**UNIVERSITY OF NEVADA, RENO**

**CTL 742 - Models of Teaching**

**Fall 2020**

**Instructor:** Dr. **Robert J. Quin**n

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**Office hours:** All office hours will be held remotely using Zoom and will be scheduled at times that are mutually convenient for the student and the professor.

**Course Description:**

Study of various models of instruction with emphasis on application in classrooms.

**Required Text:**

Dell’Olio, J. M.& Donk, T. *Models of Teaching.* (2007). Thousand Oaks, CA: Sage.

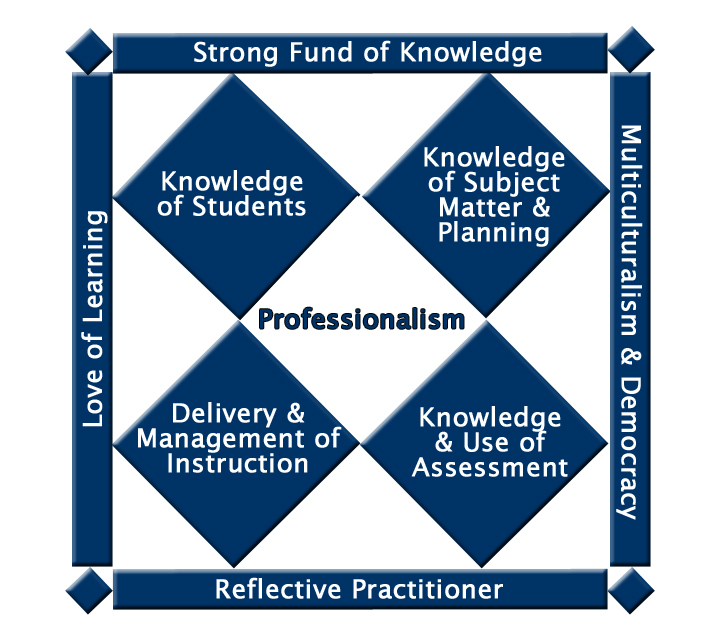
**Recommended Text:**

Joyce, R., Weil, M., & Calhoun, E. (2015). *Models of Teaching.* Upper Saddle River, NJ: Pearson. Other editions can be used.

**Course Objectives:**

As a result of active participation and successful completion of course requirements, you should be able to demonstrate theoretical and pedagogical knowledge and research-based analysis of models of teaching to reach all students through instructional strategies and formal teaching models.

**Purpose and Relationship to COE Conceptual Framework:**

The purpose of this course is to familiarize you, an educational professional, with the major theories that attempt to describe the conditions of learning. Emphasis is on application of theory to educational practice.

Based on the four themes guiding teacher preparation in the College of Education, this course builds upon and develops those themes in the following ways:

**Possesses a love of learning** – CTL 742 encourages you to keep an open mind and a willingness to learn. Through class activities and assignments, you are expected to research your subject matter areas and teaching methodologies. As new knowledge is gained, so is a greater love of learning. That love of learning should then be passed on to your students.

**Develops a strong fund of knowledge** – You are encouraged through this course to use the subject matter knowledge gained in your various disciplines to develop lesson plans, units, and classroom teachings. You are also expected to gain knowledge of and use various teaching models taught in the course.

**Engages in reflective practice** – It is through reflection that you will make decisions about teaching models that best suit the subject matter and your students. As part of the planning and implementation process, you need to reflect upon the intended outcomes as you plan and make decisions about your instruction.

**Values democracy and multiculturalism** - You are expected to consider the unique ways that students learn based on cultural, race, gender, sexual, and religious beliefs. As part of your planning and implementation, you need to consider how to promote a democratic classroom. In your inclusive planning, you are asked to remember that “We are all teachers; we are all students.”

**Critical Note from Dr. Quinn:**

As with every syllabus that I distribute to every class I teach, this document represents my best attempt to delineate the assignments and assign due dates to these assignments throughout the semester. The contents of these pages are subject to change as the course unfolds. This is particularly applicable to CTL 742 as this is the first time I am teaching this course, as well as the first time I have taught an entirely online asynchronous class. Therefore, I expect that I will need to make adjustments throughout the semester. Should you find any assignments or other materials related to this course that do not seem accurate, please bring these matters to my attention as soon as possible. I will address all such inquiries and inform students of any changes that are deemed necessary as soon as possible.

