

**AUBURN UNIVERSITY  
SYLLABUS**

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**CTCT 7710/7716 Advanced Methods of  
Teaching**

**Credit Hours: 3 Semester Hours**

**Prerequisite: CTCT 5050/5053/6050/6056  
or Departmental approval**

1. **Date Syllabus Prepared:** Summer 2011

2. **Text:**

National Board for Professional Teaching Standards - [http://www.nbpts.org/the\\_standards/standards\\_by\\_cert?ID=12&x=56&y=6](http://www.nbpts.org/the_standards/standards_by_cert?ID=12&x=56&y=6)  
(Print Standards – 94 pages)

National Board for Professional Teaching Standards (NBPTS) Reflection Worksheets – Available in Blackboard

Effective Teaching Strategy Reflection Worksheets – Available in Blackboard

3. **Course Description:**

Analysis of research in theories of teaching and learning, effective teacher characteristics, learning styles, teaching methodologies, and diversity in teaching.

4. **Course Objectives:**

Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. describe the process of learning to teach in terms of pedagogical content knowledge, knowledge of teaching and learning, and teacher decision making.
2. use different teaching strategies to accommodate differences in learning ability.
3. identify major variables that influence instructional planning.
4. describe research on teacher planning and its effect on instruction.
5. describe teacher characteristics associated with increased learning and motivation.
6. develop and refine questioning strategies to increase learner motivation.
7. analyze constructivist approaches to teaching.
8. develop strategies to teach concepts, principles, and generalizations.
9. explain how group goals, individual accountability, and equal opportunity for success contribute to the effectiveness of cooperative learning.
10. identify areas of the curriculum that can be taught using direct instruction.
11. design learning activities that promote higher-order and critical thinking in learners.
12. explain how classroom management relates to the goals of student responsibility and self-regulation.
13. assess learner understanding in more effective ways.

## 5. Course Content/Evaluation:

Date	Topic	Reading Assignments/Assignments
<b>Module 1</b> <b>Week 1</b> <b>May 23, 2011</b>  <b>Due by May 29, 2011</b> 11:30 PM—Sunday	Teacher Effectiveness, Teacher Quality, and Teacher Qualifications  Clarifying Communication  Knowledge of Students  National Board of Professional Teaching Standards  Guidelines for Making Instruction Decisions  Technology in Education  Defining Instructional Expectations  NBC Learn	1) <b>Reading Assignments/Discussion</b> (Read articles and participate in Week 1 Discussion on the Discussion Board in Blackboard.): <b>Indicators of Teacher Quality</b> (Goldhaber & Anthony) <a href="http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED478408">http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED478408</a> <b>A Highly Qualified Teacher in Every Classroom: The Secretary's Annual Report on Teacher Quality, 2009</b> <a href="https://title2.ed.gov/secReport09.asp">https://title2.ed.gov/secReport09.asp</a> <b>State Teacher Policy Yearbook Progress on Teacher Quality, 2007: Alabama State Summary</b> <a href="http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED506670">http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED506670</a>  2) <b>View <i>Characteristics of Effective Teachers</i> (Rosenshine &amp; Furst) PPT. Read <i>Variables of Effective Teaching</i> (Rosenshine &amp; Furst).</b>  3) <b>Effective Teaching Strategy 1 – Clarity</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library, or other sources for information.  4) <b>NBPTS – Read Pages 1-8.</b>  5) <b>NBPTS – Standard I: Knowledge of Students</b> <b>Complete reflective worksheet.</b> Submit to Assignments in Blackboard (BB).
<b>Module 2</b> <b>Week 2</b> <b>May 30, 2011</b>  <b>Due by June 5, 2011</b> 11:30 PM—Sunday	Teacher Effectiveness, Teacher Quality, and Teacher Qualifications  National Board of Professional Teaching Standards  Teacher Variability  Knowledge of Subject Matter	1) <b>Reading Assignments/Discussion</b> (Read articles and participate in Week 2 Discussion on the Discussion Board in BB): <b>What Characterizes an Effective Teacher? an exclusive interview with Barak Rosenshine - interviewed by George A. Clowes - School Reform News</b> <a href="http://www.heartland.org/policybot/results/9231/What_Characterizes_an_Effective_Teacher_an_exclusive_interview_with_Barak_Rosenshine.html">http://www.heartland.org/policybot/results/9231/What_Characterizes_an_Effective_Teacher_an_exclusive_interview_with_Barak_Rosenshine.html</a> <b>Stack the Deck in Favor of Your Students by Using the Four Aces of Effective Teaching</b> (Bulger, Mohr & Walls) <a href="http://www.uncw.edu/cte/et/articles/bulger/">http://www.uncw.edu/cte/et/articles/bulger/</a>  2) <b>Effective Teaching Strategy 2 – Variability</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library, or other sources for information.  3) <b>NBPTS – Standard II: Knowledge of Subject Matter</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.
<b>Module 3</b> <b>Week 3</b> <b>June 6, 2011</b>  <b>Due by June 12, 2011</b> 11:30 PM—Sunday	Tenure  Research to Practice  Enthusiasm  Learning Environment  Diversity  Center for Research on Education, Diversity, and Excellence	1) <b>Reading Assignments/Discussion</b> (Find an article on <i>Tenure</i> using the Auburn Library or <a href="http://www.edweek.org">www.edweek.org</a> . Discuss and critique the article on the Discussion Board for Week 3. Be sure to give a full reference of the article in APA format. Also attach a copy of the article in your portfolio.)  2) <b>Effective Teaching Strategy 3 – Enthusiasm</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library, or other sources for information.  3) <b>NBPTS – Standard III: Learning Environment</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.  4) <b>NBPTS – Standard IV: Diversity</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.

