DEPARTMENT: ECE     COURSE NUMBER: EDU 303     CREDIT HOURS: 3

I. TITLE: EDU 303 Strategies of Teaching

II. COURSE DESCRIPTION: 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. Laboratory experiences required. Prerequisite: EDU 103 with C or better.

III. PURPOSE: The purpose of this course is to provide students with a broad repertoire of teaching strategies, as well as classroom organization and management techniques. Students will examine various approaches to classroom discipline. Students will also demonstrate specific teaching skills during microteaching experiences.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. Upon successful completion of this class, students will be able to:
A. prepare a KERA unit of study and TPA lesson plans. (KTS #2)
B. 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)
C. evaluate, reflect upon, and revise given teaching situations. (KTS #5, 7)
D. demonstrate teaching skills associated with multiple approaches to learning. (KTS #4)
E. develop and apply a wide repertoire of questioning, differentiated instructional strategies, and assessment techniques. (KTS #4, 5)
F. examine classroom management strategies (CHAMPs, etc.). (KTS #3, 4)
G. infuse instructional technology into microteaching and other activities. (KTS #2, 3, 4, 6)
H. create a working e-portfolio artifact and reflection (KTS #2, 6, 7)
I. present research on educational trends and issues (Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap) (KTS #3, 4, 6, 9)

The COE 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, Literacy/Reading, and Closing the Achievement Gap are explored in the course through various chapters within the text.
V. 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 Module 3: Expectations
G. Harry Wong: The effective teacher
H. Standards Based Unit of Study
I. Teacher Performance Assessment

VI. 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

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
A minimum of 20 clock hours is required which includes microteaching experiences. Students must demonstrate their growing knowledge of technology and audio-visual aids as instructional tools during the microteaching activities. Students will dress professionally during the microteaching activities.

VIII. RESOURCES:
A. Murray State University Libraries
B. RACERtrak, ERIC, and the Internet
C. Self-selected books, articles, and activities
D. MSU computer centers
E. Curriculum Materials Center AL 341
F. Public library
G. Kentucky Department of Education

IX. 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.

A. Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>10 pts. x 12 chapters</td>
<td>120</td>
</tr>
<tr>
<td>*Microteaching 1, 2</td>
<td>100, 100</td>
<td>200</td>
</tr>
<tr>
<td>Examinations (two)</td>
<td>50 points x 2</td>
<td>100</td>
</tr>
<tr>
<td>*CHAMPs (M-3) Lesson Plan</td>
<td>25</td>
<td>25</td>
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<tr>
<td>*Standards Based Unit of Study</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><em>Working Portfolio Entry</em>*</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Technology proficiency</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Final</td>
<td>50</td>
<td>50</td>
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**Total 675

(**-Artifact and Reflection Requirement: Micro-teaching Lesson Plan: KTS #2)

NOTE: Even if students are absent, they are expected to submit assignments electronically by the beginning of class on the designated date. The instructor of the course will accept assignments the day before, day of, or subsequent days-with 10% grade penalty for each day.)

B. Evaluation

Grades will be awarded for performance in accordance with the Murray State University scale. Students’ attendance will also be considered when calculating the final grade.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>E</td>
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C. Audit Policy

If you choose to audit this course, you MUST complete all assignments with the exception of the final examination and attend all class meetings. If either one of these is not met, the instructor will change the audit grade to an E.

X. ATTENDANCE POLICY:

This course adheres to the policy published in the current MSU Undergraduate Bulletin. Note: Students are expected to attend all class meetings. Students missing class for any reason should notify the instructor of the course in advance, preferably by e-mail. If not by e-mail, then a phone call would be acceptable (I have an answering machine). This is a professional courtesy. Students assume responsibility for informing the instructor of a tardy arrival and reason for absences. Excessive absences will not be tolerated. All absences will be made up in the form of a scheduled conference with the instructor of the course. Students are expected to be in attendance during all microteaching sessions.
Two or more absences (for any reason) is reason for a consultation with the student and a flag issued to be placed in the student’s teacher education file (this includes family emergencies, illness, medical, etc.).

XI. Academic Honesty Policy:
This course adheres to the academic honesty policy published in the current MSU Undergraduate Bulletin.

NOTE: Directly “copying and pasting” (word for word) from a source is in direct violation of the MSU-Academic Honesty Policy. Also, submitting a paper for two different assignments, regardless of course, violates the MSU-Academic Honesty Policy.

XII. Text and References:

College LiveText-EDU Solutions Student Membership


Other readings provided by the course instructor

XIII. Prerequisite: EDU 103 with C or better.

XIV. Statement of Affirmative Action and Equal Opportunity:
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 information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. Flag System/ Continuous Assessment:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and demeanors, 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.
Note: The instructor expects that cell phones, pagers, and other electronic paging devices will be turned off during class time (unless an emergency dictates otherwise).

Note: Students are expected to dress professionally for all microteaching sessions and any class presentations. All students are expected to be present and actively participate.