CASPER COLLEGE COURSE SYLLABUS
EDCI 2515-N1 Instructional Techniques

Semester/Year: Fall 06

Lecture Hours: Lab Hours: Credit Hours: 3

Class Time: online Days: Room:

Instructor’s Name: Cheryl Collums

Instructor's Contact Info.: Call me at home any time and leave a message or contact me through email.

Office Phone: n/a Home Phone: (307) 266-1240 Email: ccollums1240@aol.com Or Cheryl_collums@ncsd.k12.wy.us

Office Hours: by appointment only

Course Description: This class is part of the Paraeducator Preparation Program (formally TAPP). This two-credit course is designed to introduce students to actual and practical classroom teaching methods which have been proven through empirical research to represent best practices in education. Through lecture, class discussion, demonstration, and practice, students will experience several classroom instructional techniques both from a teacher point of view and from a student perspective. Participants will be given the opportunity to perfect their delivery to students. The following instructional programs are examples of (but not limited to) those that could be explored: Direct Instruction, Reading First, Success for All, Balanced Literacy, Phonics, Saxon Math, Bridges Math.

Statement of Prerequisites: none

Goal: Goals:
Upon completion of this course, students will:
   1. Demonstrate competency in articulation of the specific components of educational delivery and curriculum systems.
   2. Explain the theories behind the different curriculums.
   3. Demonstrate ability to teach lessons in reading, language arts and math subject areas.
   4. Be better able to address the standards of learning for the state of Wyoming.

Outcomes:
1. Students will read and discuss in-depth the learning theories based on best practices and current brain research.
2. Students will compare and contrast explicit systematic delivery versus imbedded instruction.
3. Students will demonstrate competency in delivery of instruction including the components of pacing, motivation, correction procedures and time on task through intensive practice.
4. Students will compare and contrast instructional methods and techniques citing empirical research for effectiveness and efficiency.
5. Students will promote adoption of methods at their sites based on evidence of what works.
6. Students will distinguish between unsubstantiated fads and programs grounded in research.

Methodology: participation in discussions, readings and research, article reviews, in-depth study, practice and demonstration with the methods, observations, reaction paper and exam.

Evaluation Criteria:
1. Students will complete a research paper five to ten pages in length in which the student will compare and contrast three curriculum methods in one chosen subject area (math, language arts or reading). The paper will also include a personal reaction to the educational merits and possible disadvantages of the techniques as well as possible applications. This paper will include a minimum of five citations in the bibliography.
2. Students will complete two article reviews chosen from empirical research journals in the two subject content areas that were not their topic for the research paper. Review papers will include summary of the article and personal reaction detailing possible applications.
3. Students will observe a teacher in a classroom teaching a lesson in their chosen subject area. The student will complete a reflection critique of that lesson describing the components of that lesson as it relates to the researched based criteria.
4. Students will successfully complete a final exam. The exam will consist of a mix of multiple choice, short answer and essay questions.
5. Participation in the discussion threads is required for successful completion of the course. After completing each assignment, you should post a comment… something you learned, a summary of your reading, a personal reflection relating to the reading, a response to someone else’s posting. Participation can be just a statement of opinion or can ask a question. The length of comment on the discussion threads is irrelevant. Please remember that all contributions will be valued equally and that everyone has a right to their beliefs. No put-downs will be accepted. You may disagree respectfully. Please do not draw conclusions about others based on their comments. Writing online is easily misinterpreted compared to face-to-face discussion so please be careful what you say and how you phrase it. Also, use your spell and grammar checkers as your written material displays your level of professionalism.

Phonics book completion grades are 10 points each for a total of 60 points.
Englemann book summaries for each third of the book are 20 points each for a total of 60 points.
The research paper is worth 100 points.
The two article reviews are worth 50 points each for a total of 100 points.
The lesson critique is worth 100 points.
Participation in discussion threads is worth 10 points per assignment for a total of 140 points.
The final exam is worth 100 points.
Total points for the course: 660 points
Grades will be awarded according to the standard scale: A=90-100% B=80-89% C=70-79% D=60-69% F=below 60%


Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: November 3,
2006. Students are expected to adhere to all college withdrawal deadlines. Late work may be accepted with my permission; just e-mail me prior to the assignment due date with your problems or concerns.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student or participant in the Project Readiness for Paraeducators.

Notice of Background Check: All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please contact:

Individual Learning Specialist
AD 112 A

Calendar or schedule indicating course content:
Assignments

**September 5:** Pretest – Phonics book

**September 11:** Part 1 in Phonics book; Review 1

**September 18:** Part 2 in Phonics book; Reviews 2-12

**September 25:** Parts 3 & 4 in Phonics book; Reviews 13-20

**October 2:** Part 5 in Phonics book; Review 21

**October 9:** Part 6 in Phonics book: Reviews 22-23 and Post Test

**October 16:** Read chapters 1-5 in *Academic Child Abuse* Submit summary under assignments & post in discussion thread. Respond to at least 1 other discussion posting.

**October 23-24** Fall Break

**October 30:** Read chapters 6-10 in *Academic Child Abuse* Submit summary under assignments & post in discussion thread. Respond to at least 1 other discussion posting.

**November 6:** Article review #1 due

**November 13:** Read chapters 11-16 in *Academic Child Abuse* Submit summary under assignments & post in discussion thread. Respond to at least 1 other discussion posting.
November 20: Article review #2 due

November 22-26 Thanksgiving Break

December 4: Lesson reflection due

December 11: Research paper due

December 18: Final test due