

**EPI0002 Instructional Strategies  
Syllabus  
Semester, Year**

CLASS SCHEDULE: Date, Day and Time

PROFESSOR: (CRN XXXXX)

E-MAIL: **NOTE: When class begins, WebCT email will be used for all course-related communications. Atlas email should be used for official grade inquiries and other college communications, such as registration, financial aid, etc.**

DEPARTMENT: Educator Preparation Institute

DEPARTMENT OFFICE AND PHONE: West Campus 1-255; 407-582-5581

CELL PHONE:

OFFICE HOURS:

**COURSE DESCRIPTION: This course focuses on the proficiency in the application of a variety of instructional strategies. These include multimodal instruction, learning styles knowledge, cooperative and collaborative learning, accommodations for exceptional students and the infusion of technology into lesson plans. CREDIT: 3 hours**

**HYBRID COURSE: A hybrid course blends online and face-to-face instructional delivery. In this course, the students will experience instruction in a classroom setting and online via WebCT. Students are expected to participate in classroom activities that will apply and enhance the concepts gleaned from the texts and other resources. On WebCT, students are expected to complete learning modules, participate in online discussions, take online assessments and submit artifacts on a weekly basis. The combination of the two instructional delivery models is intended to enhance the learning process for all students. In as much as this is a three hour class in a compressed format, you should expect to spend at least five to ten hours per week on readings and online activities.**

**REQUIRED TEXT(S): (1) Effective Teaching Methods by Borich, (2) Essentials of Educational Psychology by Ormrod and (3) EITHER Classroom Management for Elementary Teachers 7E by Evertson, Emmer & Worsham OR Classroom Management for Middle/High School Teachers 7E by Emmer, Evertson, & Worsham**

**TECHNOLOGY REQUIREMENTS: For internet and computer hardware requirements please visit [http://valenciacc.edu/ltad/students/tech\\_req.asp](http://valenciacc.edu/ltad/students/tech_req.asp).**

**A flash drive is also suggested for storing class materials and artifacts.**

It also recommended that you review the tutorial learning module for WebCT located on the Content page of the course in WebCT.

If you need assistance with WebCT, contact the Valencia WebCT Help Desk through email at [webcthelp@valenciacc.edu](mailto:webcthelp@valenciacc.edu) or by calling 407-582-5600.

<p><i>COURSE OBJECTIVES: At the end of this module, learners should be able to. . .</i></p>	<p><i>by completing the following ARTIFACTS. . .</i></p>
<p><b>1. identify instruments that determine the learning styles of students and infuse strategies that address the different learning styles into lesson plans</b>  <b>2. identify question words and activities at different levels of Bloom's taxonomy.</b>  <b>3. identify how to develop a lesson plan</b>  <b>4. describe how to use cooperative learning strategies in classroom instruction</b>  <b>5. describe how to use group learning strategies in classroom instruction</b>  <b>6. demonstrate the use of contextual learning.</b>  <b>7. identify ways to accommodate instruction for exceptional students</b>  <b>8. develop alternate ways of presenting classroom instruction</b></p>	<p>Write a lesson plan that  A) uses alternative ways of presenting information in order to meet the needs of learners with specified learning styles  B) uses Bloom's taxonomy to structure objectives, questions, and activities  C) describes how to meet the needs of a specific exceptional student  D) incorporates cooperative learning or group learning  E) uses contextual learning</p> <p>Competencies: Planning, Knowledge of Content, Diversity, and Human Development and Learning  <b>Due X/XX</b>  <b>150 points</b></p>
<p><b>9. demonstrate the use of project-based learning</b></p>	<p>Create an example of a grade- and content-specific instructional activity that is project-based and fosters contextual learning</p> <p>Competencies: Assessment, Critical Thinking, Planning, and Knowledge of Subject Matter  <b>Due X/XX</b>  <b>100 Points</b></p>
<p><b>10. describe the relationship between behavioral management and classroom instruction</b></p>	<p>Write a 1-2 page paper with a minimum of 3 references (using APA or MLA style) identifying and supporting how the classroom behavioral management approaches (humanist tradition, applied behavior analysis, classroom management tradition) would use in your classroom and the benefits of each approach for classroom instruction.</p>

	Competencies: Learning Environment, Role of the Teacher, and Human Development and Learning Due X/XX 100 Points
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## COURSE ASSIGNMENTS:

1. **Individual Artifacts and In-Class Projects** will focus on application and demonstration of course content. All artifacts must earn at least an 80%, or it will have to be corrected and resubmitted. Artifacts scoring above 80% may be corrected and resubmitted if the student so chooses. Individual artifacts will be created outside of class. The artifacts should be typed using 12 font in Times New Roman, double spaced (when appropriate) and submitted through WebCT. The appropriate template should be used for artifacts when provided. In-class artifacts will be created during class sessions. Additional information for creating artifacts and the scoring rubrics will be provided on WebCT and in class. 350 total points
2. A **group presentation** will be made about on either Cooperative Learning, Project-Based Learning or Contextual Learning. The presentation must include information from both the text and the websites given in WebCT. The presentation should be approximately one hour long. Additional information for completing the project and a rubric for scoring will be provided (100 total points).
3. **Attendance is mandatory.** Class time will be used to provide important information and to explain and begin individual projects. Also, you must be present to complete the in-class artifacts. Absences will be handled on a case by case basis with written assessments required to make up any missed work. Each class meeting is 10 points for a total of 80 points.
4. Participation in **Discussions via WebCT** will also be graded. For each discussion topic, you must respond to the original post and reply to at least two other students' post. You should follow the criteria for each discussion topic to receive full credit. Responses to each discussion topic are 10 points for a total of 70 points.
5. **Weekly Quizzes** will be given on the weekly readings. They can be found under the Assessments tab on the WebCT. Quizzes should be completed before coming to class. Please note that the questions may change each time you take a quiz. Each quiz will be worth 10 points for a total of 70 points
5. Each week's **learning module** should be completed before coming to class. The only exceptions are in-class activities and discussion posts.
6. Reminders will be posted in the **Announcements** section of WebCT. It is the student's responsibility to check the WebCT for announcements, email, assignment feedback, and discussion comments.