



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ELED 3242
Teaching all Learners
Fall 2010
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College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

ELED 3242

Course Description: This course provides a focus on best practices for student learning and cognition in grades K-6; identification, development, and evaluation of strategies and models of instruction sensitive to individual needs of children with an emphasis on planning and instruction. The content and methodology of the course provides background for specialized methods courses.

Text(s): Burden, P.R. & Byrd, D. M. (2010). *Methods for effective teaching* (5th ed.). Boston: Allyn and Bacon.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly

referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Course Expectations: Everyone is expected to come to class and on time. Absences and tardies will affect your grade. You should be prepared when coming to class to discuss and participate in class discussions All cell phones and laptops are to be turned off during class.

Course Objectives:

1. Determine learning outcomes for cognitive, affective and psychomotor objectives for different curriculum areas and populations of various ages for schools.
2. Application of different inquiry models such as inquiry training, inductive thinking, concept attainment and creativity.
3. Application of instructional models that promote group development such as cooperative learning, group investigation, simulation and role playing.
4. Application of instructional models that promote personal development such as nondirective learning, and self-control.
5. Application of instructional models for processing information such as memorization, advance organizer, cognitive development and mastery learning.
6. Complete instructional design and development plans to account for multicultural, urban and global issues in various curricular areas.
7. Compare and contrast instructors' and learners' roles for various instructional models for diverse groups of students with respect to gender and ethnic backgrounds, as well as an atypical learner.
8. Describe leadership strategies necessary to use the most up-to-date research and information related to various instructional models in schools with learners and other instructors.
9. Apply technology concepts to the use of various instructional models.
10. Develop appropriate assessment techniques that reflect the theory and learning outcomes for the specific instructional model.
11. Apply communication strategies, written and orally, to use the various models most effectively.

Grade Scale:

- A 338-360 points**
- B 309-337 points**
- C 277-308 points**
- D 252-276 points**
- F 251 points and below**

Assignments

All written work except for in class activities will be typed using 14 pt. font and 1.5 spacing with 1 inch margins. A cover sheet should be stapled to the front of the assignment with your name, the assignment's name, and ELED 3242, Fall 2010. Spelling or grammatical errors will cause a reduction of points.

Attendance/Participation: (20 pts.) Students will be given credit for attending class and being on time. Points will be deducted for tardiness or absence.

Selected Text Reading and Graphic Organizers: (10 pts each) For each grouped chapter reading (there are five groups) you will create a graphic organizer to enhance your understanding of effective teaching. **You will create a different graphic organizer for each chapter group. The graphic organizer chosen for a particular chapter might be a flow chart, bubble map, double-bubble, Venn diagram, outline, web, or another graphic format. Each organizer should highlight the main ideas of the chapter (not just repeat the headings and subheadings found in the text) and is worth 10 points.** These may be hand drawn, and perhaps completed as you read the text. (See course schedule for due dates)

Lesson Plan Practice: (30 pts. each) Students will choose a grade level and subject area of their choice (K-6 grade) and design a complete lesson plan using the format discussed in class. You are to include a commentary that explains your thinking behind the lesson plan, i.e. reasons why you are teaching this lesson using the chosen instructional strategy. Be sure to draw on relevant research and theory to justify your choice of instructional strategies. The second practice lesson plan will include evaluative criteria as part of the assessment, such as a rubric, list of questions, activity sheet, quiz, etc. The first lesson plan is due October 12; the second one is due November 9.

Lesson Plan Presentation: (30 pts) Students will design a complete lesson plan and present the lesson plan to the class. Explain the components of the plan, the instructional strategy you have used, the lesson's objectives and assessments, materials, standards, modifications. Include a brief commentary that explains reasons why you are teaching this lesson using the strategies you chose. Provide copies of your lesson plan to each class member. You are to teach the lesson to the class. Use some kind of **visual aid**...materials, resources, power point, etc. to assist you in your presentation. Presentation should take 10 to 15 minutes. Due November 16

Strategies Group Presentation: (40 pts) Students, in pairs or small groups, will research one of the given instructional strategies and present vital information and important points about the strategy to the class. Visual aids are encouraged while explaining your instructional strategy. Each group will provide a one page handout with information about the strategy for each class member. All group members should participate equally in the preparation and presentation of the strategy. The group will also illustrate their strategy in an activity with the class. Presentation should take 10-15 minutes.
Due December 7

Instructional Strategies Sampler Notebook : (40 pts) Choose one national standard from a grade and subject area of your choice. Find 4 lesson plans using 4 different instructional strategies that would teach the standard. These lessons may be activities copied from an outside source, but give credit to the resource using APA format. Due October 25

Instructional Strategies Resource Notebook : (60 pts) Each student will develop a resource notebook of materials of ten instructional strategies of your choice. The notebook should be divided by sections with the following information for each of the strategies: a descriptive summary of the strategy (1 page); an article discussing the strategy, and a lesson plan that uses the strategy. The article and lesson plan may be one obtained online or elsewhere, or one the student has written. The Notebook should include a Title page, Table of Contents, and a reference bibliography that lists each resource. Use the APA format. Due November 30.

