

**WAYLAND BAPTIST UNIVERSITY  
SCHOOL OF EDUCATION  
PHOENIX/LUKE CAMPUS**

**Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

**Course number and title:** EDUC 5305 and 5328: Instructional Techniques I & II

**Term and Dates:** Summer 2009

**Class meetings:** Hybrid June 5<sup>th</sup> and 6<sup>th</sup>

**Instruction begins:** May 26<sup>th</sup> – see Blackboard

**Phoenix/Luke Campus**

**Instructor:** M. Sue Bradley, Ed.D.

602-214-2027 cell; [bradleys@wbu.edu](mailto:bradleys@wbu.edu) and through Blackboard

**Catalog description:** EDUC 5305: In-depth study of accountability models. Different instructional techniques are investigated and proficiency is developed in the use of instructional models.

EDUC 5328: The course is an extension of EDUC 5305 and includes planning, instructional strategies and assessments that are applicable to higher order teaching. Assessment trends in the secondary schools are examined and students develop skills in writing assessments. Enrichment curriculum is examined for the secondary school. Students will examine areas for the state License test. Prerequisite EDUC 5305

**Prerequisite knowledge/skills and course numbers:** none in catalog for EDUC 5305; EDUC 5305 required for EDUC 5328

**Resources:**

1. Gunter, Mary Alice, Thomas H. Estes, and Jan Schwab (2007). *Instruction: A Models Approach*. Allyn and Bacon, Boston, MA. Primary text
2. Instructional textbooks. Teacher guides. Curriculum guides and State Standards for given course/content area. (your choice per your content area)
3. Videos of various models found on line and in WBU library
4. Level II students see instructor about an assessment text
5. Arizona Department of Education publications available on their website: [www.ade.state.az.us/](http://www.ade.state.az.us/). The following documents: Under Standards: 1) *Academic K-12 Standards*; 2) *Professional Teacher Standards*; 3) *other items that may apply*  
For those students who are in the instructional leadership specialty select standards and guidelines that apply to your chosen field of concentration. Please confirm with instructor.  
For Instructional Leadership Specialty, substitute another source with approval.

**REQUIRED FIELD EXPERIENCE HOURS (minimum requirement):**

**\*Successful completion of field experience hours is required for course credit. 8 Hours for I and II.**

**COURSE OUTLINE:**

- I. Instructional Process
  - a. Blooms Taxonomy and other learning theories
  - b. Standards-teacher and student
  - c. Basic design of curricula: content, cognitive, affective, psychomotor, other
  - d. Elements of instruction: Goal, objective, strategies, assessment
- II. Models of Instruction
  - a. Common approach (lower levels) such as Direct Instruction
  - b. Higher order thinking models
- III. Creating Instructional products
  - a. Content standards
  - b. Curricula design including units and lessons
  - c. Assessments (instruction and student)

**COURSE REQUIREMENTS:** (Additional course requirements MAY be added, but those listed MUST be utilized.)

1. Present unit of instruction to class (see rubric for details)
2. Develop unit of instruction with at least 10 lesson plans reflecting at least 5 instructional models; incorporate technology in three distinct ways (for level two students EDUC 5328 see instructor for specifics developed based on your skills)
3. Weekly quizzes and a final
4. Blackboard discussions
5. Two abstracts

**COURSE OUTCOME COMPETENCIES:** (correlated to Arizona state competencies)

1. Designs and plans instruction that develops students' abilities to meet Arizona's standards and the local school system's assessment plan. (Standard 1)
2. Implements and manages instruction that develops students' abilities to meet Arizona academic standards. (Standard 2)
3. Uses a variety of appropriate formal and informal assessments aligned with instruction. (Standard 3)
4. Applies instructional models of instruction in designing units and lesson plans. (Standard 1)
5. Reviews and evaluates self performance in the area of instructional development. (Standard 6)

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME**

**COMPETENCIES:** (Additional assessments MAY be added, but those listed MUST be utilized.)

1. Designs and plans instruction (level two: assessments)  
**Assessed:** Written unit plan with lessons (other) and technology application
2. Implements and manages instruction  
**Assessed:** Critique and Video Presentation of lesson 1 in local school setting, 1 in class setting; *8 observation hours in school setting*
3. Uses a variety of appropriate formal and informal assessments  
**Assessed:** lesson plans with assessments (more for level two)
4. Applies instructional models of instruction  
**Assessed:** weekly quizzes, final, instructional unit, 2 lessons implemented
5. Reviews and evaluates self performance  
**Assessed:** critiques

**ATTENDANCE POLICY:**

1. Campus Attendance Policy

The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the provost/academic vice president.

**EVALUATION:** Grades for courses shall be recorded by the symbols below: (Point totals for each letter grade MAY be modified, but grading system MUST be maintained.)

