



On-Campus Course Syllabus

EDU 301, F. L1

Principles of Teaching

Fall 2024

Class Information

Day and Time: Tuesday/Thursday 1:45-3:00 p.m.

Room Number: E 202

Contact Information

Instructor Name: Mrs. Danette Morrison

Instructor Email: dmorrison@criswell.edu

Instructor Office Hours: [By Appointment Only](#)

Course Description and Prerequisites

Teaching strategies, classroom management, preparation of lesson plans, and a study of necessary teacher skills are taught and practiced. Students are also taught the role that Texas Essential Knowledge and Skills (TEKS) plays in planning effective lessons that meet state standards. ***Nine clock hours of field experience are required for this course. Failure to complete the 9 clock hours of field experience will result in an "F" in the course.***

(must mirror description from current *Catalog*)

Course Objectives

1. Identify characteristics of effective long-range instructional planning.
2. Write clear, useful instructional objectives.
3. Classify and write effective classroom questions.
4. Prepare lessons plans for use in various teaching situations.
5. Discuss skills, practices, materials used, provisions for student ideas, individual differences, and evaluation feedback.
6. Analyze and discuss various classroom situations to determine the most effective managerial strategy necessary in producing a desired learning environment.
7. Describe the four steps of the evaluation process.
8. Discuss creative ideas gleaned from personal observations of various classroom settings.
9. Develop good communication skills as a teacher.
10. Use technologies in lesson planning and teaching.
11. Observe a veteran teacher teaching in a K-12 classroom.

Required Textbooks and Materials

2" Binder, 2 pks-Index Dividers (8pc)

Cooper, James M., gen. Ed. *Classroom Teaching Skills*. 9th edition. Boston, New York: Houghton Mifflin Co., 2011. ISBN 9781305813724

Course Requirements and Assignments

*****Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.*****

- 1. Section Responses:** After reading each chapter in the text, Classroom Teaching Skills, you will write your responses to the reflective questions provided by the professor. These responses are to be typed. Be prepared to share your responses with your peers on the dates assigned.
DUE: 08/27 to 12/05/2024 POINTS: 2 points each/20 total points
- 2. Behavioral Objectives:** Each student will write 10 behavioral objectives, 10 Bloom's Taxonomy objectives and 10 TEKS objectives. **These are to be typed.** *Be prepared to share your written objectives with your instructor and your peers.*
DUE: 09/12/2024 POINTS: 10 points
- 3. Lesson Plan I:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a **"higher order thinking"** lesson will be developed following the model discussed in class. The lesson plan is to be typed. *Be prepared to share your written objectives with your instructor and your peers.*
DUE: 09/19/2024 POINTS: 6 points
- 4. Lesson Plan II:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a **"STEAM" lesson** will be developed following the model discussed in class. The lesson plan is to be typed. *Be prepared to share your written objectives with your instructor and your peers.*
DUE: 09/26/2024 POINTS: 6 points
- 5. Read-Aloud Questioning:** Each student will select a short, "modern" children's picture book to share with the class. You will read the book aloud to your peers and then ask them a set of **six (6)** prepared questions using the skills from Chapter 5. The questions are to be based on Bloom's Six Level Taxonomy. You are to have one question from each level. **The questions are to be typed along with the bibliographical information for the children's book.**
DUE: 10/08/2024 POINTS: 5 points
- 6. Field Experience Journal:** You will keep a field experience journal, recording your observations and responses to field activities. Focus questions will guide your responses and will be provided by the instructor. You will turn in a total of nine (9) entries. The journal will be shared with your peers and the instructor. It must be typed and be in a folder with a title page.
DUE: 10/22/2024 POINTS: 15 points
- 7. Lesson Plan III:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a **"real life application"** lesson will be developed following the model discussed in class. The lesson plan is to be typed. *Be prepared to share your lesson model with the instructor and your peers.*
DUE: 10/24/2024 POINTS: 6 points

8. **Lesson Plan IV:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a **differentiated lesson** will be developed following the model discussed in class. The lesson plan is to be typed. *Be prepared to share your written objectives with your instructor and your peers.*

DUE: 11/12/2024

POINTS: 6 points

9. **Lesson Plan V:** Each student will choose an age group level and topic for a lesson. From this, a lesson plan for a **“cooperative” lesson** will be developed following the model discussed in class. The lesson plan is to be typed. *Be prepared to share your lesson model with the instructor and your peers.*

DUE: 11/21/2024

POINTS: 6 points

10. **Class Notes:** All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood that time constraints do not permit completion of all outlines during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material.

