**Auburn University**

**Syllabus**

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| **INSTRUCTOR:** Dr. Christal C. Pritchett  E-mail: [ckp0007@auburn.edu](mailto:ckp0007@auburn.edu)  Office: 216 Wallace Building Auburn University Voice: (334) 844-3832  Fax: (334) 844-3801 | 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 2012

**2. Text:**

National Board for Professional Teaching Standards - <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 Canvas

Effective Teaching Strategy Reflection Worksheets – Available in Canvas

**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.

1. develop strategies to teach concepts, principles, and generalizations.
2. explain how group goals, individual accountability, and equal opportunity for success contribute to the effectiveness of cooperative learning.
3. identify areas of the curriculum that can be taught using direct instruction.
4. design learning activities that promote higher-order and critical thinking in learners.
5. explain how classroom management relates to the goals of student responsibility and self-regulation.
6. assess learner understanding in more effective ways.

**5.** **Course Content/Evaluation:**

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| **Date** | **Topic** | **Reading Assignments/Assignments** |
| **Module 1**  **Week 1**  **May 22, 2012**  ***Due* by May 27, 2012**  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 | 1) **Reading Assignments/Discussion** (Read articles and participate in Week 1 Discussion in Canvas.):  **Indicators of Teacher Quality** (Goldhaber & Anthony)  <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED478408>  **A Highly Qualified Teacher in Every Classroom: The Secretary's Annual Report on Teacher Quality, 2009**  <https://title2.ed.gov/secReport09.asp>  **State Teacher Policy Yearbook Progress on Teacher Quality, 2007: Alabama State Summary**  <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED506670>  2) **View *Characteristics of Effective Teachers* (Rosenshine & Furst) PPT.**  **Read *Variables of Effective Teaching*** (Rosenshine & Furst)***.***  3) **Effective Teaching Strategy 1 – Clarity**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library, or other sources for information.  4) **NBPTS** – Read Pages 1-8.  5) **NBPTS – Standard I: Knowledge of Students**  **Complete reflective worksheet**. Submit to Assignments in Canvas. |
| **Module 2**  **Week 2**  **May 29, 2012**  ***Due* by June 3, 2012**  11:30 PM—Sunday | Teacher Effectiveness, Teacher Quality, and Teacher Qualifications  National Board of Professional Teaching Standards  Teacher Variability  Knowledge of Subject Matter | 1) **Reading Assignments/Discussion** (Read articles and participate in Week 2 Discussion in Canvas.):  **What Characterizes an Effective Teacher? an exclusive interview with Barak Rosenshine - interviewed by George A. Clowes - School Reform News**  <http://www.heartland.org/policybot/results/9231/What_Characterizes_an_Effective_Teacher_an_exclusive_interview_with_Barak_Rosenshine.html>  **Stack the Deck in Favor of Your Students by Using the Four Aces of Effective Teaching** (Bulger, Mohr & Walls)  <http://www.uncw.edu/cte/et/articles/bulger/>  2) **Effective Teaching Strategy 2 – Variability**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library, or other sources for information.  3) **NBPTS – Standard II: Knowledge of Subject Matter**  **Complete reflective worksheet.** Submit to Assignments in Canvas. |
| **Module 3**  **Week 3**  **June 5, 2012**  ***Due* by June 10, 2012**  11:30 PM—Sunday | Tenure  Research to Practice  Enthusiasm  Learning Environment  Diversity  Center for Research on Education, Diversity, and Excellence | 1) **Reading Assignments/Discussion** (Find an article on *Tenure* using the Auburn Library or [www.edweek.org](http://www.edweek.org). 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 e-portfolio.)  2) **Effective Teaching Strategy 3 – Enthusiasm**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library, or other sources for information.  3) **NBPTS – Standard III: Learning Environment**  **Complete reflective worksheet.** Submit to Assignments in Canvas.  4) **NBPTS – Standard IV: Diversity**  **Complete reflective worksheet.** Submit to Assignments in Canvas. |
| **Module 4**  **Week 4**  **June 12, 2012**  ***Due* by June 17, 2012**  11:30 PM—Sunday | Teacher Effectiveness, Teacher Quality, and Teacher Qualifications  Task-Oriented and Businesslike Behavior  Advancing Knowledge of Career and Technical Subject Matter  Assessment | 1) **Reading Assignments/Discussion** (Read articles and compare/contrast them and participate in Week 4 Discussion in Canvas.):  **Characteristics Of Effective Agriculture Teachers** (Roberts & Dyer)  <http://www.tarleton.edu/Faculty/mcgregor/ASD%204203/4203/Effective%20Teaching/45-04-082.pdf>  **The Business Education Profession Principles and Practices** (Stitt-Gohdes) [Pages 63-80]  <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED478127>  2) **Effective Teaching Strategy 4 – Task-Oriented and Businesslike Behavior**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library, or other sources for information.  3) **NBPTS – Standard V: Advancing Knowledge of Career and Technical Subject Matter**  **Complete reflective worksheet.** Submit to Assignments in Canvas.  4) **NBPTS – Standard VI: Assessment**  **Complete reflective worksheet.** Submit to Assignments in Canvas. |
| **Module 5**  **Week 5**  **June 19, 2012**  ***Due* by June 24, 2012**  11:30 PM—Sunday | Teacher Effectiveness, Teacher Quality, and Teacher Qualifications  Opportunity to Learn Criterion Material  Workplace Readiness  Managing and Balancing Multiple Life Roles | 1) **Reading Assignments/Discussion** (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 e-portfolio.)  2) **Effective Teaching Strategy 5 – Opportunity to Learn Criterion Material**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library, or other sources for information.  3) **NBPTS – Standard VII: Workplace Readiness**  **Complete reflective worksheet.** Submit to Assignments in Canvas.  4) **NBPTS – Standard VIII: Managing and Balancing Multiple Life Roles**  **Complete reflective worksheet.** Submit to Assignments in Canvas. |
| **Module 6**  **Week 6**  **June 26, 2012**  ***Due* by July 1, 2012**  11:30 PM—Sunday | Cooperative Learning  Use of Learner Ideas & General Indirectedness  Social Development | 1) **Reading Assignments/Discussion** (Read article and participate in Week 6 Discussion in Canvas.):  **Effective Strategies for Cooperative Learning** (Felder & Brent)  <http://www.ncsu.edu/felder-public/Papers/CLStrategies(JCCCT).pdf>  2) **Effective Teaching Strategy 6 – Use of Learner Ideas and General Indirectedness**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library or other sources for information.  3) **NBPTS – Standard IX: Social Development**  **Complete reflective worksheet.** Submit to Assignments in Canvas. |
| **Module 7**  **Week 7**  **July 3, 2012**  ***Due* by July 8, 2012**  11:30 PM—Sunday | **Defense/Refute Paper (Submitted by July 8 for Week 8 Discussion)**  Collaborative Partnerships  Contributions to the Education Profession  Criticism  Use of Structuring Comments  Reflective Practice | 1) **Reading Assignments/Discussion** (Read article and participate in Week 7 Discussion in Canvas.):  **Collaborative Problem Solving in the Online Environment: A Case Study of a Web-Based Undergraduate Business Course** (Guan & Mikolaj)  <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED477020>  2) **Effective Teaching Strategy 7 – Criticism**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library or other sources for information.  3) **Effective Teaching Strategy 8 – Use of Structuring Comments**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library or other sources for information.  4) **NBPTS – Standard X: Reflective Practice**  **Complete reflective worksheet.** Submit to Assignments in Canvas.  **5)** **DEFENSE/REFUTE PAPER S**ee 6 (c) below. |
| **Module 8**  **Week 8**  **July 10, 2012**  ***Due* by July 15, 2012**  11:30 PM—Sunday | **Defense/Refute Paper (Submitted by July 8 for Week 8 Discussion)**  Types of Questions  Probing  Collaborative Partnerships | 1) **DEFENSE/REFUTE PAPER** to be posted to Discussion Board & Assignments in Canvas (Week 8 Discussion).  TOPICS: (Ability Grouping, Portfolio Testing, Distance Learning Instruction) You may choose to propose another topic. See 6 (c) below for instructions.  Read and view everyone’s defense/refute paper. Be sure to include all in your e-portfolio.  2) **Effective Teaching Strategy 9 – Types of Questions**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library or other sources for information.  3) **Effective Teaching Strategy 10 – Probing**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library or other sources for information.  4) **NBPTS – Standard XI: Collaborative Partnerships**  **Complete reflective worksheet.** Submit to Assignments in Canvas. |
| **Module 9**  **Week 9**  **July 17, 2012**  ***Due* by July 22, 2012**  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) **Reading Assignments/Discussion** (Read article and participate in Week 9 Discussion in Canvas.):  **What Does Washington State Get for Its Investment in Bonuses for Board Certified Teachers?** (Simpkins)  <http://www.crpe.org/cs/crpe/view/csr_pubs/434>  2) **Effective Teaching Strategy 11 – Level of Difficulty of Instruction**  **Complete teaching strategy worksheet.** You will need to research on the Internet, AU Library or other sources for information.  3) **NBPTS – Standard XII: Contributions to the Education Profession**  **Complete reflective worksheet.** Submit to Assignments in Canvas.  4) **NBPTS – Standard XIII: Family and Community Partnerships** (Read)  5) **NBPTS – Complete Summary Reflection Worksheet**  Submit to Assignments in Canvas. |
| **Week 10**  **July 24, 2012**  ***Due* by July 27, 2012**  **FRIDAY**  ***RECEIVED* by NOON** | **Final Exam/Paper**  **E-Portfolio** | **Analysis/Synthesis Paper**—See 6 (b) below for instructions.  **E-Portfolio**—See 6 (f) below for instructions. |

