



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

# —Models of— TEACHING

**Course Title:** EDUC 510: Models of Curriculum and Instruction

**Course CRN # and Section:** 20539 1AS

**Semester Taught:** Spring 2019

**Professor:** Dr. Terry W. Mullins

**Credit Hours:** Three

**Office Location:** Marsh 104 E

**Prerequisites:** Basic Knowledge of Technology

**Office Hours:**

Monday	Bluefield Middle and Bluefield Intermediate School 8:00-1:00
Tuesday	8:30-11:00
Wednesday	8:30-11:00
Thursday	8:30-9:00
Friday	By Appointment

**Course Time:** Hybrid Course

**Email:** [tmullins@concord.edu](mailto:tmullins@concord.edu)

**Building and Room Number:** Hybrid Course

**Phone:** 304-384-5381

**Office Fax:** 304-384-5398

**College/Department:** College of Professional Studies/Department of Education

**Course Description/Rationale:** The course is designed to provide a combined base of theory, principles, and application of technology in the teaching/learning process. The rationale for the course includes online teacher presentation and demonstration, exploratory learning, questioning, and small group and/or independent learning activities through asynchronous/synchronous format to better prepare the teacher and learner in the classroom. The course is presented through an online format through Blackboard for instruction and evaluation procedures. The course addresses the International Society for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T), West Virginia Department of Education 21<sup>st</sup>. Century Professional Teaching Standards, and the National Board Professional Teaching Standards.

**Course Management System:** Blackboard Course  
<http://learn.concord.edu>

**Hardware/Software Needed:** Computer with Internet Access

**Text Requirements:** Joyce, Bruce & Weil, Marsha (2015) Models of Teaching, 9th Edition. Boston, MA: Allyn and Bacon.

### **Concord University Educational Goals:**

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

### **National Standards:**

#### **The Interstate Teacher Assessment and Support Consortium (InTASC)**

The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

#### **Praxis II Principles of Teaching and Learning**

Effective teachers model and apply the Praxis Principles as they design, implement and assess learning experiences. These standards are listed and delineated at the Praxis website.

[http://www.ets.org/Media/Tests/PRAXIS/taag/0522/topics\\_1.htm](http://www.ets.org/Media/Tests/PRAXIS/taag/0522/topics_1.htm)

#### **ISTE's National Education Technology Standards**

The NETS are listed and delineated at the International Society for Technology Education website.  
[http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2014Standards/NETS\\_T\\_Standards\\_Final.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2014Standards/NETS_T_Standards_Final.pdf)

**Specific Learning Outcomes:**

The ultimate goal of this course will be to maximize faculty teaching effectiveness and student learning potential through technology that can be utilized in the classroom in order to prepare students to compete in a global, technological society.

**Course Requirements:**

EDUC 530 utilizes Blackboard online instruction and assessment. Please refer to the calendar, learning modules, assignments, and other information posted on Blackboard. **Since this class is an online course you must access Blackboard on a regular basis. Your instructor will access Blackboard regularly and I would expect you to do likewise.** Class communication will be handled through the email component of Blackboard!

**Course Objectives:**

The following table aligns the course requirements with the standards established in the West Virginia’s 21st. Century Professional Teaching Standards, the Interstate New Teachers Assessment and Support Consortium (2011), the Council for the Accreditation of Educator Preparation (2013), the National Board for Professional Teaching Standards(2016), the The Praxis II, PLT, and the International Society for Technology in Education National Education Technology Standards for Teachers (ISTE NETS-T, 2014).

Upon satisfactory completion of this course, the student will:	Concord University Graduate Educational Goals	West Virginia’s 21st. Century Professional Teaching Standards	INTERNET AS C	CAEP	NBP TS	Praxis II (PLT)	ISTE’s National Educational Technology Standards (NETS T)	CU Conceptual Framework	Assessment
1. Analyze various families of models for teaching and learning including the social family, information-processing family, personal	Knowledge	1A, 1B, 1C, 1D, 1E, 2F	1, 2, 4, 7, 8	1.1-1.5, 2-3, 3.1, 4.1, 4.2	3,4	IIA, IIB, IVA	1a, 1b, 1c, 1d	1, 2, 3, 4, 6, 7, 8, 9	Lesson Plan #1 Creation and Discussion Forum Post (Module 2), Lesson Plan #2 Creation and Discussion Forum Post (Module 3), Lesson Plan #3 Creation and Discussion Forum Post (Module 4), Lesson Plan #4 Creation and Discussion Forum Post (Module 5)

