

Syllabus for
PED 306—Pedagogy II
4 Credit Hours
Spring 2014

The mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

A study of human life development from conception through adolescence with more emphasis on middle school and secondary school students. Management of classroom routines and behavior will be interwoven into the course with instruction on teaching reading in the content areas.

Includes a 20 hour practicum.

Prerequisite: Major in K-12 or secondary education.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain an understanding of human development from a research and theoretical perspective.
- B. Gain an understanding of physical, mental, emotional, and moral development as well as how behavior systems and management principles enhance classroom instruction and assessment.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

As a result of successfully completing this course, the teacher candidate will be able to do the following:

- 1. Discuss personal insight by relating the principles of development to himself or herself through reflection and introspective thought processes. (IS 8)
- 2. Explain the principles of the following theories: ecological systems, behaviorism, social-learning theory, information procession theory, Piaget's theory, Vygotsky's theory, psychoanalytic theory, psychosocial theory, and ethology. (IS 9, 17)
- 3. Describe social science research methods and evaluate the application of research reports in child development and education. (IS 6,7)
- 4. Explain physical, cognitive, and psychosocial development during middle childhood. (IS 1, 9)
- 5. Discuss the biological, cognitive, and psychosocial changes characteristic of development during adolescence and explain how these changes affect adolescents in the establishment of a coherent sense of identity. (IS 1, 9)
- 6. Discuss human development and how it is the result of God's design. (IS 3)
- 7. List the basic tenants of the most common approaches to classroom management. (IS 16)

8. Discuss how to apply knowledge of children's moral development to an appropriate discipline plan. (IS 9)
9. Research the necessity of involving of all persons (parents, peers, teachers, community organizations) in insuring the development of behavior traits acceptable to the general society. (IS 10)
10. Research what methods of enforcement of rules are legal. (IS 10)
11. Write a coherent statement of his or her philosophy of discipline. (IS 16)
12. Present his or her philosophy of classroom management based on Biblical views.
13. Write a complete discipline plan that includes rules, consequences, and rewards. (IS 16)
14. List the most common causes of misbehavior and determine a course of action in each case. (IS 9)
15. Articulate a list of the procedures and routines necessary to the proper functioning of a classroom.
16. Identify the basic differences in the approaches of the most well known classroom management theorists. (IS 8)
17. Develop an understanding of the major laws affecting education and describe how they impact the classroom.
18. Strategically teach the specialized vocabulary of their respective disciplines.
19. Strategically teach the process for reading the specialized content literature of their respective disciplines.
20. Through a metacognitive lens teach specialized ways of thinking for their respective disciplines.
21. Use comprehension-focused questioning strategies to deepen understanding of discipline specific content.

B. Objectives for Students in Teacher Preparation Programs

The objectives for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following Institutional Standards: IS 1, 3, 9, 17.

This course is designed to help students meet general competencies:

- IS 1: The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
- IS 3: To plan instruction based on a Christian philosophy of education and promotes godly principles among students, colleagues, parents, and agencies in the larger community.
- IS 6: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
- IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
- IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
- IS 9: To understand how children learn and develop and can provide learning opportunities that support their intellectual, social, spiritual, and personal development.

- IS 10: The candidate demonstrates an understanding of the legal aspects of education.
- IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.
- IS 17: To develop within the candidate an understanding of life development, spiritual development, cognitive theories, behavioral development, psychological issues, and brain development processes related to student learning.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

- 1. Textbooks
 - Santrock, J. W., Airasian, P. W., & Russell, M. (2011). *Pedagogy II*. New York: McGraw-Hill. ISBN: 139781121350731
 - Wong, H. (2009). *The first days of school*. (4th ed.). Sunnyvale, CA: Harry Wong Productions. ISBN: 9780976423317
- 2. Other
 - None

B. Optional Materials

- 1. Textbooks
 - None
- 2. Other
 - None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
- 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary

action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Education Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
4. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
5. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class	Number of absences not	5% final grade
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meets per week	resulting in a penalty	reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

6. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
7. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
8. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
9. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
10. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero

percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

11. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Assignments are evaluated on the following basis:

Unit Tests (50 points each)	150 points
Philosophy of Discipline Paper	100 points
Practicum Report	100 points
Final Exam	<u>160 points</u>
Total	510 points

- b. One letter grade will be deducted from an assignment for each day it is late.
- c. Grading scale
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

2. ePortfolio Requirements

Philosophy of Discipline Paper (not to include Discipline Plan)

VI. COURSE CALENDAR

Session	Topic
1	Introduction (Berumen, Martin, Mosley) The Nature of Children's Development: Introduction Biological Beginnings
2	Test Physical Development in Middle and Late Childhood Cognitive Development in Middle and Late Childhood (Mosley)
3	Socioemotional Development in Middle and Late Childhood Physical Development in Adolescence (Mosley)
4	Test Cognitive Development in Adolescence (Mosley)
5	Socioemotional Development in Adolescence (Mosley) Overview of Classroom Community (Berumen)
6	Planning Behind the Scenes (Berumen)
7	Fundamentals of Discipline Plans (Berumen)
8	Consequences and Interventions (Berumen)
9	Test Continuation of previous week (Berumen)
10	Religion in the Schools and Student Rights (Berumen)
11	Federal Laws Affecting Education with Case Studies (Berumen)
12	Copyright Laws, Student Rights, and Liability (Berumen)
13	Reading in the Content Area (Martin)
14	Reading in the Content Area (Martin)
15	Reading in the Content Area (Martin)
16	FINAL EXAMINATION

Course Inventory for ORU's Student Learning Outcomes
PED 306—Pedagogy II
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy				X
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity		X		