EDU222 Syllabus Page 1

CCCOnline Course Syllabus

COURSE INFORMATION

COURSE TITLE
EDU222: Effective Teaching

COURSE DESCRIPTION
Focuses on strategies for becoming an effective teacher. Topics include course goals and objectives, the first day, planning a lesson, higher levels of thought, test design and grading, assessment, and teaching and learning styles.

CREDIT HOURS
1

SUGGESTED PREREQUISITE KNOWLEDGE
None.

CCCOnline Course Policies

The CCCOnline Course Policies page contains information about the student’s role in the classroom, grading policies, and rights and responsibilities.
COURSE MATERIALS

All course reading material is available online and linked within the course site. You do not need to purchase any additional materials.

MINIMUM COMPUTER REQUIREMENTS

To complete this course, you will need regular access to a computer from which you can get to the internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

ADDITIONAL SOFTWARE OR HARDWARE REQUIREMENTS

YUJA

This course will also include videos produced in the Yuja video platform.

LIBRARY ACCESS

You will need your student ID Number (Your S#) to login to the CCCOnline Library in order to gain access to some of the readings and videos in this course.
COURSE COMPETENCIES AND OUTCOMES

STUDENT COMPETENCIES

The competencies you will demonstrate in this course are as follows:

A: Identify and write general goals for a course.

B: Identify and write specific instructional objectives which support each of the general goals which have been identified.

C: Create a course syllabus.

D: Create an efficient and effective lesson plan.

E: Identify levels of thought (Bloom's Taxonomy) and plan instruction to achieve each level of thought or cognition in the classroom.

F: Identify basic terminology used in educational measurement.

G: Identify traditional methods of assessment.

H: Identify different grading systems.

I: Identify non-traditional assessment methods.

J: Recognize varying styles of learning and design teaching styles to address each style of learning.

K: Explore culturally responsive teaching practices in education. (Divisional Course Competency)

The module outcomes that will permit you to demonstrate course competencies are:

MODULE 1

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Create or modify a syllabus for a course addressing a specific student population.</td>
<td>C</td>
</tr>
<tr>
<td>2  Identify potential application of culturally relevant pedagogy and multiculturalism for instruction.</td>
<td>K</td>
</tr>
</tbody>
</table>
MODULE 2
Outcomes
1. Write Instructional Objectives for one unit of study.
2. Identify Bloom’s Taxonomy levels of thought and apply them at the unit objective level.

Competencies
A, B
E

MODULE 3
Outcomes
1. Design lesson plan activities and methodologies that differentiate instruction.
2. Apply digital technology in meeting unit objectives.
3. Identify common teaching styles and methods.
4. Identify common student learning styles.

Competencies
D, E, J

MODULE 4
Outcomes
1. Define traditional and alternative methods of assessing student performance and progress during formative and summative phases.
2. Apply traditional and alternative methods of assessing student performance and progress during formative and summative phases.

Competencies
F, G, H, I

MODULE 5
Outcomes
1. Apply self assessment methodology to evaluate your role and the role of students in the instructional process.
2. Design a self assessment instrument to evaluate your instructional performance.
3. Use your self assessment instrument to prioritize immediate strategies for improving your instruction.

Competencies
I

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**Grading and Evaluation**

**Methods**

Evaluation includes a combination of discussion participation, assignments, and other evaluations. Rubrics are provided for assignments and discussions.

**Grading Policies**

Mark all module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. Late assignments will not be accepted without prior approval.

Summary of Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (5 @ 20 points each)</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Assignments (5 @ 40 points each)</td>
<td>200</td>
<td>67%</td>
</tr>
<tr>
<td>M1 Assignment 1: Syllabus</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>M2 Assignment 1: Lesson Plan Part 1</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>M3 Assignment 1: Lesson Plan Part 2</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>M4 Assignment 1: Lesson Plan Part 3</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>M5 Assignment 1: Self-Assessment Checklist and Instructional Improvement Plan</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale

A = 90 to 100%   B = 80 to 89%   C = 70 to 79%   D = 60 to 69%   F = 59% and below

**Discussions**

Discussions are an integral part of this course as they allow you to share your ideas, obtain feedback from instructor and peers, and provide feedback for your classmates. There are five (5) graded discussions in this course. Students are expected to post their response to the initial discussion question and then post replies to at least two of their peers. In addition, students should be active (posting or responding to peer posts and comments) in the discussions for at least three separate posts during each discussion.

**Assignments**

There are five assignments in this course where students will demonstrate their mastery of course content. The Module 1 assignment requires the creation of a syllabus (you can create a syllabus from scratch or modify an existing syllabus.) Modules 2-4 assignments are pieces of a Lesson Plan (course information, activities, and assessment). The Module 5 assignment is the creation of a self-reflection/self-
assessment form and students will complete their newly created form and reflect on their teaching experiences. Please review the rubrics for each of these assignments to familiarize yourself with the requirements for each assignment.

**COURSE SCHEDULE**

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, discussions, quizzes, and reading assignments for the course. If you want, you can print it out and post it somewhere handy.

All assignments are described in detail on the Module Assignment pages. If you have questions check there and/or send me an e-mail.

This course is not self-paced and is not open-exit. All assignments, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

**MODULE 1**

**Reading/Assignments/Exams**  
Due Dates

M1 Exploration: Syllabus  
M1 Exploration: CCNS  
M1 Exploration: Access and Instruction  
M1 Assignment 1: Syllabus Assignment  
M1 Discussion 1: Introduction and Reflections on Culture

**MODULE 2**

**Reading/Assignments/Exams**  
Due Dates

M2 Exploration: Instructional Objectives  
M2 Exploration: Bloom's Taxonomy and Verb Wheels  
M2 Exploration: Course Design  
M2 Exploration: Lesson Planning  
M2 Exploration: Specificity and Instructional Objectives  
M2 Assignment 1: Lesson Plan: Part I Assignment  
M2 Discussion 1: Instructional Objectives

**MODULE 3**

**Reading/Assignments/Exams**  
Due Dates

M3 Exploration: Access and the Community College  
M3 Exploration: Instructional Design  
M3 Exploration: Learning and Teaching Styles  
M3 Exploration: Student Engagement and Educational Technology  
M3 Assignment 1: Lesson Plan: Part II Assignment  
M3 Discussion 1: Addressing Differences among Students
**Module 4**

**Reading/Assignments/Exams**
- M4 Exploration: Assessment Types
- M4 Exploration: Rubrics
- M4 Assignment 1: Lesson Plan: Part III Assignment
- M4 Discussion 1: Assessment Roles

**Due Dates**

**Module 5**

**Reading/Assignments/Exams**
- M5 Exploration: Self Assessment
- M5 Assignment 1: Self-Assessment Checklist and Self-Improvement Plan Assignment
- M5 Discussion 1: Self-Assessment/Reflection

**Due Dates**

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