family and behavioral systems family and create lesson plans using strategies from each family of models.									
2. Conduct a literature review of the four families of models for teaching and learning.	Skills	1B, 4A, 4B, 4C, 4D	1, 2, 4, 9	1.1-1.5, 2.1, 2-3, 3.1, 3-3, 4.1, 4.2	2, 3, 4	IIA, IIB, IVA	5a, 5b, 5c, 5d	1, 3, 8, 9, 10	Annotated Bibliography Creation and Discussion Forum Post (Module7)
3. Plan, develop, implement, and assess the effectiveness of the four families of models for teaching and learning as applied to the school-wide curriculum and instructional program, the teacher's specific classroom, and to individual learners.	Attitude	1A, 1B, 1C, 1D, 1E, 2F	1, 2, 4, 7, 8	1.1-1.5, 2-3, 3.1, 4.1, 4.2	2, 3, 4	IIA, IIB	2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d	1, 2, 3, 4, 6, 7, 8, 9	PowerPoint Lesson Plan Creation and Discussion Forum using Lesson Plan created for One of the Families of Models (Module 6)
4. Demonstrate the impact of the standards movement on the curriculum.	Knowledge	1A, 1C, 1D, 3A, 5G, 5I	1, 4, 7	1.1-1.5, 2-3, 4.1, 4.2	2,3	IIC, IVB	5a, 5b, 5c, 5d	1, 7, 8, 9, 10	Lesson Plan #1 Creation and Discussion Forum Post (Module 2), Lesson Plan #2 Creation and Discussion Forum Post (Module 3), Lesson Plan #3 Creation and Discussion Forum Post (Module 4), Lesson Plan #4 Creation and Discussion Forum Post (Module 5)
5. Recognize and judge how the instructional program of your school has been impacted by the	Knowledge	1A, 1C, 1D, 3A, 5G, 5I	1, 4, 7	1.1-1.5, 2-3, 4.1, 4.2	2, 3	IIC, IVB	5a, 5b, 5c, 5d	1, 7, 8, 9, 10	Lesson Plan #1 Creation and Discussion Forum Post (Module 2), Lesson Plan #2 Creation and Discussion Forum Post (Module 3), Lesson Plan #3 Creation and Discussion Forum Post (Module 4), Lesson

standards movement.									Plan #4 Creation and Discussion Forum Post (Module 5)
6. Appraise the teacher as a leader's role in evaluating and recognizing various models of teaching by creating an annotated bibliography review.	Attitude	1D, 3E, 3F, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I	3, 4, 7, 8, 10	1.1-1.5, 2.1-2.3, 3.1, 3.3, 4.1, 4.2	3, 5	IIIA, IVA, IVB	5a, 5b, 5c, 5d	5, 6, 8, 9, 10	Introductory Discussion Forum (Module 1) and PowerPoint Lesson Plan Presentation and Review (Module 6)
7. List the key characteristics of effective teaching and how the use of a variety of teaching models can reinforce those characteristics..	Skills	1B, 1C, 1D, 1E, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 3F	1, 2, 3, 4, 5, 6, 7, 8	1.1-1.5, 2.1-2.3, 3.1, 4.1, 4.2	1, 2, 3, 4, 5	IIA, IIB	4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Effective Teaching Strategies PowerPoint Lesson Plan Presentation and Review (Module 6) and Final Examination (Module 8)

**Grading Policy and Scale, Make-up Policy, Late Work:**

Submissions will be graded in a timely manner. As an asynchronous course work may be submitted early. Make-up work should not be a necessity. Work submitted late will be penalized five points per day. No credit will be available for work five or more days late. The grading scale follows

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: below 70

**Course Timeline (Schedule of Assignments/Assessments/Presentations):**

<b>EDUC 510 Spring 2019</b>		
<b>Assignment</b>	<b>Points</b>	<b>Due 9:00 PM</b>
Learning Module 1 Models of Curriculum and Instruction Introductory Discussion Forum	40	<b>Monday, January 21</b>
Learning Module 2 Information Processing Family of Models Lesson Plan #1 Submission	40	<b>Monday, February 4</b>
Learning Module 3 Social Family of Models Lesson Plan #2 Submission	40	<b>Monday, February 18</b>
Learning Module 4 Personal Family of Models Lesson Plan #3 Submission	40	<b>Monday, March 4</b>
Learning Module 5 Behavioral Systems Family of Models Lesson Plan #4 Submission	40	<b>Monday, March 25</b>
Learning Module 6 PowerPoint Lesson Plan Creation Review Quiz	100 60	<b>Monday, April 8</b>
Learning Module 7 Annotated Bibliography of Scholarly Articles	40	<b>Monday, April 22</b>
Learning Module 8 Final Examination	100	<b>Monday, May 6</b>
<b>Total</b>	<b>500</b>	

Please note that you may work ahead and submit assignments due later in the week or even the next week. This opportunity is one of the advantages to an asynchronous online course such as this one. It is, nevertheless, ultimately up to you as to make sure all assignments are in on or before the **9:00 PM** deadlines listed above. Please be aware that this course is open and assignments may be submitted any time prior to the due date. Do not wait until the last minute to submit your work! **Assignments submitted after the above deadlines will be penalized and may receive no credit.**

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty:**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or

assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code:**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."* The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy:**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

**Emergency Alert System:**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information:**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:  
<http://www.concord.edu/administration/office-public-safety>.