<p><b>Module 4</b> <b>Week 4</b> <b>June 13, 2011</b></p> <p><b>Due by June 19, 2011</b> 11:30 PM—Sunday</p>	<p>Teacher Effectiveness, Teacher Quality, and Teacher Qualifications</p> <p>Task-Oriented and Businesslike Behavior</p> <p>Advancing Knowledge of Career and Technical Subject Matter</p> <p>Assessment</p>	<p>1) <b>Reading Assignments/Discussion</b> (Read articles and compare/contrast them and participate in Week 4 Discussion on the Discussion Board in BB): <b>Characteristics Of Effective Agriculture Teachers</b> (Roberts &amp; Dyer) <a href="http://www.tarleton.edu/Faculty/mcgregor/ASD%204203/4203/Effective%20Teaching/45-04-082.pdf">http://www.tarleton.edu/Faculty/mcgregor/ASD%204203/4203/Effective%20Teaching/45-04-082.pdf</a> <b>The Business Education Profession Principles and Practices</b> (Stitt-Gohdes) [Pages 63-80] <a href="http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED478127">http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED478127</a></p> <p>2) <b>Effective Teaching Strategy 4 – Task-Oriented and Businesslike Behavior</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library, or other sources for information.</p> <p>3) <b>NBPTS – Standard V: Advancing Knowledge of Career and Technical Subject Matter</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.</p> <p>4) <b>NBPTS – Standard VI: Assessment</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.</p>
<p><b>Module 5</b> <b>Week 5</b> <b>June 20, 2011</b></p> <p><b>Due by June 26, 2011</b> 11:30 PM—Sunday</p>	<p>Teacher Effectiveness, Teacher Quality, and Teacher Qualifications</p> <p>Opportunity to Learn Criterion Material</p> <p>Workplace Readiness</p> <p>Managing and Balancing Multiple Life Roles</p>	<p>1) <b>Reading Assignments/Discussion</b> (Find an article on teacher effectiveness, teacher quality, and/or teacher qualifications using the Auburn Library. Discuss and critique the article on the Discussion Board for Week 5. Be sure to give a full reference of the article in APA format. Also attach a copy of the article in your portfolio.)</p> <p>2) <b>Effective Teaching Strategy 5 – Opportunity to Learn Criterion Material</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library, or other sources for information.</p> <p>3) <b>NBPTS – Standard VII: Workplace Readiness</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.</p> <p>4) <b>NBPTS – Standard VIII: Managing and Balancing Multiple Life Roles</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.</p>
<p><b>Module 6</b> <b>Week 6</b> <b>June 27, 2011</b></p> <p><b>Due by July 3, 2011</b> 11:30 PM—Sunday</p>	<p>Cooperative Learning</p> <p>Use of Learner Ideas &amp; General Indirectedness</p> <p>Social Development</p> <p>NBC Learn</p>	<p>1) <b>Reading Assignments/Discussion</b> (Read article and participate in Week 6 Discussion on the Discussion Board in BB): <b>Effective Strategies for Cooperative Learning</b> (Felder &amp; Brent) <a href="http://www.ncsu.edu/felder-public/Papers/CLStrategies(JCCCT).pdf">http://www.ncsu.edu/felder-public/Papers/CLStrategies(JCCCT).pdf</a></p> <p>2) <b>Effective Teaching Strategy 6 – Use of Learner Ideas and General Indirectedness</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library or other sources for information.</p> <p>3) <b>NBPTS – Standard IX: Social Development</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.</p> <p>4) <b>NBC Learn (Lesson Plan):</b> View video presentation of NBC Learn on BB (Taped June 24). At <a href="http://www.nbclearn.com">www.nbclearn.com</a>, click on K-12 tab. If you are a distance student, you will need to sign up for the free trial. On-campus students can view the website in Wallace 116 or 118, LRC, or AU Library. Review the different features and clips on the website. Create and submit a lesson plan incorporating NBC Learn to BB under Assignments. See 6 (e) below. Also, submit your lesson plan on the Discussion Board. Students need to read each other's lesson plans and provide feedback on the Discussion Board. Print everyone's lesson plans and include them in your portfolio.</p>