**UNIVERSITY GRADING SYSTEM:**

A	900-1000	Cr	for Credit
B	800-899	NCR	No Credit
C	700-799	I	Incomplete*
D	600-699	W	for withdrawal
F	below 600	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**COURSE GRADING CRITERIA:**

(The grading criteria provided are a suggestion. Your own format may be utilized, but you MUST provide the criteria within the syllabus.)

Assignments	Point value	Points Earned
Blackboard discussions/Quizzes	162	
Abstracts	60	
8 hours observations (must complete to pass course)	C/IC	
Content Unit and Lesson plans with assessments	200	
Present major unit with lesson example, critique, technology	50	
Teach one lesson	50	
Final exam	100	
EDUC 5328 (II) students research assignment	See instructor	
Professionalism	100	
<b>Total Points Possible for Course</b>	722 plus C	

**ACADEMIC HONESTY:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**DISABLED PERSONS:**

It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. Students should inform the instructor of existing disabilities the first class meeting.

**COURSE SCHEDULE (meeting dates, times, and assignments):**

(The course schedule provided is a suggestion. Your own format may be utilized, but you MUST provide a schedule within the syllabus.)

*This is a hybrid course which means that instruction goes in weeks with assignments due each week (begins on Monday goes to the following Sunday at midnight). Class meetings log 24 contact hours in addition to the weekly blackboard instruction. School based observations are also a requirement for the course and program.*

Date	Topics/ Activities/Assignments
<b>Week 1:</b> <b>Class meeting</b> <b>June 5<sup>th</sup> &amp; 6<sup>th</sup></b>  Note: other class meetings required will be discussed at this time.	Readings, lecture notes, video, support material (See folder 1) Chapters 1-3 and 19 Gunter Note: Students enrolled in EDUC 5328 need the syllabus modified..consult with the professor. <b>Discussion Board-see Blackboard</b> <b>Obtain location for 8 hours of observation (letter of introduction) FPC</b> <b>Finger print card</b> <b>Obtain instructional textbooks/curriculum guides/sample unit plans and bring with you to the class meeting (your content area)</b>
<b>Week 2:</b>	Readings, lecture notes, video, support material (See folder) <b>Discussion Board/quiz #2 over chapters 1-3 and 19</b> <b>Obtain ADE Standards from website for unit/lessons development</b> <b>Begin observations</b> <b>Three Direct Instruction lesson plans due</b>
<b>Week 3:</b>	Readings, lecture notes, video, support material (See Folder 3) <b>Discussion Board/quiz #3</b> <b>Chapters 4 &amp; 5; Begin reading <i>Positive Classroom Instruction</i> by F. Jones</b> <b>Draft unit with lesson plans – see format on assignment page</b> <b>Continue observations and prepare paperwork</b>
<b>Week 4:</b>	Readings, lecture notes, video, support material (See Folder 4) Chapters 6 & 7 G.; continue reading Jones’s book <b>Discussion Board/quiz #4</b> <b>Draft unit with lesson plans – see format on assignment page</b> <b>10 lessons: five models of your choice</b>
<b>Week 5:</b>	Readings, lecture notes including assessment information, video, support material, literature search (See Folder 5) Chapters 8 & 9 G.; <b>Draft of unit plan and all lessons due</b> <b>Unit critiques (bring all unit material); begin abstracts on assessments</b>

<b>Week 6:</b>	Readings, Lecture notes, videos, support material (See Folder 6) Chapters 10 & 12 G.; continue reading Dr. Jones' book <b>Discussion Board/quiz #5</b> Continue to refine unit plan and abstracts <b>Three lessons due</b>
<b>Week 7:</b>	Readings, Lecture notes, videos, support material (See Folder 7) Chapters 12 & 13 G.; continue reading Dr. Jones' book <b>Teach a lesson to a group of students – document experience</b> Continue to refine unit plan <b>Three lessons due</b>
<b>Week 8:</b>	Readings, Lecture notes, videos, support material (See Folder 8) Chapters 14-16 Finish Dr. Jones' book Review all readings to date <b>Finalize unit plan with lesson plans</b> <b>Finalize Abstracts (2)</b>
	<b>In classroom meetings at Phoenix Campus</b>
<b>Week 9 &amp; 10: Classroom mtg.</b>	Readings, Lecture notes, videos, support material (See Folder 9) <b>Present unit plan and lessons, demonstrate one lesson; critique all presentations; Present abstracts (2)</b>
<b>Week 11:</b>	Readings, Lecture notes, videos, support material (See folder 10) <b>Final exam on Blackboard due</b> Redo any assignments per instructor
<b>Week 12: August 9<sup>th</sup></b>	<b>Class ends</b> <b>Grades posted</b>

(I reserve the right to amend the tentative course calendar as needed.)