

**EDU 544**  
**Classroom Teaching Strategies**  
**Fall 2011**

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**Prerequisites:**

Graduate Standing

**Course Description:**

Examination of instructional models that foster reasoning, reorganizing, remembering, and relating skills.

**Rationale:**

Teachers must have a varied repertoire of instructional strategies if they are to help students approach content in the different ways needed to fully understand the diversity and complexity of ideas. This course is designed to help teachers learn when and how to use selected models of teaching to increase both instructional effectiveness and the learning of their students.

**Course Objectives**

KTS1: The teacher demonstrates applied content knowledge.	Lesson Plan, Student Engagement Assignment, Lesson Plan Reflection, Discussion Board, Live Chat Sessions, Research Paper, Quizzes, and Final Exam
KTS2: The teacher designs and plans instruction.	Lesson Plan, Student Engagement Assignment, and Lesson Plan Reflection
KTS4: The teacher implements and manages instruction.	Lesson Plan and Student Engagement Assignment
KTS5: The teacher assesses and communicates learning results.	Lesson Plan, Student Engagement Assignment, Lesson Plan Reflection
KTS6: The teacher demonstrates the implementation of technology.	Lesson Plan, Student Engagement Assignment, Lesson Plan Reflection, Discussion Board, Live Chat Sessions, Research Paper, Quizzes, and Final Exam
KTS7: The teacher reflects on and evaluates teaching and learning.	Lesson Plan Reflection
KTS9: The teacher provides leadership within school/community/profession.	Student Engagement Assignment

**Instructional Models:**

Concepts will be introduced using a variety of teaching approaches including online learning experiences and distance learning.

**Required Textbooks:**

1. Lasley, T., Matczynski, T., & Rowley, J. (2002). *Instructional models: Strategies for teaching in a diverse society*. Belmont, CA: Wadsworth/Thomson Learning.
2. Esquith, R. (2007). *Teach like your hair is on fire*. New York: Viking Press.

**Special Needs Accommodation:**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The OFSDS telephone number is (270) 745-5004; TTY is (270) 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Time:** Any times mentioned throughout the term are for the Central Time Zone.

**Communication:**

**Required:** Students **MUST** have access to Blackboard to participate in this course. The course content, communication with the instructor and other class members, and the ability to complete and submit course requirements will be conducted via Blackboard. Students must utilize the WKU email account provided by the university to receive communication from the instructor. When emailing the instructor include the course identification (EDU 544) in the subject line as the instructor is teaching multiple courses and identifying the course in which the student is enrolled will assist with a prompt reply. If leaving a phone message on the office phone, the student should include a return phone number, name, and the course identification. Email may gain a quicker response as the instructor could be away from the office, but is able to check email while away. The instructor will make every effort to reply to student communication within 24 hours. If the student does not receive a reply from the instructor, please make an additional attempt at the communication as the lack of reply could be due to circumstances beyond the instructor's control (i.e., technology trouble).

### Online Learning:

Students who choose to take a class via the World Wide Web accept a higher level of responsibility. They must exercise a higher level of self-motivation to read and search for information. Further, students in web-based classes must be more diligent concerning assignment and exam deadlines. Email and Announcements on Blackboard should be checked daily. This policy probably addresses the most frequent problems students confront in an online class.

### Technology :

Students in a web-delivered class accept the responsibility for making certain their computer and internet technology is compatible with WKU's online instructional delivery. Further, students take responsibility their technology is working correctly (and with the WKU technology) at the time of exams and assignments. Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard. Please do not expect the instructor to solve any technology problems. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary. Note: these actions do NOT shift responsibility away from the student.

If you have recently purchased a new computer, or upgraded your old one and that computer now uses Internet Explorer 9 as the web browser, please know that IE9 is not compatible with Blackboard. You must either use Firefox or Google Chrome to avoid frustration with Blackboard. Both are free and accessed through these links:

Firefox: <http://www.mozilla.com/en-US/firefox/fx/>

Google Chrome <http://www.google.com/chrome/>

### Academic Dishonesty:

Web-base delivery brings concerns of ethics. Students in these classes should exercise a high degree of academic honesty in completing assignments and participating in evaluations. Each student should make certain that all work submitted is their own and give credit to authors when their words are used. The student should complete assignments individually and not with other class members unless the assignment provides directions for group work. The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

### Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from

him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism will not be accepted and will be given a grade of 0, and the student may face further disciplinary action according to university policy. Student work will be checked using plagiarism detection software, Turnitin.com.