<b>Module 7</b> <b>Week 7</b> <b>July 4, 2011</b>  <b>Due by July 10, 2011</b> 11:30 PM—Sunday  <b>[Proctor Forms -</b> <b>Due by July 11, 2011]</b>	Collaborative Partnerships  Contributions to the Education Profession  Criticism  Use of Structuring Comments  Reflective Practice	1) <b>Reading Assignments/Discussion</b> (Read article and participate in Week 7 Discussion on the Discussion Board in BB): <b>Collaborative Problem Solving in the Online Environment: A Case Study of a Web-Based Undergraduate Business Course</b> (Guan & Mikolaj) <a href="http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED477020">http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED477020</a>  2) <b>Effective Teaching Strategy 7 – Criticism</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library or other sources for information.  3) <b>Effective Teaching Strategy 8 – Use of Structuring Comments</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library or other sources for information.  4) <b>NBPTS – Standard X: Reflective Practice</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.
<b>Module 8</b> <b>Week 8</b> <b>July 11, 2011</b>  <b>Due by July 17, 2011</b> 11:30 PM—Sunday	Defense/Refute Paper & PowerPoint  Types of Questions  Probing  Collaborative Partnerships	1) <b>DEFENSE/REFUTE PAPER and PowerPoint</b> to be posted to Discussion Board & Assignments in Blackboard (Week 8 Discussion). <b>TOPICS:</b> (Ability Grouping, Portfolio Testing, Distance Learning Instruction) You may choose to propose another topic. See 6 (d) below for instructions. Read and view everyone's defense/refute presentation/paper. Be sure to print all for your portfolio.  2) <b>Effective Teaching Strategy 9 – Types of Questions</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library or other sources for information.  3) <b>Effective Teaching Strategy 10 – Probing</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library or other sources for information.  4) <b>NBPTS – Standard XI: Collaborative Partnerships</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.
<b>Module 9</b> <b>Week 9</b> <b>July 18, 2011</b>  <b>Due by July 24, 2011</b> 11:30 PM—Sunday	Teacher Effectiveness, Teacher Quality, and Teacher Qualifications  Level of Difficulty of Instruction  Contributions to the Education Profession  Family and Community Partnerships  Reflective Practice	1) <b>Reading Assignments/Discussion</b> (Read article and participate in Week 9 Discussion on the Discussion Board in BB): <b>What Does Washington State Get for Its Investment in Bonuses for Board Certified Teachers?</b> (Simpkins) <a href="http://www.crpe.org/cs/crpe/view/csr_pubs/434">http://www.crpe.org/cs/crpe/view/csr_pubs/434</a>  2) <b>Effective Teaching Strategy 11 – Level of Difficulty of Instruction</b> <b>Complete teaching strategy worksheet.</b> You will need to research on the Internet, AU Library or other sources for information.  3) <b>NBPTS – Standard XII: Contributions to the Education Profession</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.  4) <b>NBPTS – Standard XIII: Family and Community Partnerships</b> <b>Complete reflective worksheet.</b> Submit to Assignments in BB.  5) <b>NBPTS – Complete Summary Reflection Worksheet</b> Submit to Assignments in BB.
<b>Week 10</b> <b>July 25-29, 2011</b>	<b>Final Exam</b>	<b>Proctor form</b> must be sent by <b>JULY 11</b> . Once received, the final exam will be sent to your proctor. Exam must be completed and submitted during this week. Please let me know if you would like to take the exam on campus.
<b>July 29, 2011—Friday</b> <b>RECEIVED by NOON</b>	<b>ANALYSIS/SYNTHESIS PAPER DUE</b> <b>PORTFOLIO DUE</b>	<b>Analysis/Synthesis Paper</b> —See 6 (c) below for instructions.  <b>Portfolio</b> —See 6 (h) below for instructions.

