

Course Syllabus (Spring, 2013)

EDM-3322 Integrated Methods I

Credit: 3 credit hours

Dates/Times: Hybrid. An average of three (3) hours/week in class on Thursday from 6:00-8:45pm and/or online and approximately four (4) to six (6) additional hours for reading and assignments.

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Office Hours: Tuesday-Thursday 9:00-11:00, 1:30-3:30, and by appointment or virtually through eLearning chat.

Course Description: Welcome to integrated methods! This course is an introduction to the teacher’s role in delivering content specific curricula within the middle school. Models of teaching are studied to better understand the goals and strategies as well as to support new teachers in developing a broader perspective regarding teaching practice and their implications for student learning. Each model is based on theoretical assumptions, guided by a view of knowledge constructions, and envisions particular teacher-student interactions. As we investigate these models, we will do so with the following three teaching-learning goals in mind: 1) Analyzing beliefs about developing new perspectives on middle school teaching and learning; 2) Developing a deep understanding of models of teaching as a basis of a beginning repertoire; and 3) acquiring the tools to study teaching.

Program Goals: The Empowered Professional Making a Difference is the theme of the Professional Education Unit’s conceptual framework. This theme focuses learning experiences on activities that permit the candidate to examine what he/she does and to make a difference in the instructional process. The subject matter, class activities, and skill development of this course were selected to assist your professional growth in one or more of the following Empowered Professional Making a Difference characteristics: a) critical thinker, b) lifelong learner, c) counselor/mentor, d) decision maker, e) problem solver, and f) ethical/moral professional.

Course Goals

I. Problem Solver: Gain an appreciation for curriculum reform as a means for improving education.

II. Critical Thinker: Reflect and consider different beliefs about high-quality middle school teaching.

III. Decision Maker: Understand the theoretical underpinnings of and strategies related to a varied set of teaching models

IV. Mentor: Appreciate the effects of various teaching models on instructional planning, knowledge construction, and student thinking and engagement.

V. Ethical Professional: Demonstrate an understanding of integrated curriculum planning for effectively moving middle school students toward meaningful understanding

Student Learning Outcomes

A) Identify different teaching models, and associated strategies and methods as well as the underlying learning theory perspective.

B) Evaluate different teaching models in terms of supporting human development and learning.

C) Plan lessons using different teaching models that employ appropriate assessment strategies, incorporate appropriate subject matter content, and use culturally sensitive materials.

D) Evaluate the use of different teaching models for achieving student learning in the areas of subject matter acquisition, critical thinking abilities and communication skills.

E) Plan an instructional sequence for an interdisciplinary thematic curriculum using project-based learning instructional model.

VI. Lifelong Learner: Demonstrate a beginning pedagogical repertoire related to models of teaching through various types of lesson plans for different models of teaching

F) Meaningfully apply education research that incorporates Florida Educator Accomplished Practices (FEAPs) (e.g., continuous professional development, and professional responsibility & ethical conduct).

Course Alignments by Assessments, Outcomes, and Standards: The State of Florida has responded to national and state initiatives in education reform and accountability by creating legislative policies relative to the preparation of teachers. Florida's Accomplished Practices, Sunshine State Standards, and Curriculum Frameworks outline the knowledge, skills, dispositions, and knowledge-base that teachers and students require to be successful in Florida's educational system.

Accomplished Practices: # 1.5, 2.8, 4.1, 4.2, 4.4, 5.5, 5.6, 7.2, 7.3, 7.5, 7.7, 8.1, 8.3, 10.1, 10.2, 10.6, 10.7, 10.13, 12.3

Subject Area Competencies & Skills: 1.3, 4.1, 7.2, 7.3, 8.2, 8.4, 8.5, 10.1, 10.2, 10.3, 14.2

NCATE: 1b

ESOL Competencies: # 5.4, 12.5, 16.2, 17.1; 17.5

Psychological Foundations Competencies: # 1, 2, 3, 4

Sociological Foundations Competencies: # 4

NMSAPBS: 5.4, 12.5, 16.2, 17.1; 17.5

Project Name and Assessment Tool	Conceptual Framework Outcomes (Characteristics)	Course SLOs	NCATE Standards	FEAPs	Comps & Skills	ESOL Performance Standards
Lesson Plan	Critical Thinker Decision Maker	1, 2, 3	1b	1.5, 2.8, 4.1, 4.2, 4.4, 5.5, 5.6, 7.2, 7.3, 7.5, 7.7, 8.1, 8.3, 10.1, 10.2, 10.6, 10.7, 10.13, 12.3	PEC 1, 4, 7, 8, 10, 14	5.4, 12.5, 16.2, 17.1, 17.5

Key Assignments and Critical Tasks: To monitor your progress in this teacher preparation program, Key Assignments are required. Key Assignments are specific learning activities that directly relate to the course and program learning outcomes. A passing grade (70% or higher) is required on each of the student learning outcomes identified on the assignment in order to receive a grade for the course and advance in the teacher education program. (Specific details are provided in your Teacher Education Handbook.) The Interdisciplinary Project-Based Learning Curriculum Unit is a Key Assignment/Critical Task for this course.