### Cheating:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, report, assignment or other project which is submitted for purposes of grade determination.

### Assignment Submission:

- All assignments must be completed using a word processor. APA guidelines will be used for all assignments. All work submitted by students must follow the assignment guidelines or it will not be accepted. Points will be deducted for spelling, typographic, and grammatical errors.
- The student should keep a copy of all assignments. In the event that an assignment is misplaced, lost, or the instructor is unable to open the document when uploaded to Blackboard, the burden of proof that the assignment was completed rests with the student.
- All assignments will be submitted online via Blackboard and NOT via email unless prior approval by the instructor is obtained.
- A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor.

### Electronic Portfolio and Critical Performances

If you are not registered on the electronic portfolio website, you must do so to upload the critical performance. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>

The Lesson Plan and Lesson Plan Reflection are the course Critical Performance Assessments and must be uploaded to the Electronic Portfolio. They must be typed in Microsoft Word or Word Perfect to be uploaded. Microsoft Works will **not** upload to the university's electronic portfolio.

An X will be assigned as a final grade until the upload is completed. Once the assignment upload is completed by students receiving the X, an official Change of Grade form must be completed. The instructor will complete the Change of Grade form and forward it to the Department Head for final approval. At that point the form will be sent to the Office of Registrar. To avoid this complicated and time consuming process, take care of your Critical Performance upload promptly and efficiently!

### Grade Reporting:

Students will be required to check Blackboard for posting of grades throughout the term. Student inquiries regarding grades must be addressed through a requested meeting with the instructor. No discussions of point deductions (i.e., grades) will take place via e-mail. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately.

### Evaluation and Grade Assignment:

- Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment.
- Projects, assignments, quizzes, discussion boards, and any online requirement must be completed and uploaded no later than 4:00 PM on the date due. After five days, late assignments will not be accepted without great extenuating circumstances and prior approval from the instructor.
- If you do not agree with a grade on an assignment, you may schedule an appointment to discuss the grade with the instructor. You have the responsibility to prove why the grade should be changed; however,

the instructor reserves the right to mark any oversights. Grades for papers returned to students will not be changed after three days.

- Problems with due dates and exams must be discussed with the instructor prior to the due date.
- Grading in EDU 544 is based on a point system. It is possible to earn a maximum of 400 points. The total point accumulation determines the final grade.

### EDU 544 Tentative Grading Scale

Tentative Grading Scale	
Grade	Points
A	372-400
B	340-371
C	304-339
D	280-303
F	Below 280

Tentative Point Values	
May be adapted by the instructor as needed	
Getting to Know You Blog	10 points
Online Live Chats Or Instructional Model Summary	2 chat participations at 15 points each = 30 points
Discussion Board	2 entries at 15 points each =30 points
Student Engagement Assignment	50 points
Chapter Quizzes	3 quizzes at 10 points each = 30 points
Research Paper Assignment	50 points
"Teach Like Your Hair is on Fire" Event Attendance or Book Review Summary	20 points
Lesson Plan Assignment	75 points
Lesson Plan Reflection	40 points
Final Exam	40 points
Professionalism	25 points
<b>Total Points</b>	<b>400 points</b>

### Assignment Synopses

Through directions and scoring guides posted on Blackboard, the instructor will make more information about assignments available. All assignments are subject to revision at instructor's discretion.

#### 1. Textbook and Powerpoints

The student is expected to read selected text material and chapter powerpoints to complete course assignments. Topics are listed on the course schedule. See professionalism points for further guidelines.

#### 2. Getting to Know You Blog

The student will complete a Blackboard blog entry, which will include a digital image. More directions for this assignments can be found on the Blackboard Assignment page.

#### 3. Online Chat Session OR Instructional Model Summary

There are two dates on the course schedule for the online chat. You may choose one of the following options for this assignment:

(a) Participate in the two online chats listed on the schedule.

