



COURSE SYLLABUS  
SOUTHEAST MISSOURI STATE UNIVERSITY

**THE TEACHER AS PROFESSIONAL EDUCATOR**

Department of Middle and Secondary Education

Course No. SE 635

Title: Theories of Learning and Instructional Strategies -  
Middle and Secondary

New: Fall 2005

I. Catalog Description

Introduces the student to theories of individual development, learning styles, organization and curriculum of middle and secondary schools, instructional strategies, and assessment. (3)

II. Prerequisites and Co-requisites:

Graduate Status, Permission of instructor

This course is designed for students without current teacher certification.

III. Purpose or Objectives of the Course:

Students will be able to:

- A. Identify and appropriately explain the range of different learning theories;
- B. Understand and demonstrate the need and techniques for assessment of student teaching;
- C. Demonstrate an appropriate knowledge of the current status of the structure of secondary curriculum, including current issues and trends;
- D. Demonstrate an appropriate knowledge of the characteristics of adolescents and of the implications of those characteristics for selecting relevant instructional strategies in the learning environment;
- E. Demonstrate the ability to write objectives, design lessons, organize appropriate elements of a unit plan and incorporate relevant technology for use in teaching at the middle and secondary school level;
- F. Demonstrate an understanding of usage and appropriate choice of reinforcement principles to obtain specific behavioral changes;

- G. Demonstrate the ability to apply principles of learning and behavior management to group settings;

IV. Expectations of Students:

- A. Each student will be expected to attend or participate all class sessions;
- B. Each student is expected locate information in professional Journals and critiques articles relevant to teaching at the Secondary Schools;
- C. Each student will demonstrate an understanding of the MoSTEP standard relevant to a particular discipline and their incorporation in teaching and assessment;
- D. Each student will demonstrate the knowledge of dealing with students of a different culture through their Teacher Work Sample.
- E. Each student will be expected to create a Teacher Work Sample relevant to their field of studies.

V. Course Content:

HOURS

- |    |  |   |
|----|--|---|
| A. | The Science and Art of Teaching  | 2 |
| B. | Organization and Curriculum of Middle and Secondary Schools  | 5 |
| C. | Learning theories and use of reinforcement to accelerate appropriate learning  | 5 |
| D. | Evaluation of the outcome of instruction in relation to program objectives   | 3 |
| E. | Planning to Teach <ul style="list-style-type: none"> <li>1. Writing Objectives for Instructions</li> <li>2. Designing Lessons (Teacher Work Sample)</li> <li>3. Assessment and Evaluation (Introduction)</li> <li>4. Organizing Elements of a TWS, including interdisciplinary unit.</li> </ul>                          | 9 |
| F. | Instructional Strategies and Implementation of Relevant Technology <ul style="list-style-type: none"> <li>1. Advantages and Disadvantages of Basic Techniques               <ul style="list-style-type: none"> <li>a. Formal and Informal Lectures</li> <li>b. Discussion</li> <li>c. Questioning</li> </ul> </li> </ul> | 9 |

|    |    |   |   |
|----|----|---|---|
|    | d. | Games & Simulations                                   |   |
|    | e. | Problem-Solving                                       |   |
|    | f. | Skill Practice  |   |
|    | g. | Using Multimedia/Technology                           |   |
| 2. |    | Active Learning                                       |   |
| 3. |    | Cooperative Learning                                  |   |
| 4. |    | Individualized Approaches                             |   |
| 5. |    | Assessment and evaluation                             |   |
|    | a. | Traditional Methods of Assessment                     |   |
|    | b. | Alternative Methods of Assessment                     |   |
|    | c. | Relationship of Assessment to Evaluation<br>Classroom |   |
| G. |    | Classroom Management                                  | 6 |
| H. |    | Issues and Trends                                     | 6 |
|    | 1. | Grouping Practices                                    |   |
|    | a. | Heterogeneous Grouping                                |   |
|    | b. | Homogeneous Grouping                                  |   |
|    | c. | Inclusion   |   |
|    | 2. | Multicultural Issues                                  |   |
|    | 3. | School and Community Activities                       |   |
|    | 4. | Parental Involvement                                  |   |

TOTAL HOURS: 45

VI. Textbook(s) and/or other required Materials or Equipment:

Sparks-Langer, G.M., Starko, A.J., Pasch, M., Burke, W. Moody, C.D., & Gardner, T.G. (2004). Teaching As Decision Making: Successful Practices For The Secondary Teachers. (2<sup>nd</sup> Ed.). New Jersey, Pearson Education, Inc.

VII. Basis for Student Evaluation:

- A. Students will demonstrate an acceptable knowledge of secondary school education, its curriculum, issues and trends through examinations, class discussions, assigned writings or other active and/or cooperative activities.
- B. Students will demonstrate the ability to locate information in professional journals and critique articles through assigned writings and reflecting.
- C. Students will demonstrate the ability to write objectives, design lessons, organize elements of a TWS and incorporate relevant technology through assigned writings and teaching activities both in class and in the public school field assignment including the use of all relevant MOSTEP standards;

D. Students are required to spend at least 20 hours in middle or secondary schools for the purpose of observation and integration of theories into practice.

Suggested Percentages for Student Evaluation:

|                          |     |
|--------------------------|-----|
| Online Discussions       | 20% |
| Journal Article critique | 20% |
| Teaching Evaluation      | 20% |
| T.W.S.                   | 40% |

Percentages at which letter grades are given:

|            |   |
|------------|---|
| 90% - 100% | A |
| 80% - 89%  | B |
| 70% - 79%  | C |
| 0% - 69%   | F |

The weight of evaluation criteria may vary at the discretion of the instructor.