Expectations and Grading Policy

Prepare to spend approximately seven (7) to nine (9) hours per week for this online course 1) regularly logging in and actively participating in discussions and asynchronous sessions, 2) watching, processing, and analyzing videos, 3) reading and analyzing books and articles, and 4) preparing and timely submitting assignments and activities.

Course Evaluation & Grading will be based upon a student's performance as evidenced by the course requirements. The grading structure of this course is arranged according to a weighted structure. You earn a letter grade for each component or requirement of the class that you meet, and your overall grade is weighted so that the final grade represents a stated portion of different types of work. This is elucidated in further detail on the assignments table below.

Assignment	Date	Value	Grading
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<u>Professional Discussions</u>	Ongoing	10 %		
<u>Journal Essays</u>	Ongoing	15 %	A = 4.00 (97)	93 – 100 %
<u>Direct Instruction Lesson Plan</u>	Weeks 4 to 9	15 %	A- = 3.67 (91)	90 – 92 %
<u>Guided Lesson Plan</u>	Week 10	15 %	B+ = 3.33 (88)	87 – 89 %
<u>Active Citizen Center</u>	Week 10	15 %	B = 3.00 (84.5)	83 – 86 %
<u>Interdisciplinary PBL Curriculum Plan</u>	Week 10	30 %	B- = 2.67 (81)	80 – 82 %
			C+ = 2.33 (78)	77 – 79 %
			C = 2.00 (74.5)	73 – 76 %
			C- = 1.67 (71)	70 – 72 %
			D+ = 1.33 (68)	67 – 69 %
			D = 1.00 (64.5)	63 – 66 %
			D- = 1.00 (61)	60 – 62 %
			F = 0.00 (50)	below 60 %
FINAL GRADE	Out of	100 points		

NOTE: Students who complete each assignment should not assume full credit will be earned. The *quality* of the assignment will be considered during the evaluation process. Quality refers, but is not necessarily limited, to the following: Standard English usage (punctuation, spelling, grammar, etc.), neatness, manner of presentation, organization, and APA guidelines.

Assignment	Description
<u>Professional Discussions</u> (SLO's: A, B, D)	Active participation is critical and expected. Being professional involves displaying a positive attitude toward others, communicating appropriately in a positive and friendly manner, and demonstrating a sense of humor. Active participation is being fully involved in discussions and activities, making connections during class to assigned readings and learning experiences, and tying together theory and field experiences to online discussions.
<u>Journal Essays</u> (SLO's: A, F)	Journal essays consist of your thoughts about various models of teaching and thoughts you might have about them. These should show evidence that you have read and thought about the main ideas presented in the readings. These are meant to be a conversation between you and your instructor. Journal essays should highlight your grappling of ideas and pondering questions.
<u>Direct Instruction Lesson Plan</u> (SLO's: C, D)	Prepare a direct instruction lesson using the Backward Design framework and principles of best practices that meet curricular objectives and state and national standards for some ideas elementary students learn within the lesson. The lessons include components as described on the assessment rubric. Lessons contain such elements as: objectives (mapped to state or national standards), a rationale, related resources, differentiation for students with special needs, technological tools, and background/conceptual content understanding.
<u>Guided Lesson Plan</u> (SLO's: C, D, E)	Prepare a guided discovery lesson using the Backward Design framework and principles of best practices that meet curricular objectives and state and national standards for some ideas elementary students learn within the lesson. The lessons include components as described on the assessment rubric. Lessons contain such elements as: objectives (mapped to state or national standards), a rationale, related resources, differentiation for students with special needs, technological tools, and background/conceptual content understanding.
<u>Active Citizen Center</u> (SLO's: E)	Design an opportunity for students to be an active citizen. An active center connects students to the real world by having them actively engage in societal purposes, issues, or events. Active citizen centers could involve students in local, state or national concerns or connect students to citizen science projects.
<u>Interdisciplinary Project-Based Learning Curriculum Plan</u> (SLO's: C, D, E)	Design an interdisciplinary project-based learning thematic curriculum unit that includes components as described on a separate rubric. Generally, this is a plan for teaching a big idea in a minimum of two weeks (and maximum of six weeks). This assignment contains such elements as a detailed summary of the unit, weekly schedule, resource list, an essential or driving question, and lesson plans. The unit should be designed around a project that drives

Academic Integrity

Expectations for Academic Conduct/Plagiarism Policy: The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. . . . Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct.

