



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ICL 7059
Models of Instruction
416-5926
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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.

Course Description: ICL 7059- Models of Instruction. This course provides theoretical knowledge that can be applied in various subject areas and levels of learning. The content and methodology of the course provides background for specialized methods courses.

Text(s): Burden, P.R. & Byrd, D. M. (2007). Methods for effective teaching (4th ed.). Boston: Allyn and Bacon.

Course Expectations: Everyone is expected to come to class daily and on time. Absences and tardies will affect your grade. If you have to leave early, you will not receive full points for being in class for that day. If possible, please inform me if you will be late or absent or if you will leave early. Contacting me by email is the most efficient way to stay in touch with me. You should be prepared when coming to class to discuss and participate in class discussions willingly and happily. **(That means that you should read the assignments before you come to class!)** All cell phones should be turned off during class. Childcare should be arranged in advance because children in class can be disruptive to other students.

Evaluation and Grading Policies: Students will be evaluated in terms of successful completion of the learning activities, including regular, routine, and minor assignments and major projects. Everyone is expected to participate during class time during discussions and work on group projects. Clear criteria for success will be given for each assignment. Exemplary work is expected with no grammatical or spelling errors. **25% will be deducted from an assignment for each day that it is late. You may email assignments to me if you will be tardy or absent.**



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.

Grading Scale:

95% -100% = A

94% - 86% = B

85% - 76% = C

75% - 70% = D

69% - 0% = F

Assignments:

Attendance/Participation	20 points
Standards Project	30 points
Lesson Plan (30 points each)	60 points
Chapter Presentation	30 points
Lesson Presentation	30 points

Website Review	20 points
Tests	40 points
Total	230 points

Assignments All written work except for in class activities will be typed using 12 pt. font and single spacing with 1 inch margins. Failure to follow these guidelines and spelling or grammatical errors will cause a reduction of points.

Standards Project: Students will choose standards for one subject area and find them on the internet. Compare the National Standards to the local standards for the particular subject. How are they alike or different? Why do you think so? (1-2 pp.)

Lesson Plan: Students will choose one grade level and one subject area and complete a lesson plan for no more than a 30-minute period. Include the appropriate standard that will be addressed in the lesson along with specific objectives. The student will utilize the lesson plan format provided by the professor. The lesson plan should be typed with no spelling or grammatical errors. Present the lesson plan to the class.

Chapter Presentation: Students will select one chapter to present to their classmates. A handout will be prepared with vital information for the class. You may include props, student work samples, etc.

Be prepared to model/demonstrate and share a “teaching tip” that will enhance instruction in the classroom. This “tip” could be a classroom management strategy, time management technique, a new research based program or something you have tried or observed that worked in the classroom.

Website Review: Students will research various websites that have good lesson plans or activities. The student will select two that should be shared with the class. Describe the website and tell how it can be used to help children. What makes this website exciting to you and why should your colleagues be aware of it? (1 pg.) E-mail a copy to the professor.

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 cited and 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.

Tentative Schedule:

Date	Title of Model	Chapter Presentation	Assignment due	Lesson plan presentation
Aug. 31	Syllabus, Class Overview			
Sept. 14	Direct Lesson	Chapter 5 1. 2.		1. 2.
Sept 21	Technology Integration	Chapter 2 1. 2.	1 st Lesson plan due	1. 2.
Sept 28	Classroom strategies	1. Chapter 6 2.		1. 2.
Oct 5	Brain based learning	Chapter 3 1. 2.	2 nd Lesson plan due	1. 2.
Oct 12	MID-EXAM			1. 2.
Oct. 19	FALL BREAK			
Oct 26	Concept Attainment	Chapter 8		
Nov 2	Learning styles Assessing and Reporting Working with	Chapter 1 1. 2.	Standards Project due	1. 2.

