

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 303**

#### **INSTRUCTIONAL PRACTICES FOR CONTENT TEACHERS**

#### **COURSE DESCRIPTION**

This course is designed to engage prospective and currently licensed teachers in how to apply principles of cognitive science in their classrooms. It is intended for a content methods class to assist new teachers and returning teachers in the process of planning what to teach, how to know what to teach, how to reflect on what has been taught, and how to assess whether students learned the concepts taught.

#### **RATIONALE**

This course provides a variety of innovative teaching approaches through different learning venues that meet standards established by state offices and learned societies. Such approaches enable the student to be better prepared for teaching in various educational settings.

#### **I. PREREQUISITES**

EDUC 205

#### **II. REQUIRED RESOURCE PURCHASE**

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio and video players
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to LU students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Identify the characteristics of an effective teacher.
- B. Develop teaching methods and materials that will allow for diversity of culture and learning styles.
- C. Write instructional objectives that measure a specific outcome.
- D. Incorporate content appropriate materials into subject specific learning units with logical connections to other disciplines within the core curriculum.

- E. Develop integrated lessons that have a biblical focus.
- F. Develop lesson plans that will allow students to practice discovery learning, experience learning, and group project and presentation learning.
- G. Integrate appropriate technology into lessons to enhance student learning.
- H. Develop questioning techniques that allow students to think at different levels of cognitive complexity.
- I. Integrate assessment methodology in every lesson plan that is appropriate for all students, using alternative approaches to testing.
- J. Create lessons that support students with special needs.
- K. Use individual and group motivation to create a learning environment that encourages positive interaction, active engagement in learning, and self-motivation.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations

- B. Class Introductions

In Module/Week 1, students will participate in a discussion forum in order to introduce themselves to their classmates.

- C. Discussion Board Forums (8)

Forum assignments are due within the week they are assigned. Each forum must be completed in two parts: 1) the student will post an original thread (200–250 words) in response to the instructor’s prompt and 2) the student will then post a reply (100–125 words) to the threads of at least two classmates.

- D. Practical Application Assignments (3)

Students will be able to choose one of four activities they want to complete for each of these assignments in Modules 3, 5, and 7.

- E. Curriculum Plan

Students will write a Curriculum Plan that addresses a core subject area. This Plan will be submitted in three parts for grading before the completed Plan is submitted in Module/Week 8.

- F. Journal Article Review

Students will use the internet to research a journal article on the topic of integrating technology into the classroom. A summary and reflection of the journal article will be submitted by the end of Module/Week 4.

## G. Quizzes (6)

Three of the six quizzes will be open-book, will consist of true/false and multiple-choice questions and will cover the required readings in Modules/Weeks 1, 3, and 5. Two other quizzes will involve creating an actual lesson plan plus a test/quiz and will cover the required readings from Modules/Weeks 2 and 6. The final quiz will be open-book, consist of short answer questions, and will cover the required reading from Module/Week 7.

## VI. COURSE GRADING AND POLICIES

## A. Points

Class Introductions	10
Discussion Board Forums (8 at 30 pts ea)	240
Journal Article Review	100
Practical Application Assignments (3 at 40 pts ea)	120
Curriculum Plan, Parts 2–4 (30 pts ea)	90
Curriculum Plan, stage 6	200
Quizzes (6 at 40 pts ea)	240
<b>Total</b>	<b>1000</b>

## B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

## C. Late Work &amp; Participation

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.
- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation of extenuating circumstances.

## D. Disability Assistance

Students with a documented disability may contact the LU Online Office of Disability Academic Support (ODAS) at [luoodas@liberty.edu](mailto:luoodas@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **EDUC 303**

Textbook: Borich, *Effective Teaching Methods: Research-based Practice* (2010).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Chs. 1–2 2 PPt presentations	Course Requirements Checklist Class Introductions DB Forum 1 Curriculum Plan, stage 1 Quiz 1	0 10 30 0 40
<b>2</b>	Chs. 3–4 1 PPt presentation	DB Forum 2 Curriculum Plan, stage 2 Quiz 2	30 30 40
<b>3</b>	Chs. 5–6 1 PPt presentation	DB Forum 3 Practical Application Assignment 1 Quiz 3	30 40 40
<b>4</b>	1 PPt presentation	Journal Article Review DB Forum 4 Curriculum Plan, stage 3	100 30 30
<b>5</b>	Ch. 7–8 1 PPt presentation	DB Forum 5 Practical Application Assignment 2 Quiz 4	30 40 40
<b>6</b>	Chs. 9 & 12	DB Forum 6 Curriculum Plan, stage 4 Quiz 5	30 30 40
<b>7</b>	Ch. 10–11	DB Forum 7 Practical Application Assignment 3 Curriculum Plan, stage 5 (optional) Quiz 6	30 40 0 40
<b>8</b>	--	DB Forum 8 Curriculum Plan, stage 6	30 200
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

PPt = PowerPoint

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.