

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EPI 0002
COURSE TITLE:	Instructional Strategies
PREREQUISITE(S):	EPI 0001
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3 (40 contact hours of instruction per term)
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	25

CATALOG COURSE DESCRIPTION:

This is the second course in a four course sequence entitled the instructional process which prepares the participant to set up a classroom, establish classroom policies and procedures, create objective-based lesson plans, utilize various styles on presentations, employ varied teaching strategies, develop and administer various forms of assessment, integrate sunshine state standards into lesson development, establish and maintain cooperative relations with parents, and research professional literature to seek best practices and to hone the craft of effective instruction. A major focus of this module is the ethical and legal obligations of the teaching profession. Participants will build a developmental, assessment and professional portfolio demonstrating mastery of competencies

SUGGESTED TEXT(S):	<u>Understanding by Design</u> . Grant Wiggins and Jay McTighe ASCD ISBN 0-87120-313-8
	<u>Psychology Applied to Teaching</u> . Snowman/Biehler; Edition 10 Houghton Mifflin Company; Barnes & Noble price
IMPLEMENTATION DATE:	Fall Term, 2005 (20061)
REVIEW OR MODIFICATION DATE:	Fall Term, 2008 (20091)- Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Learning Styles	4
II. Bloom's Taxonomy	4
III. Lesson Plan Development	4
IV. Varied Instructional Presentation Styles	4
V. Cooperative Learning	4
VI. Group Learning	4
VII. Contextual Learning	4
VIII. Project-Based Learning	4
IX. Behavioral Management	4
X. Accommodations for Exceptional Students	4



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EPI 0002</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Instructional Strategies</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

AA Elective AS Required Professional Course College Prep
 AS Professional Elective AAS Required Professional Course Technical Certificate
 Other _____
 General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

Communication Social & Behavioral Sciences Mathematics
 Natural Sciences Humanities

Section 4
INTELLECTUAL COMPETENCIES:

Reading Speaking Critical Analysis Quantitative Skills Scientific Method of Inquiry
 Writing Listening Information Literacy Ethical Judgment Working Collaboratively

Section 5		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
•	1.0 Develop knowledge of Learning Styles, their assessment and application to learning. 1.1 Identify the variety of learning styles 1.2 Describe various learning styles assessments 1.3 Interpret results of learning styles assessments 1.4 Explain results in laymen's terms and give prescription using results 1.5 Develop skill at addressing varied learning styles	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	2.0 Develop knowledge of Bloom's taxonomy and its application to lesson development 2.1 Identify and give examples of each of Bloom's taxonomy of the cognitive domain 2.2 Develop skill at asking both oral and written questions that address all levels of Bloom's taxonomy 2.3 Develop an assessment that addresses all levels of cognition according to Bloom's taxonomy 2.4 Identify taxonomies of Affective and Psychomotor Domains 2.5 Explain the relationship among all three Domains of Learning	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	3.0 Develop skill at Lesson plan development including objectives, anticipatory set, practice, and assessment 3.1 Adopt a format for writing lesson plans that	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom

	<p>lead to understanding</p> <p>3.2 Follow the Understanding By Design method of lesson development</p> <p>3.3 Identify the six facets of understanding</p> <p>3.4 Establish curricular priorities such as Sunshine State Standards/benchmarks</p> <p>3.5 Identify Big Ideas, Understandings, Essential Questions, Evidence of success, and an Action Plan to realize them</p> <p>3.6 Develop Essential Questions for a target subject area teaching and learning unit .</p>	<p>projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>4.0 Attain skill at using varied presentation styles</p> <p>4.1 Identify and demonstrate varied presentation styles</p> <p>4.2 Match presentation style with lesson objective</p> <p>4.3 Provide differentiated presentation styles for a subject area concept lesson</p> <p>4.4 Give examples that identify situations in which certain presentation styles are non-productive</p> <p>4.5 Demonstrate teaching a lesson using at least 4 different presentation styles</p> <p>4.6 Describe how pacing and tone of voice enhance engagement</p> <p>4.7 Provide examples of conditions that produce non-engagement</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>5.0 Develop knowledge of Cooperative Learning and its applications in the teaching and learning process</p> <p>5.1 Describe the process of cooperative learning</p> <p>5.2 Identify learning situations where cooperative learning would be effective</p> <p>5.3 Identify learning situations where cooperative learning would be ineffective</p> <p>5.4 Explain how the results of cooperative learning can be fairly assessed</p> <p>5.5 Apply cooperative learning experience to real life situations</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>6.0 Develop knowledge of Group Learning and its applications in the teaching and learning process</p> <p>6.1 Describe the process of group learning</p> <p>6.2 Identify learning situations where group learning would be effective</p> <p>6.3 Identify learning situations where group learning would be ineffective</p> <p>6.4 Explain how the results of group learning can be fairly assessed</p> <p>6.5 Apply cooperative learning experience to real life situations</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>7.0 Develop knowledge of Contextual Learning and its applications in the teaching and learning process</p> <p>7.1 Describe the process of contextual learning</p> <p>7.2 Identity learning situations where contextual learning would be effective</p> <p>7.3 Identify learning situations where contextual learning would be ineffective</p> <p>7.4 Explain how the results of contextual learning can be fairly addressed</p> <p>7.5 Explain how contextual learning improves student engagement</p> <p>7.6 Apply contextual learning experience to real life situations</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>

<ul style="list-style-type: none"> • 	<p>8.0 Develop knowledge of Project Based Learning and its applications in the teaching and learning process</p> <p>8.1 Describe the process of project-based learning</p> <p>8.2 Identify learning situations where project-based learning would be effective</p> <p>8.3 Identify learning situations where project-based learning would be ineffective</p> <p>8.4 Explain how the results of project-based learning can be fairly addressed</p> <p>8.5 Explain how project-based learning improves student engagement</p> <p>8.6 Apply project-based learning experience to real life situations</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>9.0 Develop skill at managing individual and classroom behavior to ensure that learning is the primary activity in the classroom</p> <p>9.1 Describe how on-task behavior contributes to learning</p> <p>9.2 Describe the conditions necessary to ensure an effectively managed classroom</p> <p>9.3 Explain the term “with-it-ness.”</p> <p>9.4 Explain procedures to recapture the attention of a class</p> <p>9.5 Develop a class protocol that assures a safe, orderly, and consistent instructional setting</p> <p>9.6 Clearly differentiate between the role of the teacher and the student in the instructional setting</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 	<p>10.0 Develop knowledge of the varieties of accommodations for exceptional students</p> <p>10.1 Explain information contained in an IEP</p> <p>10.2 Describe the teacher’s role in assuring that where accommodations are needed, they are provided</p> <p>10.3 Explain the level of sensitivity required for a teacher to provide accommodations in such a way as to make the learner comfortable and not on display</p> <p>10.4 Describe varying exceptionalities and most frequently used Accommodations</p>	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>

Section 6

Name of Person Completing This Form: Carole Byrd, Associate Dean of Education