

Tentative Course Syllabus
TCHL 545 – Classroom Instructional Strategies



Three hours course credit
Spring 2015

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

Credit Hours: 3 hours

Prerequisite/Corequisite: TCHL 500

Course Description: Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement. .

Rationale: Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population and positively impact P-12 student learning.

Course Delivery: TCHL 545 is an online class using [Blackboard](https://blackboard.wku.edu) (<https://blackboard.wku.edu>)

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. This is an online course with much flexibility; however, you must read and learn the material as if you were teaching yourself. You must be very self-directed and motivated to be successful. This is the nature of online learning. Email should be checked daily. This policy probably addresses the most frequent problems students confront in an online class. Open this link for the [Online Orientation](http://www.wku.edu/online/orientation/index.php) for online learning students. (<http://www.wku.edu/online/orientation/index.php>).

Technology Requirements:

It is important to note that WKU IT recommends the following technology requirements for a successful online learning experience: <http://www.wku.edu/online/orientation/tech-req.php>
Powerpoints are uploaded in two versions: PPT and PPS. PPT can be used if you have Microsoft Office Powerpoint Program on your computer. In addition, the course Powerpoints

are also uploaded using the PPS version of Powerpoint which can be used with the free Powerpoint viewer available online through Microsoft. Open this link for more information: <http://www.microsoft.com/download/en/details.aspx?id=6> Course content included on the PPT version and PPS version are exactly the same. Basic technology skills are needed for participation in an online course. For more information you should open this link: [Basic Computer Skills](#).

Blackboard Access:

- 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.*
- Find information here about logging on to your Blackboard account: <http://www.wku.edu/online/orientation/access-bb.php>

Communication

Email Access:

- The student must maintain and check daily the WKU email account. The instructor will communicate only through WKU email. Find information here about accessing your WKU email account: <http://www.wku.edu/online/orientation/email-login.php>
- Email is the fastest means of reaching the instructor. For the most certain response include "TCHL 545" in the subject line and then add a brief description of the topic, e.g., "TCHL 545 Unit Overview Project." It is professional behavior and courteous to clearly label your mail. Thank you to those who consistently do this. The instructor will typically respond within 24 hours during weekdays. During the weekend, the response time may be slightly longer. If you have not received a response in two to three days, resend the email or try another method of communication (i.e., phone message).

Phone:

- Office phone: (270) 745-4485.
- Please leave a phone number, name, and a brief message if you call and cannot reach the instructor immediately (it is better to email). Fax: (270)745-6322. Notify the instructor via email to expect your fax.

Mailing Address:

- 1906 College Heights Blvd. #61030
Gary A. Ransdell Hall 1012
Bowling Green, KY 42101
- Note: Always keep a copy of everything you mail.

Required Text:

Joyce, B., Weil, M. & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson ISBN: 978-0-13-374930-4

Course Objectives: At the conclusion of the course, the student will be able to

1. Evaluate the role of classroom management principles as a foundation for improving P-12 student achievement.
2. Examine effective classroom management principles to prescribe appropriate interventions for student behavior problems.
3. Explore, analyze, apply, and evaluate research-based best instructional strategies for diverse P-12 classroom.
4. Evaluate the influence of individual differences on the teaching and learning process in the P-12 classroom.
5. Explore ways in which best practices – including use of technology – can enhance the learning of diverse populations in P-12 classrooms.
6. Examine the role of school and stakeholder partnerships (both at school and district levels) in P-12 student achievement.
7. Determine strategies to foster school and stakeholder partnerships to enhance P-12 student learning.

Tentative Content Outline: Topics focus on examining research-based instructional strategies, analyzing case studies, and critiquing strategies modeled, and designing, revising, and implementing research-based strategies that meet the needs of all learners.

- Framework for effective instruction
- Classroom management approaches and impact on P-12 learning.
- Research-based instructional strategies.
- Critiquing research-based instructional strategies.
- Designing, revising, and implementing research-based strategies that meet the needs of all learners.
- Purpose of school and stakeholder partnerships.
- Effective school and stakeholder partnerships.