**Inclement Weather Policy:**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

**Student Conduct:**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

**Sexual Harassment & Assault:**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

**Technology Services:**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

**Characteristics of an Educated Person:**

The University has a carefully defined and clearly understood vision of the liberally educated person and judges quality and success on the basis of knowledge and performance measured in relationship to those ideals. (See Academic Catalog pp. 7-10.)

**Course Requirements:**

The course emphasizes active and interactive learning. Participation involves completion of all assigned reading and independent learning activities, and active engagement in class discussion via Blackboard. Because this class is exclusively online, it is imperative that students **access** Blackboard on a daily basis. Students are required to read and study textbook and other assigned readings, and to take an active part in the class by asserting opinions about issues concerned with available technology, copyright issues, principle of media design, and using technology in the classroom via the Blackboard discussion board. Student submissions and discussion should present work that displays significant knowledge and understanding of the topic and evidence of reflection.

**Learning Modules:**

The contents of the course are organized into eight learning modules. Those modules include online quizzes, assignments, discussions, and a project-based final exam. Specifics for each are found on the course calendar in this syllabus.

**Online Quizzes:**

All test responses must be saved and the entire test successfully submitted by the deadline. Otherwise, the student will receive a grade of **zero** (0) for that assessment. Quizzes are located in the "Assessment" folder on the homepage of the Blackboard course. Quizzes can also be accessed from the appropriate learning module.

**Discussions:**



Discussions can be accessed using the “Discussions” link on the left margin of the homepage of the Blackboard course. Also, links to the discussions are located in the corresponding learning module. For each Discussion Board topic, students will post their reply, and then respond to the replies of two other students.

**Final Examination:**

There will be final examination during the final week of class. The final exam reviews each of the models of curriculum and instruction that were examined and demonstrated during the course of the semester.

**Technical Difficulties:**

If there are technical difficulties submitting an assignment through Blackboard, follow these steps (in order):

1. Email the professor through Blackboard email immediately (the date and time of email will be recorded) and explain the situation. Attach the assignment to the email (if applicable).
2. If Blackboard is inaccessible, email the professor immediately (the date and time of email will be recorded) and explain the situation. Attach the assignment to the email (if applicable).
3. If email is not possible, call the professor’s office immediately (the date and time of call will be recorded) and leave a voicemail message explaining the situation. Submit a hard copy (printed paper copy) of the assignment (if applicable) through e-mail.

Blackboard will be monitored regularly, especially as deadline approaches, to assure that the site is functioning properly. Individual student activity can be tracked on the system. Students are strongly advised to complete online quizzes and submit assignments in advance of deadlines to detect or avoid unexpected problems. If the professor is not notified of a problem as prescribed above, the late policy applies. A personal computer crash, loss of personal internet connection, loss of data saved on a disk or drive, or failure of a file to print will NOT be accepted as an excuse for late or un-submitted work. The late policy will apply in these cases.

**Bibliography:**

Anderson, R., & Speck, B. (2001). *Using technology in K-8 literacy classrooms*. Upper Saddle River, NJ: Merrill.

Biancarosa, C., & Snow, C. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to the Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.

Burden, P.R., & Byrd, D.M. (2003). *Methods for effective teaching* (3rd. Ed.). Boston: Allyn & Bacon.

Dick, W., Carey, L., & Carey, J.O. (2005). *The systematic design of instruction* (6th Ed.). New York: Allyn and Bacon.

Gunter, M.A., Estes, T.H., & Schwab, J. (2003). *Instruction: A models approach* (4th Ed.). Boston: Allyn & Bacon.

Hoy, Anita W. & Hoy, Wayne K. (2003) *Instructional Leadership: A Learning-Centered Guide*. Boston, MA: Allyn and Bacon.

Kauchak, Donald P. & Eggen, Paul D. (2003) *Learning and Teaching: Research-Based Methods*. Boston, MA: Allyn and Bacon.

Kay, K. (2010) *21<sup>st</sup>. Century Skills: Why they matter, what they are and how we get there*. Blommingont, IN: Solution Tree Press.

McIntyre, D., & Byrd, D. (Eds.). (2000). *Research on effective models for teacher education*. Thousand Oaks, CA: Corwin Press.

Morrison, G. R., Kemp, J. E., & Ross, S. M. (2007). *Designing effective instruction* (5th Ed.). Hoboken, NJ: John Wiley & Sons.

National Council for the Social Studies. (2010) *National curriculum standards for the social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD:NCSS.

Nokes, J. D. & Dole, J. A. (2004). Helping adolescent readers through explicit strategy instruction. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 162–182). New York: The Guilford Press.

Sadker, Myra P. & Sadker, David M. (2002) *Teachers, Schools, and Society*. Boston, MA: McGraw Hill.

Thompson, C. (2013). *Smarter than you think*. New York. NY: The Penguin Group.

Woolfolk, Anita. (2001) *Educational Psychology, 8<sup>th</sup> Edition*. Boston, MA: Allyn and Bacon.

*Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Students who request academic accommodations or modifications related to a disability should first notify their instructor and then contact the Office of the Provost and Vice President of Academic Affairs.*

**Syllabus Disclaimer:**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**