Culminating Activity (60 pts) December 14

Rubric for Lesson Plan Presentation and Strategies Group Presentation

Criteria	Poor (1 point)	Fair (2-4 points)	Acceptable (5-6 points)	Superior (7-8 points)
Clarity and logic of ideas developed in the presentation and handouts	Presentation/Writing is hard to understand, ideas presented are confusing and not explained. Ideas are not in a logical order.	Presentation/Writing is somewhat clear and lucid, ideas are reasonable and comprehensible, but a logical order is missing.	Presentation/Writing is somewhat clear and lucid, ideas are reasonable and comprehensible, and in a logical order.	Presentation/Writing is clear and lucid, ideas are clearly relevant and comprehensible, and in a logical order.
Content knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required) with explanations and elaboration
Visuals	Student used no visuals.	Student used visuals that somewhat supported presentation	Visuals related to support presentation are somewhat creative.	Student used creative visuals to reinforce presentation .
Grammar in Presentation, spelling, and APA adherence	Little attention to grammar, spelling, and APA style throughout. (Major errors)	Some attention to grammar, spelling, and APA style throughout. (Many errors)	General attention to grammar, spelling, and APA style throughout. (Few errors)	Clear attention to grammar, spelling, and APA style throughout. (No errors)
Involvement of Presenters	Little to none Delivery is quiet	Some Delivery is hesitant	Acceptable Delivery is good	Outstanding Delivery is clear and precise

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Date	Ch (s)	Topic	• Assignment Due
Aug. 31	1	Introductions and Syllabus Teacher as a Decision Maker	•
Sept. 7	2-3	Planning for Instruction: (The how and the why)	• Chapter 2-3 Graphic Organizer due • <i>Writing objectives PPT*</i> • <i>Unit Plan PPT*</i>
Sept. 14		Instruction and Reflection (The Mirror)	• <i>The mirror in the classroom PPT*</i>
Sept. 21	4	Differentiating Instruction for Diverse Learners	• Chapter 4 Graphic Organizer due
Sept. 28		Questioning skills: a method to develop higher thinking skills	•
Oct. 5	5-6-7	Instructional Strategies	• Read chapters 5-6-7 • <i>Burden Chapter 5 PPT*</i>
Oct. 12	5-6-7	Instructional Strategies	• Reread Ch. Five, Six and Seven • Practice Lesson Plan #1 due • <i>Cooperative Learning PPT*</i>
Oct. 19		Fall Break	• Yipee!
Oct. 26	5-6-7	Instructional Strategies	• Reread Ch. 5-6-7 • Graphic Organizer Ch. 5-6-7 • Instructional Strategies Sampler due • <i>Concept Attainment PPT*</i> • <i>Concept Development PPT*</i>
Nov. 2	11	Assessing student performance: How do you know they know?	• Read Chapter 11 • <i>Burden Chapter 11 PPT*</i>
Nov. 9	11	Analyzing student work using evaluative criteria	• Reread chapter 11 • Chapter 11 Graphic Organizer due • Practice Lesson Plan #2
Nov. 16		Lesson Plan presentations	• Lesson Plans presentations
Nov. 23	8-9-10	Classroom Management	• Read Chapters 8-9-10 • <i>Arranging the Classroom PPT*</i> • <i>Classroom Environment PPT*</i> • <i>Burden Chapter 8 PPT*</i>
Nov. 30	8-9-10	Classroom Management	• Graphic Organizer Ch. 8-9-10 • Instructional Strategies Resource Notebook • <i>Discipline with Dignity PPT*</i> • <i>Classroom Discipline PPT*</i>
Dec. 7		Strategies Presentations	• Groups' presentations due
Dec. 14		Culminating activities/Exam	• Resource Notebooks returned

**Downloading and printing the noted PPTs is not required, but will save lots of writing. The PPTs are on eCourseware under Content. Look near the bottom of the page.*