

Murray State University
COMMON SYLLABUS

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 462 CREDIT HOURS: 3

I. TITLE: Methods of Teaching Family and Consumer Sciences

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Development of planning and organizational teaching skills, use of resource materials and simulated teaching experiences. Principles of learning, curriculum planning, styles of management. Field experiences required. A student may not receive credit for FCS 462 and FCS 461 or FCS 561.

Prerequisite(s): none

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 which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interstate Teacher Assessment and Support Continuum (InTASC) standards, and the National Association of State Administrators of Family and Consumer Science (NASAFACS) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify characteristics of an effective teacher and recognize the challenges and rewards of teaching others (KTS #1, 7; InTASC #4, 5, 6, 7,8),
- B. develop a professional philosophy of life and of education (KTS #1, 9; InTASC # 4, 5, 6,7,8),
- C. explore various learning styles and evaluate strengths and limitations (KTS #1, 3, 7, InTASC #6, 7, 8),
- D. develop and demonstrate an ability to prepare and implement lessons and units of instruction appropriate to individual and group learning for various age levels (KTS #1, 2, 4, 7; InTASC # 7, 8),
- E. develop types of assessments (KTS #5; InTASC #6),
- F. use various resources to enhance teaching (KTS #1, 2, 3, 6, 7, 8; InTASC #2, 3,7,8),
- G. assemble an annotated file of teaching and reference materials (KTS #1, 9),
- H. demonstrate an ability to utilize and apply the basic teaching skills in peer teaching simulations (KTS #1, 2, 3, 4, 5, 6, 7, 9; InTASC #3, 7, 8), and
- I. describe and demonstrate strategies and techniques to effectively cope with differences in learner behavior (KTS #1, 4, 9; InTASC # 1, 2, 3,7, 8), and
- J. students will be able to write professionally for the field of education.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on planning and implementation of lessons, observing peer lessons and evaluating them.

The EPSB Themes of Diversity and Literacy are explored in the course through student's selection of topics and peer teaching, assessing and reflecting. Assignments also reflect teaching to different types of learners, individualizing instruction, and motivation. Students also read articles and discuss them.

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

IV. CONTENT OUTLINE:

- A. Philosophies of Teaching/Learning
- B. Professionalism
- C. Planning Curriculum Using National Standards/Association Competencies
- D. Understanding Various Approaches to Teaching/Learning
- E. Critical Thinking skills
- F. Writing Objectives
- G. Designing Instructional Activities for Individuals and Groups
- H. Simulated Teaching Sessions
- I. Effective Development and Use of Assessment Techniques
- J. Management Practices and Procedures
- K. Using Resources Available
- L. Appropriate Clinical and Field Experiences
- M. Motivating Learners, Factors That Affect Learning
- N. Learning Styles
- O. Developing Teaching Skills
- P. Understanding and Utilizing Teaching Strategies
- Q. Individualizing Instruction
- R. Integrating Academic Skills
- S. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture with use of supporting visuals.
- B. Discussions (small and large groups)
- C. Laboratory Experiences and Demonstrations
- D. Professional Networking, Site Visits, Interviews
- E. Peer Teaching.
- F. Internet searches

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

- A. Laboratory participation
- B. Microteaching
- C. Observation and participation in professional settings
- D. 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(S) AND RESOURCES:

Chamberlain, V. & Cummings, M. (2003). *Creative instructional methods for family & consumer sciences/nutrition & wellness*. Columbus, OH: Glencoe McGraw-Hill, Inc.

Selected Professional Publications including: *American Career and Technical Association Journal, Journal of Family and Consumer Sciences, Journal of Nutrition Education*.

Professional Publications, Library Materials, Resource Persons, and Internet

VIII. EVALUATION AND GRADING PROCEDURES:

Grading Scale:

Range	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Less than 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 Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

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 other 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 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).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continually 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.**