**6. Course Requirements:**

- A. Participate in all class activities/discussions.
- B. Complete a comprehensive written final examination. (Obj. 1-13)
- C. Using research articles from recent journals in your area of specialization, describe the process of learning to teach that pertains to pedagogical content knowledge, knowledge of teaching and learning, and teacher decision making. Be sure to cover the various methods listed in the objectives 1-13. Write a paper analyzing and synthesizing the major points of your research. Paper should be a minimum of four typed pages, double-spaced, 12 point font, and 1 inch margins. (Obj. 1)
- D. Write a paper defending or refuting one of the promising or questionable instructional strategies. (Ability Grouping, Portfolio Testing, Distance Learning Instruction). Use at least three other research references for support. Paper should be a minimum of 3 typed pages, double-spaced, 12 point font, and 1 inch margins. You will also need to create a PowerPoint presentation and post it to the Discussion Board on Blackboard by July 17, 2011. (Obj. 2-13)
- E. Create a Lesson Plan incorporating NBC Learn. Post and discuss all Lesson Plans on the Discussion Board. (Obj. 1-13)
- F. Complete all Assignments by due date. (Obj. 2-13)
- G. Participate in the weekly Discussion Board. For each class, there will be an assigned reading that you will be responsible for reading and responding to via Blackboard. Your Discussion Board posts/responses should be posted by 11:30 PM on the day that it is due. Your initial response to the articles and other materials should include the following: (1) one point from the article/material that you found interesting; (2) your experience concerning this point (or lack thereof); (3) how you can apply this knowledge in your classroom (present or future). You will then read and acknowledge at least two of the responses from your classmates. This acknowledgement should be thoughtful and add to the discussion, even if you disagree. You will need to post a total of three quality postings per week. (Obj. 1-13)
- H. Create a portfolio of all course requirements. Portfolio should include all article readings, activities, and research papers. Be sure portfolio is well organized and labeled with a table of contents. You may create a notebook portfolio or an electronic portfolio.
- I. In order to pass this course, all requirements must be completed and submitted on time.
- J. All papers should follow APA 6<sup>th</sup> Edition.

**7. Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

ASSIGNMENTS	POINTS	DUE DATE
Effective Instructional Strategy Research Worksheets/NBPTS Standard Worksheets (Req. F)	500	Weekly by Sunday 11:30 PM
Lesson Plan/NBC Learn (Req. E)	50	7/3/11
Defense/Refute Paper/PowerPoint Presentation (Req. D)	100	7/17/11
Analysis/Synthesis Paper (Req. C)	100	7/29/11
Final Examination (Req. B)	100	7/25-7/29 Exam should be scheduled with a proctor during these dates. Proctor forms due by 7/11/2011
Portfolio (Req. H)	50	7/29/11
Discussion Board Participation (Req. G)	100	Weekly by Sunday 11:30 PM
<b>Total</b>	<b>1000</b>	

The following grading scale will be used:

90 - 100% = A  
 80 - 89.9% = B  
 70 - 79.9% = C  
 60 - 69.9% = D  
 Below 60% = F

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: For on campus students, attendance is required at each class meeting. Distance learning students must log on and participate in WebCT at a minimum weekly. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**9. Justification for Graduate Credit:**

CTCT 7710/7716 (Advanced Teaching Methods) builds upon previous experience with teaching methods. Students will analyze and synthesize the research literature as it pertains to teaching methodologies in their area of specialization.