Education**

**COURSE PREFIX: EDU    COURSE NUMBER: 322                    CREDIT HOURS: 3**

**I. TITLE: Teaching Strategies II for Non-Certification Majors (Late Adolescents to Adulthood)**

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

This course builds upon the skills of teaching introduced in Teaching Strategies I (Children to Adolescents) with a focus on the instruction of middle/late adolescent and adult students. This course cannot be accepted for any teaching certification program. Topics include a comparison of teaching strategies for adolescents and adults, continued exploration of the development of units of study, and the continued development of a personal philosophy of teaching.

**Prerequisite(s):** EDU 321

**III. COURSE OBJECTIVES:**

The student will be able to

- A. define developmentally appropriate instruction for the continuum of ages from late adolescence into adulthood, addressing the developmental stages of change as well as the specific needs of adult learners;
- B. prepare a unit of study and related lesson plans;
- C. organize curriculum and/or instructional tasks in a developmentally appropriate way;
- D. apply a wide variety of teaching strategies for small and large group instruction;
- E. compare and contrast a wide variety of teaching strategies for small and large group instruction;
- F. investigate learning styles and related teaching strategies; and
- G. explore strategies for the assessment of learning.

**IV. CONTENT OUTLINE:**

- A. Developmental milestones of middle/late adolescents and adults and the impact on learning
- B. Development of learning outcomes
- C. Strategies for the organization of units and lesson plans
- D. Approaches to small group and large group instruction
- E. Learning styles of adolescents and adults impact on teaching strategies
- F. Basic assessment strategies
- G. Your philosophy of teaching

**V. INSTRUCTIONAL ACTIVITIES:**

Reading, class discussion, online activities and projects.

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

None.

**VII. TEXT(S) AND RESOURCES:**

Kauchak, D. R., and Eggan, P. D. (2012). *Learning and teaching: Research-based methods*. Upper Saddle River, NJ: Pearson.

**VIII. EVALUATION AND GRADING PROCEDURES:**

Tests, quizzes, papers and evaluations of microteaching will be used. The grading scale is listed below.

Grading scale: 90-100%...A    80-89%...B    70-79%...C    60-69%...D    below 60%...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 Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY STATEMENT:**

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.

For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).