



# Course Syllabus

## EDU 301, F. L1

### Principles of Teaching

### Fall 2025

#### Class Information

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

**Room Number:** E 202

#### Contact Information

**Instructor Name:** Mrs. Danette Morrison

**Instructor Email:** [dmorrison@criswell.edu](mailto:dmorrison@criswell.edu)

**Instructor Phone:** 832-398-1427

**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.***

#### 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 lesson 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

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

**Course/Classroom Policy \*\*\*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: 8/26 to 12/04/25                      POINTS: 2 points each/20 total points**

**2. 30 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: 9/09/25                                      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: 9/16/2025                                      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: 9/23/2025                                      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: 10/02/2025                                      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: 10/21/2025**

**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: 10/23/2025**

**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: 11/11/2025**

**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: 11/20/2025**

**POINTS: 6 points**

**10. Class Summaries:** 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: 12/02/2025**

**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 should 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: 12/11/2025**

**POINTS: 15 points**

## Policies/Classroom 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.

### Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

### Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.

- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

#### **Missed Classes:**

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

#### **Attendance & Financial Aid:**

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

#### **Census Period Attendance Requirement:**

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

#### **Examples of Qualifying Activities:**

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

#### **Important Note:**

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

#### **Canvas:**

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
  - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
  - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
  - Use Zoom in Canvas for all "live" (synchronous) class sessions

#### **Important Note:**

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.

## **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.

## **Course Policy on the use of Artificial Intelligence (AI)**

Students are permitted to use Artificial Intelligence (AI) for the sole purpose of brainstorming ideas, refining research questions, organizing thoughts, checking grammar and style. Therefore, students are required to document and cite any AI assistance used in their work. Students are not allowed to use Artificial Intelligence for writing entire assignments, impersonating students in discussions, or completing group work without consent.

## **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](mailto: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](mailto: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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/19/25	Introduction to Principles		
8/21/25	The Effective Teacher	Ch. 1	Field Experience Paperwork
8/26/25	The Effective Teacher	Ch. 1	Response 1
8/28/25	Instructional Objectives	Ch. 2	
9/01/25	<b>**Labor Day**</b>		
9/02/25	Instructional Objectives	Ch. 2	Response 2
9/04/25	Instructional Objectives	Ch. 2	
9/09/25	Instructional Planning	Ch. 3	30 Objectives Due
9/11/25	Instructional Planning	Ch. 3	Response 3
9/16/25	Instructional Planning	Ch. 3	Lesson Plan I Due
9/18/25	Involving Students in Learning	Ch. 4	
9/23/25	Involving Students in Learning	Ch. 4	Lesson Plan II Due
9/25/25	Questioning Skills	Ch. 5	Response 4
9/30/25	Questioning Skills	Ch. 5	Response 5

10/02/25	Read Aloud Project Due		
10/07/25	Differentiating Instruction	Ch. 6	
10/09/25	Differentiating Instruction		
10/14/25	**Sophomore Summit**		Field Experience
10/16/25	**Sophomore Summit**		Field Experience
10/21/25	Debrief From Field Experience		Journal Entries Due
10/23/25	Debrief From Field Experience	Ch. 6	Response 6
			Lesson Plan III Due
10/28/25	Technology for Teaching	Provided by Professor	
10/30/25	Technology for Teaching	Provided by Professor	Response 7
11/04/25	Classroom Management	Ch. 8	
11/06/25	Classroom Management	Ch. 8	Response 8
11/11/25	Classroom Management	Ch. 8	
11/13/25	Cooperative Learning	Ch. 9	
11/18/25	Cooperative Learning	Ch. 9	Response 9
11/20/25	Cooperative Learning	Ch. 9	Lesson Plan V Due
11/25/25	*Thanksgiving Week*		

11/27/25	*Thanksgiving Week*		
12/02/25	Assessment	Ch. 10	Summaries 5-2-1
12/04/25	Assessment	Ch. 10	Response 10
12/09/25	Unit Lesson Planning (work day)		Mandatory
12/11/25	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)