

Syllabus for  
**PED 401—Instructional Methods and Strategies:  
Elementary, Early Childhood, and Special Education**  
3 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 the 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**

This course will assist students in becoming reflective practitioners by exploring current issues in elementary education. Students will learn and utilize various research-based instructional techniques, planning strategies, methods, and assessment practices for elementary schools. Prerequisite: Admission to Professional Education Program.

**II. COURSE GOALS**

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

- A. Acquire knowledge of basic learning theories and teaching strategies for the classroom.
- B. Learn techniques, approaches, and methodologies for teaching elementary students.

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

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

- A. Develop a written framework of year-long and short-term goals for students (SC 1; IS 1).
- B. Describe curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students (SC 1; IS 6).
- C. Select teaching and assessment strategies that support the development of student understanding and encourage a community of science learners (SC 1).
- D. Discuss how to work with colleagues within and across disciplines and grade levels (SC 1; IS 3).
- E. Focus and support inquiries while interacting with students (SC 2; IS 1).
- F. Challenge students to accept and share responsibility for their own learning (SC 2; IS 6).
- G. Respond to student diversity and encourage all students to participate fully in learning (SC 2; IS 11, 12, 18).

- H. Encourage and model the skills of inquiry, as well as the curiosity, openness to new ideas and data, and questioning (SC 2).
- I. Use multiple methods and systematically gather data about student understanding and ability (SC 3; IS 14).
- J. Analyze assessment data to guide teaching (SC 3; IS 14).
- K. Guide students in the evaluation of their work (SC 3).
- L. Use student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice (SC 3; IS 14).
- M. Use student assessment information and classroom observation to report student achievement to students and parents (SC 3; IS 14).
- N. Create a setting for student work that is flexible and supportive (SC 4).
- O. Ensure a safe working environment (SC 4).
- P. Make the available tools, materials, media, and technological resources accessible to students (SC 4; IS 15).
- Q. Identify and use resources outside the school (SC 4; IS 10).
- R. Engage students in designing the learning environment (SC 4).
- S. Give students a significant voice in decisions about the content and context of their work and prepare students to take responsibility for learning (SC 5; IS 12).
- T. Encourage collaboration among students (SC 5; IS 16).
- U. Encourage students through the use of instructional strategies such as brainstorming, comparing and contrasting, concept mapping, inferring, paraphrasing, summarizing, and Venn diagramming (SC 7; IS 6).
- V. Analyze various types of questioning. Using this knowledge, the teacher will construct test questions appropriate for grades K through 6 (SC 3).
- W. Provide a written lesson plan, present the lesson and make use of appropriate materials/resources (SC 6; IS 6).
- X. Promote self-evaluations among the teacher candidates through discussion and collaboration (GC 6; IS 13, 14).
- Y. Demonstrate in concrete ways the development of a professional disposition toward teaching, as indicated by thoroughness and punctuality in completing assignments, attendance at all classes, and observation appointments, and overall effort to develop necessary skills (SC 4; IS 1).

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

1. Textbooks  
McCarthy, B. (2006). *About learning kit*. Wauconda, IL: About Learning.
2. Other  
None

##### B. Optional Materials

1. Textbooks  
None
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 unexpected 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. Makeup 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/or Procedures

1. Evaluation Procedures  
Performance on written examinations, other written assignments and projects, participation in classroom discussion, and pre-and post coursework are utilized in determining student's grade.
2. ePortfolio  
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  
Information concerning due dates and grade scale will be distributed in class by the instructor.  
Grading scale:  
A=90-100%  
B=80-89%  
C=70-79%  
D=60-69%  
F=Below 60%

VI. COURSE CALENDAR

Date	Assignment
Week 1-2	<ol style="list-style-type: none"> <li>1. Introduction to the teaching cycle</li> <li>2. Understanding individual learners</li> </ol>
	<ol style="list-style-type: none"> <li>1. Conceptualizing your curriculum/state standards</li> <li>2. How to lead the children to:               <ol style="list-style-type: none"> <li>a. connect</li> <li>b. attend</li> <li>c. imagine</li> <li>d. inform</li> <li>e. practice</li> <li>f. extend</li> <li>g. refine</li> <li>h. perform—multiple styles</li> </ol> </li> <li>3. The 4MAT model</li> <li>4. Understanding the learner</li> <li>5. Learning vs. teaching</li> <li>6. Create a rough draft of their unit/lesson (this will be quite elaborate and needs to be cocurricular)</li> <li>7. Listen to guest speakers come in for approximately one hour each to discuss specifics from their content area.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Final draft of unit/lesson</li> </ol>

\*This is a 2-week modular course with pre- and post-assignments.

**Course Inventory for ORU's Student Learning Outcomes**  
**PED 401—Instructional Methods and Strategies:**  
**Elementary, Early Childhood, and Special Education**  
**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.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
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<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		<b>X</b>		
1B	Sensitivity to the Holy Spirit	<b>X</b>			
1C	Evangelistic capability		<b>X</b>		
1D	Ethical behavior	<b>X</b>			

<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	<b>X</b>			
2B	Information literacy		<b>X</b>		
2C	Global & historical perspectives			<b>X</b>	
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity		<b>X</b>		

<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>

<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills			<b>X</b>	
4C	Appreciation of cultural & linguistic differences			<b>X</b>	
4D	Responsible citizenship			<b>X</b>	
4E	Leadership capacity	<b>X</b>			