

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

Revised Fall 2015

**DEPARTMENT: ADOLESCENT, CAREER AND SPECIAL EDUCATION**

**COURSE PREFIX: TTE    COURSE NUMBER: 554                    CREDIT HOURS 3**

**I.            TITLE:** Teaching in the Modular and System Environment

**II.            CATALOG DESCRIPTION:** This course is designed to be the capstone course for pre-service technology education teachers. Emphasis is placed on teaching technical content using both the systems and modular approaches to develop technical understanding, rudimentary technical skills and problem solving expertise in the technology education classroom/laboratory setting.

**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 New Teacher Standards for Preparation and Certification (KTS) and the Interstate Teacher Assessment and Support Continuum (InTASC). Upon successful completion of this class, students will be able to:

- A. demonstrate the ability to integrate the academic and technical knowledge into content delivery systems appropriate for the technology education classroom by developing appropriate instruction materials (KTS 1; InTASC 4, 5),
- B. experience application of problems solving, research, experimentation and establishment of enterprises as teaching techniques in the technology classroom (KTS 1, 3; InTASC 4, 5, 7, 8 ),
- C. demonstrate understanding of the mission, goals, and objectives of technology education (KTS 1; InTASC 4, 5),
- D. define technology, Technology Education and the teacher characteristics of a successful technology education teacher (KTS 1; InTASC 4, 5),
- E. demonstrate insight into the learning process and necessary elements of experimental classroom instruction (KTS 1; InTASC 4, 5, 7, 8)
- F. identify appropriate content based goals and objectives of the technology education program and link to the commonly accepted organizers (communication, production, transportation, and bio-related systems) of knowledge about technology (KTS 1, 8, InTASC 4, 5)
- G. discuss the impact of laboratory designed on content delivery and classroom management in the technology education classroom (KTS 1, 2, 3; InTASC 4, 5, 6, 7),
- H. identify appropriate means of measuring and evaluating student achievement in the technology education classroom (KTS 4; InTASC 4, 5)
- I. demonstrate an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, and employment potential (KTS 7; InTASC 9, 10)

- J. use professional literature and journals within technology education and related fields as resources when developing instructional materials (KTS, 9; InTASC 9, 10), and
- K. demonstrate the ability to integrate computers and other technologies into the modular instructional unit. (KTS 9; InTASC 9, 10).

**IV. CONTENT OUTLINE:**

- A. Exploring select technical content
- B. Roles of the teacher in the Technology Education classroom
- C. Experimental classroom instructional techniques
- D. Development and management of modular instructional unit

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Lecture
- B. Demonstration
- C. Small group problems and activities
- D. Individual problems solving activities
- E. Complete selected technology systems based units of modular instruction
- F. Develop, construct, and pilot modular technology systems based instructional units

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

Refer to course assignments

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

None

**VIII. EVALUATION AND GRADING PROCEDURES:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	E

**IX. ATTENDANCE POLICY:**

Student 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 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 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).

## **XII. 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.**