

Syllabus for  
**PED 305/GPED 505—Pedagogy I**  
4 Credit Hours  
Fall 2013

*The mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

A study of cultural diversity combined with the knowledge of English language learners and students with disabilities. This course will use the teacher candidates' knowledge of diversity and apply it through technology in the classroom to educate all learners. (A 20-hour practicum is included.)

Prerequisite: Major in K-12 or secondary education.

Prerequisite: PED 203 and PED 111 or 121

**II. COURSE GOALS**

The purpose of this course is to enable teacher candidates to do the following:

- A. Learn how to educate students from culturally diverse backgrounds.
- B. Gain an understanding of culture and diversity and the ability to use technology in the classroom to bridge the gaps in language barriers, learning styles, and varying abilities.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

**A. Terminal Objectives**

As a result of successfully completing this course, the teacher candidate will be able to do the following:

1. Define language and its place in a biblical worldview.
2. Discuss how human learning, cognitive variations, personality, and sociocultural factors affect second language acquisition.
3. Describe and evaluate the major methodologies in teaching a second language.
4. Explain the rights of English language learners and special needs children.
5. Identify the types of ESL and special needs classes.
6. Demonstrate educational strategies and technologies based upon research.
7. Use word processing, Smartboard, Trackstar, and graphics to develop plans, recording information, and illustrate presentations.
8. Select and use media and technologies based on research of effective education.
9. Demonstrate knowledge by using Trackstar and nonlinear PowerPoint in addition to the Internet to explore educational endeavors worldwide and report the findings.
10. Teacher candidate will develop his or her class Web site.
11. Identify the prevalence and characteristics of various handicapping conditions and their effects on the learner.

12. Identify techniques for adapting instruction based on the student's handicapping condition.
13. Describe the steps of successful mainstreaming and characteristics of effective inclusive classrooms.
14. Interact with technologies and computer assisted instruction through live demonstrations and activities.
15. Identify the steps and procedures for prereferral and formal referral of students with special needs.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets Institutional Standards (IS) 1, 3, 7, 8, 9, 12, 15, 16, 17.

This course is designed to help students meet general competencies:

- IS 1: To develop within the candidates an understanding of the "whole person" lifestyle—the spiritual, physical, intellectual, social, and emotional aspects.
- IS 3: The candidate plans instruction based on a Christian philosophy of education and promotes godly principles among students, colleagues, parents, and agencies in the larger community.
- IS 7: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in demonstration of a love for continuous "lifelong" learning.
- IS 8: The candidate demonstrates competencies in research and uses research findings and contextual information to foster active inquiry, collaboration, and supportive interaction in the school environment.
- IS 9: The candidate understands how special needs and ELL children learn and develop and can provide learning opportunities that support their intellectual, social, spiritual, and personal and career development.
- IS 12: The candidate understands how students differ in their approaches to learning and creates educational opportunities that are appropriate for diverse learners.
- IS 15: The candidate demonstrates an understanding of how to use technological resources to plan instruction and maintain an assessment system and incorporates technology in learning activities.
- IS 16: The candidate demonstrates an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Sousa, D. (2011). *How the ELL brain learns* (4th ed.). Thousand Oaks, CA: Corwin. ISBN: 9781412988346

Jenson, E. (2003). *Tools of engagement managing emotional states for learners' success*. Thousand Oaks, CA: Corwin Press. ISBN 9781890460389

Gargiulo, R.M. (2012). *Special education in contemporary society* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage. ISBN: 9781412988933

2. Other  
Schmitt, A. (1994). *Brilliant idiot: An autobiography of a dyslexic*. Intercourse, PA: Good Books. (Required for Grad. students only.) ISBN 9781561481088

B. Optional Materials

1. Textbooks  
Lindberg, E., & Berumen, R. (2008). *Mild to moderate disability practicum handbook*. Tulsa, OK: Oral Roberts University.  
  
Reif, S. (2005). *How to reach and teach children with ADD/ADHD*. San Francisco: Jossey Bass. ISBN: 9780787972950
2. Other  
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.
 By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with University, college, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Education Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
4. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
5. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

| Number of days the class meets per week | Number of absences not resulting in a penalty | 5% final grade reduction will be applied beginning with absence number |
|-----------------------------------------|-----------------------------------------------|------------------------------------------------------------------------|
| 3                                       | 3                                             | 4                                                                      |
| 2                                       | 2                                             | 3                                                                      |

|   |   |   |
|---|---|---|
| 1 | 1 | 2 |
|---|---|---|

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

6. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
  - a. Inform the professor before the event.
  - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
  - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
7. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
8. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
9. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
10. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
11. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in

the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

|                             |                 |
|-----------------------------|-----------------|
| Areas of Assessment         | 50 pts.         |
| Teacher Web site            | 100 pts.        |
| Video Reflection            | 50 pts.         |
| ELL Lesson Presentation     | 50 pts.         |
| Trackstar                   | pts.            |
| Exam                        | 100 pts.        |
| PowerPoint                  | 150 pts.        |
| Nonlinear                   |                 |
| Internet/D2L                | 50 pts.         |
| CPS Quiz (4)                | 150 pts.        |
| Newsletter                  | 100 pts.        |
| Career Lesson Plan          | 100 pts.        |
| Presentation                | 200 pts.        |
| <u>Practicum/Reflection</u> | <u>400 pts.</u> |
| Total                       | 1,500 pts.      |

Grading scale:

A=1,500-1,200 pts.

B=1,249-1,000 pts.

C=999-750 pts.

D=749-500 pts.

F=below 500 pts.

2. ePortfolio

a. Career/Health/Physical Education lesson plan

b. Final project integrating technology

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures

Practicum:

a. 20 hours

b. Journal of activities and personal observations of each visit with a final typed reflection of the entire practicum experience

c. Teacher's signature on log each visit

d. Teacher assigns final grade and must sign practicum form.