DUE: 12/03/2024

POINTS: 5 points

11. **Topical Unit of Study: EC-6th:** You will plan a unit of study that will include **six(6)** lesson plans. You will have a **typed, detailed** lesson plan following the model taught in class. These will consist of one plan for each of content areas: **Bible, Reading/Language Arts, Math, Science, Social Studies, and Arts or P.E.** **Your plans are to be in a folder with a title page.** On the day of your final, you will share your unit plan and **demonstrate** one of your plans.

4-8th Social Studies: You will plan a unit study that will include **six(6)** lesson plans. You will have a **typed, detailed** lesson plan following the model taught in class. **Your unit is to consist of one plan for History, Geography, Economics, Government, Anthropology, and Sociology.** **Your plans are to be in a folder with a title page.** On the day of your final, you will share your unit plan and **demonstrate** one of your plans.

Due: 12/12/2024

POINTS: 15 points

Course/Classroom Policies and Information

Pedagogy and Professional Responsibilities EC-12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC-12 Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Pedagogy and Professional Responsibilities EC-12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC-12 Standard IV

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of

the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the

subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/20/24	Introduction to Principles		
8/22/24	The Effective Teacher	Ch. 1	Field Experience Paperwork
8/27/24	The Effective Teacher	Ch. 1	Response 1
8/29/24	Instructional Objectives	Ch. 2	
9/03/24	**Labor Day**		
9/05/24	Instructional Objectives	Ch. 2	Response 2
9/10/24	Instructional Objectives	Ch. 2	
9/12/24	Instructional Planning	Ch. 3	30 Objectives Due
9/17/24	Instructional Planning	Ch. 3	Response 3
9/19/24	Instructional Planning	Ch. 3	Lesson Plan I Due
9/24/24	Involving Students in Learning	Ch. 4	
9/26/24	Involving Students in Learning	Ch. 4	Lesson Plan II Due
10/01/24	Questioning Skills	Ch. 5	Response 4
10/03/24	Questioning Skills	Ch. 5	Response 5
10/08/24	Read Aloud Project Due		
10/10/24	Differentiating Instruction	Ch. 6	
10/15/24	**Sophomore Summit**		Field Experiences
10/17/24	**Sophomore Summit**		Field Experiences
10/22/24	Debrief from Field Experience		Journal Entries Due

10/24/24	Differentiating Instruction	Ch. 6	Response 6
			Lesson Plan III Due
10/29/24	Technology for Teaching	Provided by Professor	
10/31/24	Technology for Teaching	Provided by Professor	Response 7
11/05/24	Classroom Management	Ch. 8	
11/07/24	Classroom Management	Ch. 8	Response 8
11/12/24	Classroom Management	Ch. 8	Lesson Plan IV Due
11/14/24	Cooperative Learning	Ch. 9	
11/19/24	Cooperative Learning	Ch. 9	Response 9
11/21/24	Cooperative Learning	Ch. 9	Lesson Plan V Due
11/26/24	**Thanksgiving Week**		
11/28/24	**Thanksgiving Week**		
12/03/24	Assessment	Ch. 10	Notes Due
12/05/24	Assessment	Ch. 10	Response 10
12/10/24	Unit Lessons Planning (Work Day)		
12/12/24	Topical Unit Presentation		

Selected Bibliography

Borman, S. & Levine, J., *A Practical Guide to Elementary Instruction, From Plan to Delivery*, Allyn and Bacon, Boston, Massachusetts, 1997.

Joyce, B. & Weil, M., *Models of Teaching*, Allyn and Bacon, Boston, Massachusetts, 1996.

Mager, Robert F. *Preparing Instructional Objectives*. Belmont, Calif: Lake Pub. Co, 1984, ISBN 0822443414

Yount, William R, and Mike Barnett. *Called to Teach: Equipping Cross-Cultural Disciplers*. Nashville, Tenn: B & H Academic, 2007. ISBN 0805440666 (available in the Wallace Library)