



C&I 677 Universal Teaching Methods

Term: Fall 2019

Professor Contact Information

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Course Description:

Universal Teaching Methods is a study of the aims, content, methodology, and procedures for planning and delivering instruction in the elementary and secondary grades. Each student will be able to concentrate on his or her major teaching area.

Prerequisite Studies

None.

Diversity in the Oakland City University School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that encourages and supports an environment which presents and values diversity defined in accordance with CAEP Standard 3.1 as differences among groups of people and individuals based on race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background.

Course Objectives

Primary Objective: To develop classroom skills in planning, instruction, management, and evaluation for the secondary and elementary classroom. InTASC 1-8. ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0

Upon completion of this course students will be able to:

1. Understand the building blocks of teaching (Curriculum, Instruction, Assessment) and:
 - a. Deliver - Content/ Skills / Support InTASC 4, 5. ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0
 - b. Demonstrate - Intentionality/Planning InTASC 4, 5. ACEI 1.0, 3.1

- c. Develop and apply - Withitness and Reflective Action InTASC 6-8. ACEI 1.0, 3.2, 3.4, 3.5, 4.0 5.1
 - d. Create the Appropriate Environment for Learning. InTASC 4, 5. ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5
2. Teach by goals which lead to outcomes. InTASC 4, 5. ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5
 3. Follow the Assessment-Improvement Cycle InTASC 4, 5. ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0
 4. Effectively use technology in the classroom InTASC 4, 5. ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0
 5. Celebrate Diversity InTASC 1-3. ACEI 1.0, 3.2, 3.5

Instructional Design

Students will explore teaching methodology through course readings, lectures and presentations, group discussions, independent research, and simulations.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Course Materials

Textbook (required)

Teaching in K-12 Schools: A Reflective Action Approach, 5th ed. Eby, Herrell, and Jordan. Pearson, ISBN-13: 9780137047055

Journal Articles (required)

Five Journal Articles (one per day of class) on some aspect of that day's topic.

Ancillary Text (recommended)

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics
1	Methods Intro.
2	Teaching for Outcomes
3	Diversity
4	Content Area Reading Instruction
5	Final Presentations

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course. Student evaluation will be based on learning tasks, classroom participation, and the quality of work submitted for marking. The final grade will be based on substantive and meaningful

participation, article critiques, and the final project.

Assignments and Program Assessments	Grade Value
Participation in class discussions and activities	50 points 10 points per class.
Five Journal Articles on Methods	30 points - 6 points each
Final project	20 points
Total points	100 points

Participation and Attendance

There are no authorized absences for this class

Class Discussions

Students must participate in daily discussions. A grade will be assigned each day reflecting the quality of participation. Each daily discussion will include comments on your journal critique for that day

- Responses to others' contributions should show respect for alternate view points, and include course content as appropriate. Do not simply make statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.

Learning Outcome: Upon successful completion of this learning activity students should be able to evaluate classmate positions, synthesize the views of others with their own position, and increase their understanding of the topic (ELCC #1, #4; IDOE #2, #5).

Assignments

1. **Journal Article Critiques on topics covered in this class:** Each day participants will have read and critiqued a peer reviewed journal article. Discussion of those critiques will take place, usually at or near the beginning of class. Five written Critiques will be handed in at the end of the five day class-session. The actual due date will be Sunday at midnight (by email) to allow a few extra days for editing and polishing.
2. **Final Project:**
Micro-teaching experience. The final project in this class will be a formal written unit plan from which a detailed lesson plan will be developed and taught to the class. The subject will be chosen by you based on your teaching field. The presentation will be streamlined to fit into a 20 minute presentation. Major elements of the lesson need to be present in the presentation even though times for activities will need to be shortened.

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
190-200	A	4.0	Superior
180-189	A-	3.7	Excellent
170-179	B+	3.3	High Average
160-169	B	3.0	Average
150-159	B-	2.7	Low Average
140-149	C+	2.3	Below Average, Counting as Graduate Credit
130-139	C	2.0	Below Average, Counting as Graduate Credit
Below 130	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Course Policies

The following policies apply to anyone participating in this course.

- Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events,

class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

Use correct spelling and grammar.

Some assignments require a specific form or format—use as directed.

Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

Use your name, course number, and assignment name as the file name of a document when submitted electronically.

Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

Respect for Divergent Viewpoints and Diversity – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times.

