

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

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 candidate to be better prepared for teaching in various educational settings.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft OfficeAPA formatting information:
<http://ezproxy.liberty.edu/login?url=http://APAStyleCENTRAL.apa.org>

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify the characteristics of an effective teacher. (PRE-A.1)
- B. Develop teaching methods and materials that will allow for diversity of culture, learning styles, and special needs. (PRE-B.2; PRE-B.2)

- C. Write instructional objectives that measure a specific outcome and are directly linked to a state standard. (PRE-B.2)
- D. Incorporate content-appropriate materials into subject-specific learning units with logical connections to other disciplines within the core curriculum. (PRE-B.2)
- E. Develop integrated lessons that have a biblical focus. (PRE-C.5)
- F. Integrate appropriate technology into lessons to enhance student learning. (PRE-B.2)
- G. Develop questioning techniques that allow students to think at different levels of cognitive complexity. (PRE-B.2; PRE-B.3)
- H. Design appropriate, alternative approaches to assessment methodology in every lesson plan. (PRE-B.2; PRE-B.3)
- I. Create a learning environment using individual and group motivation that encourages positive interaction, active engagement in learning, and self-motivation. (PRE-B.4)
- J. Identify how to collaborate and communicate with colleagues and parents (PRE-B.4)

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. The candidate is required to create a thread in response to the provided prompt for each forum to discuss experiences among candidates related to relevant current course topics. In response to each prompt, the candidate is required to post 1 thread of 250–300 words. The candidate must post 2 replies of 100–150 words each. For each thread, the candidate must support his/her assertions with at least 2 citations in current APA format. Each reply must incorporate at least 1 citation in current APA format. Acceptable sources include the textbooks, the Bible, and other credible sources. (MLO: A, E, I)

- D. Lesson Plan

The Lesson Plan is a plan for teaching, enabling the candidate to start with a standard, develop an objective that students must meet, and demonstrate that specific learning has occurred. The Lesson Plan will be submitted in 5 separate stages plus a final submission. At each stage, the candidate will be asked to add information to the plan until the project is completed. (MLO: B, C, D, E, F, G, H, I)

E. Objectives Assignment

The candidate will be required to rewrite a given number of objectives applying the principles of the CPC (condition, performance, criterion) method covered in the course and to give a brief explanation of the changes made. (MLO: C, G, H)

F. Classroom Management Assignment

After reviewing the Week 3, Reading & Study materials on classroom management, the candidate will choose and create a presentation of those rules for classroom use and locate a classroom management system to support them. A paper in APA format and a presentation will be created. (MLO: A, B, I)

G. Biblical Worldview Assignment

The candidate will complete a paper that answers the questions given in the assignment instructions. Each question must be answered in a separate paragraph of at least 100 words and must follow current APA format. For each paragraph, the candidate will include at least 1 citation in current APA format. (MLO: E)

H. Quizzes (6)

Each quiz will be open-book/open-notes from the Olich, et al textbook, contain 15 multiple-choice and true/false questions, and have a 1-hour time limit. (MLO: A, B)

I. Lesson Plan Reflection

After creating the lesson plan, the candidate will teach his/her lesson either in classroom or with friends/family. The candidate will then complete the Lesson Reflection to give his/her input about the lesson plan. (MLO: A, I)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 50 pts ea)	150
Lesson Plan	
Stage 1	25
Stage 2	50
Stage 3	30
Stage 4	80
Stage 5	60
Final Submission	100
Lesson Plan Reflection	100
Objectives Assignment	75
Classroom Management Assignment	75
Biblical Worldview Assignment	75
Quizzes (6 at 30 pts ea)	180
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 303

Textbooks: Orlich, D. C., et al., *Teaching Strategies* (2018).
MacCullough, M. E., *Undivided* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Orlich et al.: chs. 1–2 2 presentations	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction/Welcome DB	0
		Lesson Plan – Stage 1	25
		Week 1 Quiz	30
2	Orlich et al.: ch. 4 3 presentations	DB Forum 1	50
		Objectives Assignment	75
		Week 2 Quiz	30
3	Orlich et al.: ch. 11 2 presentations	Lesson Plan – Stage 2	50
		Classroom Management Assignment	75
		Week 3 Quiz	30
4	MacCullough: chs. 1-3, 11-17 3 presentations	DB Forum 2	50
		Lesson Plan – Stage 3	30
		Biblical Worldview Assignment	75
5	Orlich et al.: chs. 5–6 2 presentations	Lesson Plan – Stage 4	80
		Week 5 Quiz	30
6	Orlich et al.: chs. 3 & 7 1 video case 3 presentations	Lesson Plan – Stage 5	60
		Week 6 Quiz	30
7	Orlich et al.: chs. 8 & 9 1 video case 1 presentation	DB Forum 3	50
		Lesson Plan – Final Submission	100
		Week 7 Quiz	30
8	Orlich et al.: ch. 10 1 presentation	Lesson Plan – Reflection	100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/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 module/week ends at 11:59 p.m. (ET) on **Friday**.