**6.** **Course Requirements**:

1. Participate in all class activities/discussions.
2. 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. 1-13)
3. 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 research references for support. Paper should be a minimum of two typed pages, double-spaced, 12 point font, and 1 inch margins. You will need to post it to the Week 8 Discussion in Canvas by July 8, 2012 and also submit it under the correct Assignment. (Obj. 2-13)
4. Complete all Assignments by due date. (Obj. 2-13)
5. Participate in the weekly Discussion. For each class, there will be an assigned reading that you will be responsible for reading and responding to in Canvas. Your Discussion 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)
6. Create an e-portfolio of all course requirements. E-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 use the e-portfolio option in Canvas.
7. In order to pass this course, all requirements must be completed and submitted on time.
8. All papers should follow APA 6th Edition.

**7.** **Grading and Evaluation Procedures**:

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

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| **ASSIGNMENTS** | **POINTS** | **DUE DATE** |
| Effective Instructional Strategy Worksheets/NBPTS Standard Worksheets (Req. D) | 480 | Weekly by Sunday 11:30 PM |
| Defense/Refute Paper (Req. C) | 100 | 7/8/12 |
| Analysis/Synthesis Paper (Final Exam/Paper) (Req. B) | 100 | 7/27/12 by NOON |
| E-Portfolio (Req. F) | 50 | 7/27/12 by NOON |
| Discussion Board Participation (Req. E) | 270 | Weekly by Sunday 11:30 PM |
| **Total** | 1000 |  |

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

1. **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. Late work is not accepted; therefore, only the instructor can accept late work under documented, extenuating circumstances.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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

1. **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.