**Primary Methodologies/Instructional Strategies Used in Class:**

This course employs the use of the following teaching methods: electronic class discussion, e-mail group discussions, a mid-term exam, individual assignments, and web-based research. This course is delivered totally on-line using Canvas for discussions, assignments, and readings. You will be able to meet with the professor at the convenience of both the instructor and student. Contact can be made through e-mail ([quinn@unr.edu](mailto:quinn@unr.edu)).

**Statement of Disability Services:**

If you are a student who would normally seek accommodations in a traditional classroom, please contact me as soon as possible. You may also contact the Disability Resource Center for services for online courses by emailing [drc@unr.edu](mailto:drc@unr.edu) or calling 775-784-6000. Academic accommodations for online courses may be different than those for seated classrooms; it is important that you contact us as soon as possible to discuss services. The University of Nevada, Reno supports equal access for students with disabilities. For more information, visit the [Disability Resource Center](http://www.unr.edu/drc).

**This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.**

**Academic Dishonesty:**

The University Academic Standards Policy defines academic dishonesty and mandates specific sanctions for violations. Please refer to the University Academic Standards policy: UAM 6,502.

**Student Learning Outcomes:**

CTL 742 students will be able to:

* Demonstrate a deep personal understanding of how what one teaches and why one uses different ways to instruct fits content through a reflective writing that compares the five philosophies of curriculum and instruction.
* Consider the importance of assessment as an on-going process that begins and as a theme throughout instruction by crafting a linked set of performance standards, content standards, and assessment.
* Develop at least two extensive novel lesson models that include significant detail and supporting materials. When completed, these final products should serve as masterpiece lessons.
* Use a collaborative learning arrangement to complete a mid-term test on standards, models, and assessment demonstrating a strong understanding of the content in the textbook.

**Course Assignments:**

Discussion (12 @ 10 points each) 120 points

Miscellaneous Assignments (3 @ 15 points each) 45 points

Midterm Reflection 40 points

Lesson Plan #1 80 points

Lesson Plan #2 80 points

Movie Lesson Plan 55 points

Written Final Examination 80 points

Total 500 points

A percentage of the points you have earned will be determined and rounded to the nearest whole number.

**Grading Scale:**

A 93 - 100

A- 90 - 92

B+ 87 - 89

B 83 - 86

B- 80 - 82

C+ 77 - 79

C 73 - 76

C- 70 - 72

D+ 67 - 69

D 63 - 66

D- 60 - 62

F < 60

**Course Schedule: Class starts on Monday of each week (at 12:01 AM) and ends on Sunday (at 11:59 PM).**

**Discussions are due by Sunday at 11:59 PM. Note: Discussions need to start before Sunday.**

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| Class | Class Discussion | Assignment |
| Week #1:    Introduction (see discussion assignment)  Chapter 1 Working with Standards and Benchmarks  Dell’Olio & Donk  Optional, Chapter 1  Joyce, Weil, & Calhoun | **Class Discussion**  Introduction of self by using the **discussion board.** Post your introduction of self and read the introductions of the others. Please set up a highly informative introduction including details about your teaching experience, and why you are taking the course. In other words, make yourself memorable.  **Due August 30 by 11:59 PM**  **(10 points)** | **Assignment Section - Note Due Date**  Working with Standards: Your Values.  Select one Common Core standard from your discipline that you consider most relevant for your teaching at this time (consider your level of experience and interest).  Select at least one content standard or two (for example, in social studies choose two that are related).  Also look at performance standards (these are what a student does in terms of showing his or her learning).  In the second part of this assignment, explain your rationale for selecting these sets of standards.  In the third part of this assignment, take a two-pronged stance and argue both for and against the issue of standards-based instruction at the present time.  The total length of this assignment is at approximately 250 words.  **Due August 27 by 3:00 PM**  **(15 points)** |
| Week #2  Chapter 2 Philosophies of Curriculum and Instruction  Dell’Olio & Donk  Optional, Chapter 2  Joyce, Weil, & Calhoun | **Class Discussion**  In the discussion section, post your assignment by Sept. 3 at 3:00 PM. Then comment on others who are also sharing their assignment for this week.  **Discussion of other student submissions is Due Sept. 6 by 11:59 PM**  **(10 points)** | **Assignment Section - Note Due Date**  Using the information from chapters 1-2, select a content standard relevant to your discipline, and write a content objective and related performance objectives for a one-day lesson, 50 minutes or block schedule. Explain how this selection matches your philosophy of education.  **Due Sept. 3 by 3:00 PM**  **(15 points)** |