Note: [Academic Conduct Policy](#) is located on page 46 of the Student Life Handbook: ([Web Site](#)) | ([PDF Format](#)). A helpful plagiarism brochure is located online at <http://uwf.edu/StudentAffairs/division/publications/PlagBroch.pdf> and the plagiarism policy can be found online at <http://uwf.edu/cas/aasr/Plagiarism.pdf>.

Accommodations, Communication, Class Participation and Attendance

Students with Disabilities: The [Student Disability Resource Center \(SDRC\)](#) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

Email & Proper E-mail Netiquette: *Use UWF e-mail* for all correspondence. Students are expected to check e-mail on a frequent and regular basis (a minimum of two to three times weekly) in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily. Students are expected to check the eLearning daily for announcements. Please identify yourself by first and last name and indicate the nature of your email (i.e. concerns, questions, comments, assignments or grades).

Class participation is a factor in this course, and you are expected to actively participate in discussion boards. Treat your classmates and your instructor respectfully. As a student in this course you are expected to participate as an active member of the learning community. As such, we all need to help each other with general questions by posting and responding to the and post helpful responses to the Discussion Forum (Questions Answer and Suggestions) – QAS. Everyone in our class should access and read discussion postings several times a week.

The two class rules are 1) You can do anything you want as long as you do not cause a problem for anyone (including me and you) in the class. If there is a problem, I will do something. What I do will depend on you, the problem, and what you are willing to do to solve the problem. 2) Any concerns or issues should first be brought to the attention of your instructor/professor. If you have a concern or issue, make me aware by politely communicating the nature of the problem. For instance, you could email "I would like to speak with you about my grade on the first assignment." I am confident that through open communication we can resolve any problems that may arise during this course.

Attendance is expected and assumed. To do well in this course, you must complete your assignments fully and submit as requested. Unless otherwise noted, all assignments must be completed individually. Weekly assignments are described and outlined in the content pages for each session. To comply with course requirements and be credited for assignments, you will need to read through all components of each session.

- Attendance is defined as the act of attending and is active not passive. To attend in this class implies being prepared for and participating in virtual discussions on course web site in a timely fashion,

collaborating with classmates and completing various aspects of class assignments, and demonstrating a positive disposition.

- Excused Absences are not necessary since this course is fully online. Plan out your week in advance so that you can dedicate 7 to 9 hours/week around your other weekly obligations. Since a two (2) day (48 hour) grace period is provided on assignments, no excuses are granted due to sickness, jury duty, religious holiday's, technical difficulties, etc.
- Extended Excused Absences and Incompletes are granted on a very limited basis. Students must notify course instructor prior to or immediately after any incident to be considered for a standard three day extended excused absence (i.e. hospital stay, death of an immediate family member, etc.) or an incomplete.

Pandemic and Severe Weather Policy: In the event of a weather related (i.e. hurricane), pandemic or similar emergency, the university may still require professors to go ahead with their courses, in which case we will continue class over the internet using eLearning, email, etc. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM (88.1 MHz).

Late Work Policy: I grade for full points when assignments are turned in on time, and with the exception of assignments submitted late, seek to provide feedback within one week. Unless otherwise indicated, all deliverables are due by Sunday at noon central standard time. That is, homework in Week 2 is due before noon the Sunday that begins Week 3, and so on going forward. Late assignments will begin to incur a penalty if submitted after 48 hours. The purpose of providing a 48 hour grace period for submitting assignments is to prevent requests for extensions for sickness, jury duty, religious holiday, technical difficulties, etc. Students must notify course instructor prior to or immediately after any incident to be considered for a standard three day extended excused absence (i.e. long deployment military duty, hospital stay, death of an immediate family member, etc.). Extended excused documentation is required and should be uploaded to the "Medical Excuses/Military Leave" dropbox. Unexcused late assignments, if accepted at instructor's discretion, will incur at least a 30% and no more than 50% late penalty.

Grades of Incomplete will be granted only on rare occasions. This must be initiated by the student and prearranged prior to the twelfth week of class. A formal contract will have to be written that outlines the conditions for completing what incomplete work and how it will be scored to calculate the final grade. The instructor may at his discretion file an "I" (Incomplete) when a student has not completed the work of a course by the time grades must be submitted, but has completed the majority of the work at a passing level and has a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one shall be given to the student, and one shall be filed with the department office.

Dropping the Course: The last day to drop a course from this semester is 1/11/13. The last day to withdraw from a course this semester with a partial refund and a grade of "WR" is 2/1/13. The last day to withdraw from a course this semester with no refund of tuition or fees and a grade of "W" is 3/22/13.