### **Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty in regards to plagiarism and academic honesty. Refer to:

<http://www6.semo.edu/judaffairs/code.html>

### VIII. Knowledge Base

Alberto, P.A., & Troutman, A.C. (1990). *Applied behavior analysis for teachers (3<sup>rd</sup> ed.)*. New York: Merrill.

America 2000: An educational strategy. (1991). Washington, D.C.: U.S. Department of Education

American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders (4th ed.)*. Washington, D.C.: Author.

Arends, R.I. (2002). *Learning to teach (5<sup>th</sup> ed.)*. New York: McGraw-Hill.

Bjorklund, D.F.(1995). *Children's thinking: Developmental function and individual differences (2nd ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals, Handbook I: Cognitive domain*. New York: Longmans Green.

Bloom, B.S., Englehart, M.D., Furst, E.J., Hill, W.K., & Krathwohl, D.R.(1956). *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: Longmans Green.

Bouchard, T.J. Jr., Lykken, D.T., McGue, M., Segal, N.L., and Tellegen, A.(1990). Sources of human psychological differences: The Minnesota study of twins reared apart. *Science*, 250, 106-114.

Brophy, J.E., & Good, T.L.(1986). Teacher behavior and student achievement. In M.C. Wittroch (Ed.), *Handbook of research on teaching*. (3<sup>rd</sup> ed.) (pp. 328-375). New York: Macmillan.

Canter, L. (1992). Assertive discipline- Positive behavior management for today's classroom. *Phi Delta Kappan*, 71(1), 57-61.

Cernak, L.S., & Craik, F.I.(Eds.). (1979). *Levels of processing in human memory*. Hillsdale, NJ: Erlbaum.

Chance, P.(1992). The rewards of learning. *Phi Delta Kappan*, 74(3), 200-207.

Collins, W.A., & Gunnar, M.R.(1990). Social and personality development. *Annual Review of Psychology*, 41, 387-416.

\*Department of Elementary and Secondary Education.(2000). The show-me standards. Jefferson City, MO: Author

Frary,R.B., Cross,L., & Weber,L.(1993). Testing and grading practices and opinions of secondary teachers of academic subjects: Implications for instruction in measurement. *Educational Measurement: Issues and Practice*, 12 (3), 23-30.

Garner, H., & Hatch, T.(1989). Multiple intelligences go to school: Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18, 4-10.

Ginsburg, H.P., & Opper, S. (1988). *Piaget's theory of intellectual development*, (3<sup>rd</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.

Glasser, W. (1985). *Control theory in the classroom*. New York: Harper and Row.

Glasser, W. (1990). *The quality school*. New York: Harper & Row.

Goodlad, J.I. (1984). *A place called school*. New York: McGraw-Hill.

Hamilton,R. & Ghatala, E.(1994). Learning and instruction. New York: McGraw-Hill.

- Harmin, M. (1994). *Inspiring active learning - a handbook for teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- \*Ireland, C.M. & Renegar, S.L. (1995). *Processes of teaching*. (2<sup>nd</sup> ed.) Cape Girardeau, MO: Southeast Missouri State University.
- Krathwohl, D.R. Bloom, B.S., & Masia, B.B. (1964). *Taxonomy of educational objectives: The classification of educational goals, Handbook II: Affective domain*. New York: David McKay.
- Linn, R.L., & Burton, E. (1994). Performance-based assessment: Implications of task specificity. *Educational Measurement: Issues and practice*, 13(1), 5-8, 15.
- Mager, R.F. (1984). *Preparing instructional objectives*, (2<sup>nd</sup> ed.) Belmont, CA: Lake Publishing Company.
- McCartney, C.E. (1994). *Success guide. Educational psychology theory and practice*. Boston: Allyn & Bacon.
- McCombs, B.L. (1991). Motivation and life-long learning. *Educational Psychologist*, 26(2), 117-127.
- National Education Goals Panel. (1990). *Goals 2000*. Washington, DC: U.S. Government Printing Office.
- Omrod, J.E. (1995). *Educational psychology*. Columbus, OH: Merrill.
- Ornstein, Allan C., Lasley, Thomas J. II, Mindes, G (2005). *Secondary and middle school methods*. Upper Saddle River, NJ: Pearson.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: MacMillan.
- Slavin, R.E. (1994). *Educational psychology (4th ed.)* Needham Heights, MA: Allyn and Bacon.
- Sparks-Langer, G., Starko, A., Pasch, M., Burke, W., Moody, C., & Gardner, T. G. (2004). *Teaching as decision making: Successful practices for the secondary teacher* (2<sup>nd</sup> ed). Upper Saddle River, NJ: Pearson.
- Sprinthall, N.A., Sprinthall, R.C., & Oja, S.N. (1994). *Educational Psychology: A developmental approach (6th ed.)*. New York: McGraw-Hill.
- Taba, H. (1962). *Curriculum development: Theory and practice*. Orlando, FL: Harcourt, Brace, Jovanovich.
- Tiedt, Pamela L., Tiedt, Iris M (2005). *Multicultural teaching: A handbook of activities, information, and resources (7<sup>th</sup> ed)*. Pearson.

Valencia, S. (1990). A portfolio approach to classroom assessment: The why's, what's, and how's. *The Reading Teacher*, 43(4), 338-340.

Wallace, P.M., & Goldstein, J.H. (1994). *An introduction to psychology (3rd ed.)*. Madison, WI: Brown & Benchmark.

Witt, J.C., Elliott, S.N., Kramer, J.J. and Gresham, F. M. (1994). *Assessment of children: Fundamental methods and practices*. Dubuque, IA: Brown & Benchmark.

**Student with Disabilities Statement:**

If a student has a special need addressed by the Americans With Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor immediately. Reasonable efforts will be made to accommodate special needs.