

**EDL 732 Instructional Theory and Applications
Course Outline**

Course/Title	EDL 732 Instructional Theory and Application
College	Education
Department	Educational Leadership and Counseling
Professor	Dr. Dianne Reed Office: (936) 294-1141 Cell: (832) 606-8805 (response to contact within 24 hrs.) E Mail: edu_dxr@shsu.edu Fax: (936) 294-3886

Required Materials

Littky, D. & Grabelle, S. (Eds.) (2004). *The big picture*. Alexandria, VA : ASCD.

McPhail, C. (2005). *Establishing and maintaining learning-centered community colleges*. College Press.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass

In addition to the texts listed above, students will read widely from current publications on curriculum/instruction, school restructuring, professional development and related topics and issues.

Course Description Systematic study is made of existing research on key factors influencing instructional effectiveness and on models for restructuring on campuses that serve students in grades pre-kindergarten through-20. The relationship of instruction, leadership, and effective learning environments is explored in depth. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

Learning Activities A seminar format of instructional delivery will be used for this course. Students will reflect on the theoretical and practical aspects of instructional improvement via critical readings of writings by experts in the field, large and small group discussions of pertinent issues and scholarly research activities.

Outcomes Upon successful completion of this course, students will be able to:

Content/Topics	Learner Outcomes/Objectives	Research/Field Assignments	Assessment
1. Research on curriculum, instruction, and assessment	Analyze relevant research in curriculum, instruction, and assessment as they relate to achievement for students in grades pre-kindergarten through 20.	Present relevant research (articles and books) and discuss in groups and individually, related issues and implementation challenges as they relate to achievement for students in grades pre-kindergarten through 20.	Class participation and attendance
2. Professional Development Evaluation Audit	Evaluate the impact of campus, district, program, and/or department (PK-12, community college, or university) professional development efforts on student achievement.	Data will be collected through discussions, document analysis, and interviews. Write a report/manuscript, including at least five references (no older than five years) to current, relevant literature. This document will be submitted for publication to a journal of your choice. It is your responsibility to research and follow publication guidelines.	Professional Development manuscript completed and submitted for publication
3. Technology Vision Statement	Develop a statement of your personal vision (2-5 pgs.) of the role of technology in the improvement and delivery of instruction.	Write a 2-5 page vision statement. Include at least three references (no older than five years) to current Relevant literature.	Vision statement completed

Content/Topics	Learner Outcomes/Objectives	Research/Field Assignments	Assessment
4. Reflect on relevant literature on curriculum, instruction, and assessment	Understand chapters in <i>Leading in a Culture of Change</i> and other readings	Read chapters in assigned text. Use the <i>Article Reflection Cycle</i> to process information Summarize and write an annotated bibliography for a book on curriculum, assessment, instruction, or leadership. Submit 2 articles use the <i>Article Reflection Cycle</i>	Article reflection cycle submitted Summary and annotated bibliography submitted 2 articles submitted using Article Reflection Cycle
5. Identify an Instructional Theory	Understand the impact of instructional theories past and present on students' achievement	Research and present an instructional theory	Instructional Theory identified and presented

IDEA Course Objectives

Essential:

1. Developing skill in expressing oneself orally or in writing.
5. Acquiring skills in working with others as a member of a team.

Important:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning how to find and use resources for answering questions or solving problems.

Course Evaluation**Name:****Date:****EDL 732 Course Rubric**

Assignments	Points	Grading Scale
Presentations (2) (see attached oral presentation criteria)	170 (2@ 85 pts. ea.)	450- 500 = A
		400- 449 = B
Article Reflections (2)	80 (2@ 40 pts. ea.)	350- 399 = C
		<350 = F
Professional Development Report	50	
Technology Report	50	
Attendance and Participation (no penalty for 2 absences- more than 2 absences warrants a grade no greater than B)	150	
Total	500	

Oral Presentation Rubric

Categories	17-12 pts.	11-6 pts.	5-1 pts.	0
Comprehension	Accurately answer almost all questions posed by the audience	Accurately answer most questions posed by the audience	Accurately answer few questions posed by the audience	Unable to accurately answer questions posed by the audience
Preparedness	Completely prepared	Pretty prepared but needs more rehearsal	Somewhat prepare but lacks rehearsal	Not at all prepared
Stays on Topic # 3	On topic 100% of the time	On topic most (99-90%) of the time	On topic some (89-75%) of the time	Off topic
Content	Full understanding of the topic	Good understanding of the topic	Good understanding of parts of the topic	Does not understand the topic
Enthusiasm	Generate a strong interest and enthusiasm about the topic in others	Sometimes generate a strong interest and enthusiasm about the topic in others	Tried to generate a strong interest and enthusiasm about the topic in others	Did not generate a strong interest and enthusiasm about the topic in others

Notes:

- *2 presentations @ 85 points each= 5 categories @ 17 points each*

For Your Information

1. All cell phones and other electronic devices should be turned off or placed on vibrate during class. **Computers should not be turned on during class.**
2. All course work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.
3. Participation is both expected and required in this class. Attendance is expected at **all class** sessions. Two absences may be taken without penalty. More than two absences will result in lowering of the grade by a letter for each absence above two. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence. **Do not notify the professor via email regarding an absence on the day of class, unless there is an extreme emergency.** Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three tardies of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.
4. The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
5. Academic honesty is expected in this course. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
6. Students desiring to be absent for observance of a religious holiday must be aware of the following:
 - Present a letter to the professor regarding absence for observation of religious holiday. A request form will be made available to you.
 - The request must be made within the first 15 days of the semester or the first 7 days of summer session.
 - The student will receive a timeframe in which the work will be completed.
 - Both professor and the student must sign the request form with each party keeping a copy for their files.
 - Any violation of the said agreement may be appealed to the department chair.
7. If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 936-294-1720.
8. Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5

Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials.

9. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
10. Please see the professor if there are any concerns before consulting the department chair or other program administrator.

**EDL 732
Tentative Schedule
Spring 2008**

Jan. 16	Introduction, Course Overview, Ground Rules (Norms), Announcements, K-W-L, Learning Acquisition Lesson
Jan. 23	Discussion of research of literature;
Jan. 30	Discussion of research of literature; Article reflection
Feb. 6	SERA Conference (If you are not attending the conference, you are to complete work that has been previously assigned for the course.)
Feb. 13	Discussion of research of literature;
Feb. 20	Discussion of research of literature; Identification of various theories;
Feb. 27	Discussion of research of literature;
Mar. 5	Discussion of research of literature; Article reflection;
Mar. 10-14	Spring Break
Mar. 19	Discussion of research of literature; Technology vision statement
Mar. 26	AERA Conference (You are to complete work that has been previously assigned for the course.)
Apr. 2	Discussion of research of literature; Identification of various theories;
Apr. 9	Discussion of research of literature; Book report
Apr. 16	Discussion of research of literature; Book report
Apr. 23	Discussion of research of literature; Identification of various theories;
Apr. 30	Discussion of research of literature;
May 7	Discussion of research of literature; Professional development manuscript
May 14	No official class meeting. I will be available by appointment to conference with students who have questions or feedback about this course, grades, concerns, etc.