	Parents			
Nov. 9	Advance Organizers	Chapter 10 1. 2.	Website Review due	1. 2.
Nov. 16	Indirect Lesson Classroom Man.	Chapter 13 1. 2.		1. 2.
Nov.23	Differentiating Instruction	Chapter 4 1. 2.		1. 2.
Nov. 30	Data Analysis	Ch 11 1. 2.		
Nov. 30	Websites Presentations			
Dec. 7	Creating Objectives			
DEC. 14	Final exam			

Name(s) _____

Grade: _____ /100

Chapter/Name of

model: _____ / _____

Mechanics of the presentation: (Organization presentation skills, and time utilization)

Score: 4 3 2 1

The presenter(s) communicated clearly, used appropriate strategies to involve the learners, linked key ideas and knowledge to the learner's prior knowledge, elicited student thinking, involved higher order thinking, and provided opportunities for the learners to practice and demonstrate their learning.

Content: (What you choose to highlight during your presentation)

Score: 4 3 2 1

The presenter(s) focused on the important key concepts needed to understand the instructional model and included a demonstration of the model. The presenter(s) connected the learning to the stated objectives.

Substance of the presentation/demonstration: (Richness of your presentation)

Score 4 3 2 1

The presenter(s) used appropriate/standard grammar, sentence structure, and syntax.

The presenter(s) vocal level was appropriate and sounded confident.

Lesson Plan: (How well you followed my preferred lesson plan format)

Score 4 3 2 1

The lesson plan included all of the components for Dr. Ssebikindu's preferred lesson plan. These components are clearly written. The self-evaluative reflection, **emailed to the instructor the day after the presentation**, demonstrates an ability to reflect about the strengths and weaknesses of the presentation.

Rubric for ICL 7059 Writing

Name: _____ Grade _____
 _____/100

Writing style

- 4- Content is organized and flows smoothly
- 3- Content is organized, but is hard to follow from point to point
- 2- Writing is choppy and organization is weak
- 1- Poor writing skills

Content

- 4- Content is clear, concise, related to topic, and the literature review shows substantial effort
- 3- Statements are supported and documented, but little or no relativity to the topic; or the content is vague in some areas. Literature review is satisfactory.
- 2- Support and documentation are lacking, little relativity to the topic; or content is unclear. Literature review is weak.
- 1- Content not related to the topic and literature review is short.

APA documentation(4th edition of APA style manual)

- 4- No errors related to documentation
- 3- Few errors related to documentation
- 2- Documentation not used consistently
- 1- Lack of documentation

Mechanics

- 4- No grammatical or usage errors
- 3- Few grammatical or usage errors
- 2- Many minor grammatical or usage errors
- 1- Gross grammatical or usage errors.

Lesson Plan Format Preferred by Dr. Lyne Ssebikindu

Instructional Objective(s) for the lesson

- § This section lists the specific skills or knowledge you would like for the students to attain after they finish this lesson
- § Refer to the TN content standards and explain how you plan to meet them. Go to <http://www.state.tn.us/education/ci/cistandards/htm> to find this information.

Introduction (or set)

- § Tell me how you plan to introduce the lesson(i.e.,K-W-L, activity, reading, demonstration).
- § Include citations where appropriate
- § Tell me what grade or age level of the intended students

Instruction (by the teacher)

- § List the specific steps you plan to use to move the students to your desired goal(s).

List of materials and media

- § List the necessary materials and media
- § How will you use each item?

Supervised practice

- § How will you allow the students to practice what you taught them?
- § What materials/room arrangements will you use/make?

Closure

- § How do you plan to close the lesson(i.e., activity, questions, discussion, retelling by a student)?
- § Include citation where appropriate

Independent practice

- § How will you allow the students to practice what you taught them?
- § What materials will you use?
- § Include citation where appropriate.

Assessment

- § Include an assessment to determine if/which students have met your objectives
- § Use rubrics where appropriate. Show the students the rubrics at the beginning of the lesson so they know what you will look for when you assign a grade.

Reflection

§ After teaching the lesson, sit down and write a few paragraphs about how the lesson went. What changes might you make the next time you do this one? What will stay the same? How well were you able to reach the students? How well did the students perform on the independent practice?

Potential Questions

Include at least 2-3 questions from each of the following domains (Bloom's Taxonomy):

Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation

Words to use for each level:

Knowledge: Where, which, choose, How, Match

Comprehension: Compare, Contrast, interpret, explain infer, show

Application: Apply, organize, interview, select

Analysis: Analyze, compare, Distinguish, Examine, Discover

Synthesis: Improve, construct, create, solve, design

Evaluation: Award, choose, defend, measure, rate, criticize