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| Week #3  Chapter 3  The Role of Assessment  Dell’Olio & Donk  Joyce, Weil, & Calhoun (no chapters this week) | **Class Discussion**  In the discussion section, post your assignment by Sept. 10 at 3:00 PM. Then comment on others who are also sharing their assignment for this week.  **Due Sept. 13 by 11:59 PM**  **(10 points)** | **Assignment Section - Note Due Date**  Up to this point, you have been learning about formative and summative assessment. Chapter 3 provides a clear distinction between formative and summative assessment. Rather than making this distinction, you are to write a letter to your students in your class (make sure you help the reader know to whom you are writing this letter) and explain to them the process of evaluation. In other words, explain why you do what you do with your formative tools and your summative tools. Write in student-centered language. Because you are writing to students, you can keep it to one page or even two. If you decide to find a clever way to do this, go for it**.**  **Due Sept. 10 by 3:00 PM**  **(15 points)** |
| Week #4    *Chapter 4*  *Direct Instruction*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 18 | **Class Discussion**  Explain in your discussion this week how you use technology to help enhance direct instruction lessons.  **Due Sept. 20 by 11:59 PM**  **(10 points)** | **Assignment Section**  **Please remember that the first Lesson Plan is due on November 1 at 11:59 PM. You can select any of the models included in the first half of the semester for this lesson plan.**  If you choose to write a Direct Instruction lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. Also, be sure to include the infusion of technology as part of the direct instruction lesson plan delivery. |
| Week #5  *Chapter 5 Concept Attainment*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 6 | **Class Discussion**  Compare concept attainment and direct instruction – similarities and differences; which one is more aligned with your philosophy of curriculum and instruction; which one would be more appropriate in your classroom and why?  **Due Sept. 27 by 11:59 PM**  **(10 points)** | **Assignment Section**  **Please remember that the first Lesson Plan is due on November 1 at 11:59 PM. You can select any of the models included in the first half of the semester for this lesson plan.**  If you choose to write a Concept Attainment lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |

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| Week #6  *Chapter 6*  *The Inductive Model*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 3 | **Class Discussion**  Techniques for using inductive strategies  Share inductive strategies for teachers to use in their classrooms.  **Due Oct. 4 by 11:59 PM**  **(10 points)** | **Assignment Section**  **Please remember that the first Lesson Plan is due on November 1 at 11:59 PM. You can select any of the models included in the first half of the semester for this lesson plan.**  If you choose to write an Inductive lesson be sure to demonstrate the steps of the lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |
| Week #7  Chapter 7 Reciprocal Teaching  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 16 | **Class Discussion**  In your discussion, suggest ways to encourage students, especially English Language Learners, to become more adept at using strategies that are part of reciprocal teaching.  **Due Oct. 11 by 11:59 PM**  **(10 points)** | **Assignment Section**  **Please remember that the first Lesson Plan is due on November 1 at 11:59 PM. You can select any of the models included in the first half of the semester for this lesson plan.**  If you choose to write a Reciprocal Teaching lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |
| Week #8:  *Chapter 8 Question-Answer Relationship*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 17 | **Class Discussion** In your discussion, share questions you have used during the week to guide instruction in your classroom and why you used this level and format of the question in your instruction. **Due Oct. 18 by 11:59 PM**  **(10 points)** | **Assignment Section**  **Please remember that the first Lesson Plan is due on November 1 at 11:59 PM. You can select any of the models included in the first half of the semester for this lesson plan.**    If you choose to write a Question-Answer lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |

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| Week #9  **Midterm reflection**  ***Chapters 1-8*** | **No Class Discussion** | **Assignment Section - Note Due Date**  **Midterm Reflection Assignment.**  **Look closely at your teaching models to date: direct instruction, concept attainment, inductive, reciprocal, and question-answer. Write a summary of what you have tried to date with EACH of these models – and your successes and challenges. See website for more guides on writing this reflection.**  **Midterm Reflection Due October 25 at 11:59 PM (40 Points)** |
| Week #10  *Chapter 9 Jigsaw*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun | **Class Discussion**  In the large group, discuss the various models of cooperative learning including jigsaw (e.g., numbered heads together, think-pair-share), what they have in common and why select ones are more effective in your classroom. In your discussion, make sure you describe the models or strategies you use that enhance your cooperative learning teaching.  **Due Nov. 1 by 11:59 PM**  **(10 points)** | **Assignment Section - Note Due Date**  **The second Lesson Plan is due on December 6 from the set of choices in the second section of models.**  If you choose to write a Jigsaw lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson.  **First Lesson Plan Due November 1 at 11:59 PM (80 points)** |
| Week #11  *Chapter 10*  *Role Playing*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 13 | **Class Discussion**  Consider this idea in your discussion forum this week: sometimes, teachers use role-playing to teach students how to use another teaching model – like cooperative learning or Question-Answer. Have you tried this idea in your classroom? Share your experiences with your colleagues. Perhaps, you have used role-playing for other classroom learning experiences. Share these with your colleagues.  **Due Nov. 8 by 11:59 PM**  **(10 points)** | **Assignment Section**  **The second Lesson Plan is due on December 6 from the set of choices in the second section of models.**  If you choose to write a Role-play lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |
| Week # 12 | **No Class Discussion** | *Assignment Section:* Movie Lesson Plan: Select a movie that shows a teacher using a teaching model (e.g., A classic like “Goodbye, Mr. Chips or even a comedy like Kindergarten Cop). Write a lesson plan for the character using the model that is used in the movie (see more specific directions in the assignment section and in the syllabus)Due November 22 at 11:59 PM (60 points) |
| Week #13  *Chapter II*  *Inquiry based Learning*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 4 and Chapter 10 | **Class Discussion**  Inquiry vs. Inductive teaching  How does inquiry based learning compare to the inductive model (e.g., similarities and differences, content alignment, characteristics of learners)?  **Due Nov. 22 by 11:59 PM**  **(10 points)**  . | **Assignment Section:**  **The second Lesson Plan is due on December 6 from the set of choices in the second section of models.**  If you choose to write an inquiry-based lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |
| Week #14  *Chapter 12 Synectics*  Dell’Olio & Donk  Optional, Joyce, Weil, & Calhoun  Chapter 7 | **Class Discussion**  Discussion Board: Synectics is sometimes thought of as a model that fosters creativity. Support or disagree with this statement.  **Due Nov. 29 by 11:59 PM**  **(10 points)** | **Assignment Section**  **The second Lesson Plan is due on December 6 from the set of choices in the second section of models.**  If you choose to write a Synectics lesson be sure to demonstrate the steps of the lesson, include appropriate assessment, provide supporting documents, and reflect on the outcome of the lesson. |
| Week #15 | **No Class Discussion** | **Assignment Section - Note Due Date**  The Final Examination will be provided at least three weeks before the due date. A video component may be included in order to meet university requirements for proof of identity.  **Second Lesson Plan Due December 6 at 11:59 PM (80 Points)**  **Final Exam Due December 13 at 11:59 PM (80 points)** |

**What is an online Discussion?**

Typically, each week you are asked to take part in a discussion regarding a topic that is found in your syllabus. I will have this set up so they will last for the week. The next week, a new discussion will be posted. During the week that the discussion is held, you are asked to contribute thoughtful and scholarly insight into the topic. I would like you to avoid “off the top of the head” responses like “good idea” or “I like that idea.” I am asking that you write examples of what you have found through your classroom experiences and even pose questions about the topic. Use research in your answers and while you are referring to your textbook, avoid using your textbook as the ONLY source of your posting.

You are asked to spend at least **30 minutes** at least 2 times a week engaged in online discussion dialogue with others. Conversely, I would want to see others responding to your thoughtful entries. I will monitor the discussions, comment on the level of interactions, and provide you with a weekly score of participation. I am expecting that you have at **least 4** discussion posts a week **plus your own posting** (that is 5 times AT LEAST). Be sure to avoid waiting until the last day to post and discuss.

A question commonly asked is “How long should a posting be?” It should be a stand-alone posting – that is not just a “Great job and I wish I had thought of that” type of posting. If I was forced to say how many sentence, it should be at least **5 sentences** and as the reader I would want to say, “That posting shows some depth.” Enjoy this time on the computer – let your thoughts happen rather than thinking of the discussion format of an on-line course as a chore each week.

One more point - I am not a silent partner in discussions. You will hear me as I too want to be included.