- e. Upload to ePortfolio
  - (1) Contextual information and part
  - (2) Teacher final grade
  - (3) Reflection

## VI. COURSE CALENDAR

| Session | Topic                                                                                                      | Assignment                                                                                                                                |
|---------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1       | Overview—Unit Plan<br>Internet Resources in ELL and Special Education (Landers, Lindberg, Livingston)      | Classroom<br>Teacher given a description of this class. Web site<br>Assignment                                                            |
| 2       | Rights of Language Learners and Types of ELL Settings (Livingston)                                         | ELL Internet (5) supported materials<br>Video Reflections                                                                                 |
| 3       | Overview of English Language Teaching Methodology (Livingston)                                             | ELL Lesson Presentation                                                                                                                   |
| 4       | Equipment Training for Classroom Use—CPS, Smartboard, and Trackstar (Landers)                              | Trackstar with Special Education and TESL adaptations                                                                                     |
| 5       | Human Learning and Learning Styles in ELL and Special Needs Students (Livingston)                          |                                                                                                                                           |
| 6       | Personality Factors and Culture in the Classroom (Livingston)                                              | Exam I                                                                                                                                    |
| 7       | Using PowerPoint in Teaching (Landers)                                                                     | PowerPoint Assignment<br>Nonlinear                                                                                                        |
| 8       | Teaching the Content Area—Video taping, editing, and still pictures (Landers)                              | Special Education Internet supported Web sites, 2 for each area.                                                                          |
| 9       | Special Education in Context (Gargiulo, et al.) (Lindberg)                                                 | pp. 1-37<br>pp. 193-237<br>pp. 139-191                                                                                                    |
| 10      | Learning Disabilities (Kirk et al.) (Linberg)<br>Intellectual Disabilities (Lindberg, Landers, Livingston) | CPS Quiz – Ch.1, LD & ID<br>Web sites<br>F.A.T. City movie<br>Chs. 2-3, pp. 17-51 (Jenson)<br>pp. 270-317 (ED/BD)<br>pp. 321-354 (Autism) |
| 11      | Why Bother? and Huh? (Lindberg, Landers)                                                                   | Newsletter                                                                                                                                |
| 12      | Emotional and Behavioral Disorder and Autism (Lindberg)<br>Gifted (Kirk et al.)                            | Career Lesson Plan<br>CPS Quiz-Jensen 2&3<br>ED/BD Autism<br>pp. 537-585 Gifted<br>pp. 395-442 Hearing                                    |

| <b>Session</b> | <b>Topic</b>                                                                                                                                                                                          | <b>Assignment</b>                                                              |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 13             | Deafness and Hearing; Blindness and Low Vision; Physical Disabilities, OHI, and Low Incidence Disabilities (Lindberg) (Kirk et al.)                                                                   | CPS Quiz – GT1 Hearing<br>pp. 485-533 Phys. Disabilities<br>pp. 445-482 Vision |
| 14             | Yikes (ch. 4) and Uh-Oh (ch.5) (Lindberg)<br>Movin On (ch. 6) and Ah-hh (ch. 7)<br>I Got It (ch. 8) (Jenson)                                                                                          | CPS Quiz Physical<br>Disability/Vision<br>pp.53-139 Jensen<br>Group Projects   |
| 15             | Assessment Week: Final Project Development<br>(All teachers)                                                                                                                                          |                                                                                |
| 16             | Final Presentation—The student will demonstrate the use of the Smartboard and will show his or her teacher Web site, which will include the newsletter, quiz, Trackstar, and PowerPoint presentation. |                                                                                |



**Course Inventory for ORU's Student Learning Outcomes**  
**PED 305/GPED 505—Pedagogy I**  
**Fall 2013**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

| OUTCOMES & Proficiencies/Capacities |  | Significant Contribution | Moderate Contribution | Minimal Contribution | No Contribution |
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|
|-------------------------------------|--|--------------------------|-----------------------|----------------------|-----------------|

| 1  | Outcome #1—Spiritually Alive Proficiencies/Capacities |  |   |   |  |
|----|-------------------------------------------------------|--|---|---|--|
| 1A | Biblical knowledge                                    |  |   | X |  |
| 1B | Sensitivity to the Holy Spirit                        |  |   | X |  |
| 1C | Evangelistic capability                               |  |   | X |  |
| 1D | Ethical behavior                                      |  | X |   |  |

| 2  | Outcome #2—Intellectually Alert Proficiencies/Capacities |   |   |   |  |
|----|----------------------------------------------------------|---|---|---|--|
| 2A | Critical thinking                                        |   |   | X |  |
| 2B | Information literacy                                     | X |   |   |  |
| 2C | Global & historical perspectives                         |   | X |   |  |
| 2D | Aesthetic appreciation                                   | X |   |   |  |
| 2E | Intellectual creativity                                  | X |   |   |  |

| 3  | Outcome #3—Physically Disciplined Proficiencies/Capacities |   |   |  |  |
|----|------------------------------------------------------------|---|---|--|--|
| 3A | Healthy lifestyle                                          | X |   |  |  |
| 3B | Physically disciplined lifestyle                           |   | X |  |  |

| 4  | Outcome #4—Socially Adept Proficiencies/Capacities |   |   |   |  |
|----|----------------------------------------------------|---|---|---|--|
| 4A | Communication skills                               |   | X |   |  |
| 4B | Interpersonal skills                               |   | X |   |  |
| 4C | Appreciation of cultural & linguistic differences  | X |   |   |  |
| 4D | Responsible citizenship                            |   | X |   |  |
| 4E | Leadership capacity                                |   |   | X |  |