(b) Participate in one online chat (you may choose the date). To fulfill requirements for the remaining online chat participation, you may submit an Instructional Model Summary for grading. Further directions can be found in the Blackboard Assignment page.

#### 4. Discussion Board:

An important part of this online course is the participation in the discussion boards. The prompts are posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a discussion board are

posted on Blackboard Assignment page. Students are expected to be a part of the online learning community and to exhibit the highest level of professionalism in this arena of learning. Due dates are posted on the course schedule.

5. **Student Engagement Assignment**

The student will develop and implement a lesson in a "community other than his/her own" using one or more of the instructional models found in the required text. A community other than your own could involve individuals (a) from different backgrounds or cultures, (b) holding alternative viewpoints, (c) offering unique opportunities, or (d) facing unfamiliar challenges. Further directions can be found on the Blackboard Assignments page.

6. **Quizzes:**

The student will complete quizzes on selected chapters. The quiz can be accessed from the Assignment section of Blackboard and the grades can be checked via Blackboard Grade Center. Students are to work independently on the quizzes. Correct answers cannot be accessed until all students have completed the quiz. Due dates are posted on the course schedule.

7. **Research Paper Assignment**

Each student is required to complete a research paper on an instructional strategy described in the EDU 544 textbook. Length of the paper must be 4-6 double-spaced pages in 12 point font, exclusive of your reference page. A minimum of 4-6 referenced articles must be used to complete the paper.

8. **Lesson Plan Assignment (Critical Performance)**

The student will demonstrate a working knowledge of the instructional models of teaching by developing a lesson plan sequence that follows the Kentucky Teacher Intern Program (KTIP) format. More on this along with the prompt, lesson plan template, and scoring guide in the Assignment section of Blackboard. Due date is included in the course schedule.

9. **Lesson Plan Reflection (Critical Performance)**

The student will implement one lesson plan (described above) in a classroom setting. The student will provide an artifact (photograph, student work, video tape, or other) that verifies the implementation of the lesson. A reflection of the lesson is to be submitted on the Assignment section of Blackboard and will include the examination of student work along with a self-evaluation of teacher performance. Prompt and scoring guide are posted in Blackboard in the Assignment section. Due date is included in the course schedule. Students may upload the artifacts and student work samples in the Assignment section of Blackboard OR mail them to the instructor at the following address:

*Dr. Lisa Murley  
School of Teacher Education  
Gary Ransdell Hall Office # 1011  
Western Kentucky University  
Bowling Green, KY 42103*

If mailed, the artifacts and/or student work samples must reach the instructor on or before the due date.

Postmarked on the due date or after will result in point deduction. **If you mail your lesson plans or artifacts, please do NOT require Dr. Murley to sign for them at the post office. A priority mailing will require a signature, so please do not use this type of mailing.**

10. **Final Exam:**

The student will complete a final examination. The instructor will provide a study guide that will be posted on Blackboard Assignment page. Final exam date is included on the Course Schedule.

11. **"Teach Like Your Hair is on Fire" Event Attendance or Book Review:**

The student will either attend a presentation by author, Rafe Esquith on the WKU main campus in Bowling Green, Kentucky OR submit a book review of the book *Teach Like Your Hair is on Fire*. The author presentation will be held on Tuesday, November 8, 2011 at 7:00 PM in Van Meter Auditorium.

12. **Professionalism/Attendance/Participation:**

Twenty five points may be earned for professionalism. The amount of professionalism/ participation points earned will depend upon the following standards being met:

Due dates will be observed. Posting assignments late or not at all will result in a loss of professionalism points as well as a loss of points for the specific assignment. The student is to post only original work and is expected to work independently on discussion boards and quizzes during the online course. Working with other students enrolled in the course or other individuals on any course requirement is strictly prohibited and is considered academic dishonesty (see Cheating and Academic Dishonest sections) unless the instructor has authorized group work. Respect for the view of each member of the learning community and the use of professional standards when communicating with the instructor or other class members is expected and will be adhered to throughout participation in this online course. The student will make every effort to be a contributing member of the online learning community to experience optimal educational and professional growth.