Tentative Schedule

Revisions may be required - please check eLearning regularly for updates and changes!

- **Flexible Syllabus:** This syllabus is a tentative agreement between the professor and the student enrolled in the course and in no way represents a binding contract. The professor reserves the right to make changes to this document if needed. Students are responsible for recording any changes on their syllabi.
- A *tentative* semester overview is provided with this handout. Every attempt will be made to adhere to the schedule provided, but the instructor reserves the right to make changes as needed. Announcements about these changes will be made in class and posted to the course web site.

Class	Date	Topic of Focus	Assignments Due	Readings Due
Week 1	1/10	Introduction: Picturing yourself as a teacher for meaningful learning		Bill & Melinda Gates Foundation (2010); Kohn (1996)
Week 2	1/17	Purpose of Teaching Models of Teaching	Discussion 1	Jones, K. (2012) Labaree (1997)
Week 3	1/24	Instructional Goals & Objectives	Essay 1	Pecore (2013, ch2)
Week 4	1/31	Assessing Objectives		Pecore (UbD handout) McTighe (2005)
Week 5	2/7	Planning for Learning		Pecore (2013, ch1) Zemelman (1998)
Week 6	2/14	Direct Instruction	Discussion 2	Pecore (2013, ch3)
Week 7	2/21	Increasing Learning with Student Involvement	Direct Instruction Lesson Plan	Pecore (2013, ch6)
Week 8	2/28	Guided Discovery	Discussion 3	Pecore (2013, ch5)
Week 9	3/7	Teaching and Learning in Groups	Guided Discovery lesson Plan	Pecore (2013, ch4) Cohen (1994); Johnson (1994)
Week 10	3/21	Inquiry-based Learning	Discussion 4	Pecore (2013, chs 7) National Academy Foundation
Week 11	3/28	Curriculum Planning		Pecore (2013, ch 8)
Week 12	4/4	Active citizenship	Discussion 5	Westheimer (2000)
Week 13	4/11	Curriculum Planning	Active Citizen Center	
Week 14	4/18	Revisiting Course Goals	Final Essay	
Week 15	4/25		Interdisciplinary PBL Curriculum Plan	Hargreaves (2000)
EXAM	4/2			

Study Suggestions: At the end of each chapter there is a summary, which will help you focus on what is important in the chapter. Reviewing the Chapter is helpful because it will provide you with the subject matter and reference it to the page(s) in the chapter where it can be found.

Course Materials:

Course Website: In this class we use eLearning – a Web-based course management system with password-protected access through MyUWF.edu – to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can get support for using eLearning from the “technology Self-help Resources” folder at MyUWF.edu and from <http://uwf.edu/helpdesk>.

Required Material

Special Technology Utilized by Students: This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the Internet and upload / download files. Students may also need one or more plug-ins, please refer to the content in the first week of class for details.

- TK20 Subscription available directly at <http://uwf.tk20.com> or through the UWF campus bookstore

- Student Access Kits (ISBN 0-9774408-1-8)t
- Word processor. Consider using Evernote (downloadable for free at evernote.com) for your Journal
- eLearning access

Accessibility Resources: Follow this link for information on [accessibility settings in eLearning](#). Follow this link for information on [accessibility features in UWF's Learning Management System \(LMS\)](#), [Desire2Learn](#).

Required Text

Pecore, J. L. (2013). *Integrated Methods I*: University of West Florida. Pearson Learning Solutions.
ISBN: 978-1-26-906633-4

Readings: A number of the assigned course readings are from a variety of scholarly educational and teacher practitioner journals.

Bill and Melinda Gates Foundation. (2010). *Supporting teaching: Investing in teaching*. [Available online: <http://www.gatesfoundation.org/highschools/Documents/supporting-instruction.pdf>].

Cohen, E. G. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research*, 64 (1), 1-35.

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16 (8), 811-826.

Johnson, D., Johnson, R., and Holubec, E (1994). Chapter 3: Essential components of cooperative learning. *In The New Circles of Learning: Cooperation in the Classroom and School* (25 – 35). Alexandria, VA: ASCD.

Jones, K. (2012). What is the Purpose of Education? Forbes. Available online at

<http://www.forbes.com/sites/sap/2012/08/15/what-is-the-purpose-of-education/>.

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34 (1), 39-81.

Westheimer, J., & Kahne, J. (2000). Education for action: Preparing youth for participatory democracy. *School Field*, 11(1), 21-40.

Zemelman, S., Daniels, H., Hyde, A., Varner, W. (1998). *In Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, New Hampshire: Heinemann.