Instructional Methods and Activities

Primarily, the course is designed around the course Critical Performance: Instructional Design and Effectiveness Analysis. Your primary sources of *course content* will be the required textbook and the Vanderbilt online IRIS Center. You will have the opportunity to deepen your understanding through the Discussion Board forums, group activities, application exercises, and textbook readings. With these assignments the student will acquire the knowledge needed to demonstrate mastery of the course objectives.

Assignment Synopses

Note: Detailed descriptions of assignments and accompanying rubrics are posted on Blackboard. All assignments are subject to revision at instructor's discretion.

1. **“Getting to Know You”**
Blog
As a getting acquainted activity, the student will participate in the “Getting to Know You” blog. See assignment for guidelines and scoring guide.

2. **Textbook and Other Course Materials.**

The student is expected to read selected text material and/or other supplemental materials to complete course assignments. Topics are listed on the course calendar. See professionalism scoring guide for further guidelines.

3. **Quizzes**

The student will complete quizzes on selected chapters from the course textbook as well as the IRIS Center.

4. **Online Discussion Board**

Students are expected to actively participate in the online learning community via Discussion Boards, while exhibiting the highest level of professionalism. Discussion Boards prompts are posted on Blackboard in the Discussion Board section. The professional guidelines for participation in a Discussion Board are posted in the Content section.

5. **Research Paper Assignment**

In preparation for the course Critical Performance, the student will complete a research paper on a behavioral intervention system. Requirements of the paper: three to five double spaced pages (plus reference page); 12 point font; four to six referenced articles (from “significant” sources). See assignment guidelines and scoring guide for further guidelines.

6. **Final Exam**

The student will complete a final examination over course materials.

7. **Professionalism**

The amount of professionalism points earned will depend upon the standards being met. See scoring guide for further information.

8. **Course Critical**

Performance

Title: *Instructional Design and Effectiveness Analysis*

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 2, 3, and 8 and Framework for Teaching Components 1B, 1E, 2B, 2D, and 4C. Completion and uploading of this performance into the CEBS electronic portfolio is a requirement for a passing grade for TCHL 545. The WKU electronic portfolio system can be accessed at the following link: <http://edtech2.wku.edu/portfolio/>.

Product: Using the same content, design three lesson plans using three different required instructional models. Use the contextual information to select one of the three lessons/models to teach and design a behavioral management plan to use with the lesson. Once the lesson is taught, reflect on the effectiveness of the lesson/model and behavioral management plan. Define and evaluate current practices to involve parent/family and other stakeholders in the educational process in order to increase P-12 learning.

Rationale: Studies indicate that family engagement in education increases student success. Additionally, it is essential for Teacher Leaders to have command of effective classroom instruction and behavior management and to improve P-12 student learning. This course

requires graduate students (i.e., teacher leaders) to define and evaluate current practices and develop a plan to increase effective involvement of parent/families and other stakeholders. Graduate students must also critically evaluate instructional strategies and classroom management techniques to design effective instruction and behavioral management plan for a specific group of learners. These skills are critical elements of instructional improvement.

TCHL 545 Cybercafe`

The Cybercafe` is a forum in which conversations between the instructor and student or among students can occur. Any course participant may initiate a thread in the forum. Threads can focus on questions related to course content or to post creative/interesting news. There are no points associated with the Cybercafe`; however, professionalism is expected on all posts. If you wish the instructor to respond to a question, please send an email requesting the instructor check the Cybercafe`, including the name of the thread.