They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University

Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

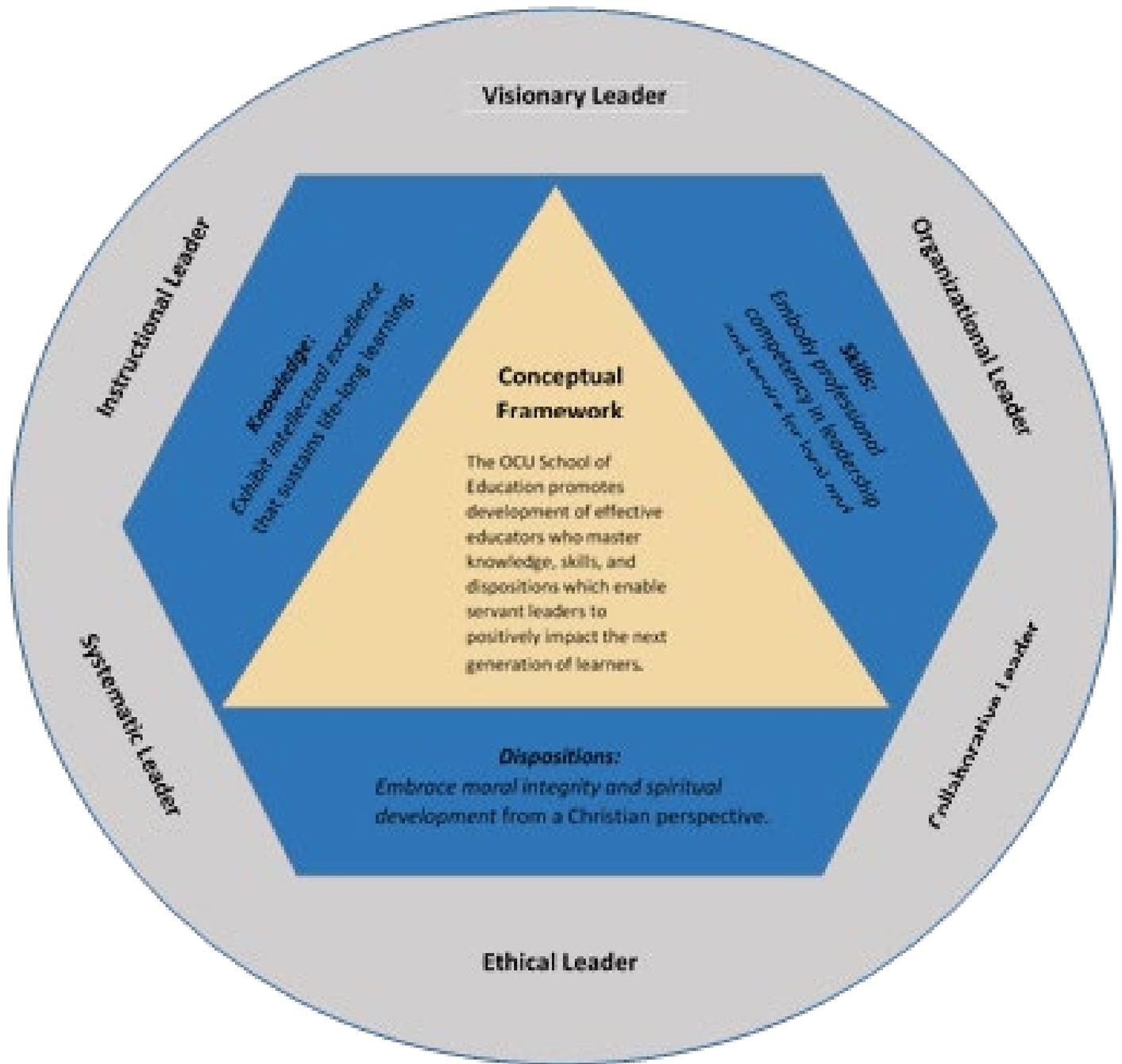
OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Methods- 2 Week Unit Plan Lesson Plan Rubric

(Standards addressed--- ACEI Standards; 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 4.0)

Name: _____ Discipline: _____ Unit Topic: _____				
Lesson Title _____ Grade Level: _____				
<u>Indicators</u>	Advanced (3) Evidence of this skill, disposition or practice is <u>highly present</u> throughout this candidate's unit and lesson plans.	Proficient (2) Evidence of this skill, disposition or practice is <u>present</u> throughout this candidate's unit and lesson plans.	Progressing (1) Evidence of this skill, disposition or practice is <u>somewhat present</u> throughout this candidate's unit and lesson plans.	Below Standard (0) Evidence of this skill, disposition or practice is <u>not present</u> throughout this candidate's unit and lesson plans.
Plans are linked to grade Appropriate State and Professional Standards- Candidates know, understand, and use the major concepts and modes of inquiry from the social studies. ACEI- Choose 2.1, 2.2, 2.3, or 2.4				
Plans are prepared in advance and linked to student learning outcomes ACEI 2.1, 3.1-				
2 Week Plan/Timeline- Candidate Maximizes instructional time for the most learning-conducive environment. ACEI 3.1				
Plans reflect a variety of effective teaching strategies ACEI 2.1 3.4				
Plans set high Expectations for Student Learning ACEI 3.4				
Plans contain adaptations for diverse students ACEI 3.2				
Plans contain multiple assessment methods/ Strategies ACEI- 4.0				
Plans infuse appropriate technology and media into instruction. ACEI 3.5				
Mean Score				
	Advanced (3) Error free/ well-edited	Proficient (2) Few errors / well-	Progressing (1) Some errors but some evidence of editing	Below Standard (0) Multiple errors -no evidence of editing

Overall Quality of Unit and Lesson Plans	Clearly stated objectives Clearly stated outcomes Evidence of clear integration with other disciplines Activities in multiple learning modalities Multiple Check for Understanding (CFU) activities Content and activities very specific to learners needs	edited Objectives and outcomes stated Some integration with other disciplines Learning activities that vary somewhat Some CFU activities Most content appropriate to learners needs	Objectives / outcomes decipherable but not clear Little integration with other disciplines Learning activities are described Guided practice included but no specific CFU activities Little obvious variation of activities based on learners needs	Few or no decipherable objectives /outcomes No integration with other disciplines Lack of learning activities Single mode of teaching Unclear how students level of understanding will be measured.
Quality Score				
Overall Mean Score				

Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course. No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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