Tentative Point Values	
<i>(May be adapted by the instructor as needed)</i>	
Scavenger Hunt	10 points
Getting to Know You blog	10 points
Quizzes	40 points
“The Education of Ms. Groves”	20 points
Defining Behavior	10 points
Group Task: Special Purpose Information-Processing Models	20 points
Discussion Boards <i>Increasing Stakeholders’ Involvement in Schools</i> <i>The Social Family of Models of Teaching</i> <i>Behavioral Management</i>	60 points
Course Critical Performance: <i>Instructional Design and Effectiveness Analysis</i> <ul style="list-style-type: none"> ▪ Part I: Family Engagement, Current - 25 points ▪ Part II: Three Model Lesson Plans – 90 points ▪ Part III: Behavioral Management Plan – 50 points ▪ Part IV: Reflection – 25 points ▪ Part V: Family Engagement, Planned – 25 points ▪ Upload to Electronic Portfolio (correctly and by due date - 5 points 	220 points
Professionalism	10 points
Total Points	400 points

TCHL 545 Tentative Grading Scale and Tentative Point Values

Grading in TCHL 545 is based on a point system. It is possible to earn a maximum of 400 points. The final grade is determined by the total point accumulation.

Tentative Grading Scale	
<i>Grade</i>	<i>Points</i>
A	379-300
B	255-378
C	228-256
D	210-227
F	Below 210

Course Policies

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. 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. Students are expected to *not* work together on tests or assignments.

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 DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

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. 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 individual on any course requirement is strictly prohibited and is considered academic dishonest unless the instructor has authorized group work.

Academic Dishonesty:

Web-based 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. You will find more information about policies for graduate students on the CEBS webpage. Open the following link and scroll down and find the links for Graduate Students. Open and read Academic Policies and the Code of Conduct:

<http://www.wku.edu/cebs/programs/graduate/policies/index.php>

Due Dates:

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 Dishonest (see Cheating and Academic Dishonesty 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.

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. You will submit your assignments by uploading them to the Blackboard site. The upload link for each assignment can be found underneath each assignment guideline link. For more information about how to upload an assignment to Blackboard you may view the following video:
<http://www.youtube.com/watch?v=v5D7w3JRXz4&noredirect=1>
- 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..

Electronic Portfolio and Critical Performances:

One assignment is designated as Critical Performance for this course. As per College of Education and Behavioral Science policy, all students must upload the completed Critical Performance before a final grade will be assigned for the course. Students must register with the electronic portfolio system to upload the Critical Performance. The web address for the electronic portfolio system is: <http://edtech2.wku.edu/portfolio/>

The course **Critical Performance** must be uploaded to the CEBS Electronic Portfolio. It 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 Director of the School of Teacher Education 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!

Grading

Grading in TCHL 545 is based on a point system. The total point accumulation determines the final grade. See the Tentative Grading Scale below for a breakdown of the points and correlating letter grade. Assignments are graded based upon the scoring criteria specified in the assignment scoring guides.

Grade Reporting:

Students will be required to check Blackboard for posting of grades throughout the term. Open Blackboard, open Tools (button located on the left side of the Home page), then find the My Grades link and open it to find your grades.

Instructor Feedback

The instructor will leave feedback for any point deductions on all assignment submissions throughout the term. Check the page where the assignment was submitted to find this feedback OR check the Grade Center where the grade is posted for a “view” option. The instructor rarely leaves feedback when the student earns a perfect score. The score itself indicates that the standard was met or exceeded. Way to go!

Late Assignment Submission

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 time listed on the course schedule on the due date. After two days, late assignments will not be accepted without great extenuating circumstances and prior approval from the instructor. Problems with due dates and exams must be discussed with the instructor prior to the due date.

Grade Appeal

If you do not agree with a grade on an assignment, you may schedule an appointment (phone conference or face-to-face meeting) 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 assignments returned to students will not be changed after two days. However, students are encouraged to report any computational errors or posting errors in graded work to the instructor immediately. No discussion of point deductions (i.e., grades) will take place via email (due to privacy concerns).

Incomplete (X):

As per University policy, “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 instructor. A grade of X received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an “F” unless removed within twelve (12) weeks of the next full term (summer term excluded). An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A Student should work with the instructor who assigned the incomplete on an independent basis to complete the necessary assignments. A grade of incomplete is not used under any circumstances as a substitute for F or W.” (p. 29 WKU Graduate Catalog, 2011).