**Lesson Plans using the Models**

You will be expected to write two lesson plans based on the various models we will explore this semester. You will need to select one from among the models studied before the midpoint of the semester and the second from those studied after the midpoint. Use your textbook, look over the chapters and decide which two models you would like to use to develop a lesson. It would be highly beneficial to you to begin writing each lesson plan during the week that model is being discussed. The structure for the model is shown on your content page. You can use the guide below for the lesson plan frame as the overview for planning. If you have any concerns about your submission, post it on the assignment section and label it draft. Let me know through an email so I can write tracking comments on your draft and it send back to you. You can resubmit your revised plan on the same assignment link after that. I am working on having you write a solid lesson plan. Once you are confident, post your lesson plan as a final attachment in Canvas.

When you submit a lesson plan, I will give you a grade and you will have an opportunity within a week to revise the lesson plan. Excellent plans will be published as showcase plans (with your permission) so that others in the class can see how you structured the lesson.

**What is the Movie Lesson Plan?**

Every year, there are movies on the screen or on cable networks that feature a teacher delivering a lesson in his or her classroom. Sometimes, the teacher’s lesson delivery is exemplary (*Stand and Deliver*) and sometimes the lesson delivery is fragmented (*School of Rock*). Your movie lesson should be designed for the NEXT class session after the lesson in the movie was delivered. This means you need to watch the movie, study the teacher and his/her style and the content of the lesson. Then, write a lesson plan as a follow-up for the instructor in the film. It is your time for creativity. Remember to include the letter from the teacher to the substitute and the letter from the substitute to the teacher at the end of the teaching assignment. The more that you include in this assignment, the stronger the merit of the assignment. See specific directions in the Canvas assignment section.

**What should I use for a Lesson Plan Design?**

I have learned over time that many of you use various ways to design your lesson plan. I am putting one on the web as one model. Look at the design and see how well your structure corresponds to the model on the web. These are components that **must** be part of your lesson plan:

* **Title of Lesson (try to use a catchy phrase that increases the reader’s attention)**
* **Name of Teacher (that is you. Avoid sending lessons without your name, as it is difficult to trace back a plan to its writer).**
* **Grade Level/s**
* **Subject (specific course)**
* **Overview of Lesson** (summary of lesson – at least three sentences)
* **Approximate Length of Time** (avoid lessons that take more than two-three days in a non-block structure)
* **Rationale:** Why is it important to teach this lesson? This should be at least 5 sentences – really build your case for someone who is going to observe your lesson being taught.
* **Standards Addressed** (Write these out/include numbers/use Nevada Standards AND Common Core Standards or Next Generation Standards
* **Performance Standards and Content Standards**
* **Objectives**: (a lesson plan should typically have no more than two objectives). Remember that an objective needs to have four components – the audience (A), the observable behavior (B), the condition by which the behavior is measured (C), and the degree of accuracy (D)
  + **Materials and technology (what do teachers need in order to complete the lesson)**
  + **Teacher Resources (where did you get you ideas for the lesson and for the supporting material.**

**Procedures/Strategies**:

* + - 1. **Model being used**: Remember that each model has a different structure. Use your book and your examples in this course to follow the steps of the model.
      2. **Learning arrangement (how is the room set up and materials distributed)**
      3. **Implementation Strategies/Phases**: Develop what will be done during phases of the lesson in **clear sequential steps and with high details**. Remember to use the structure of the lesson model provided in your Blackboard Learn content tools under the PowerPoint folder and the lesson plan example folder. Feel free to also refer to the textbook for additional ways to structure the lesson model of choice.
      4. The lesson should be structured with steps under these three overall headings: (a) Introduction; (b) Development; and, (c) Closure:
* **On-Going (formative) Assessment**: Be specific and insert assessment comments on-going (e.g., “Here I would ask the class to show me by number of fingers how well they understand the lesson to date.”
* **Supporting materials for the lesson (provide an attached copy)**
* **Evaluation** (summative). Include this as part of the attachment. If it is a writing assignment, be specific. Also include the rubric you would use to assess the writing assignment. If it is a quiz, please include the quiz. If it is a homework assignment, it needs to be specific (something you would post on-line and again, include a rubric).
* **Modifications** **(ELL/Special Needs) What modifications would you make sure to the lesson is effective for all students**
* **Extensions. What are specific ways you would increase learning opportunities for students who benefit by enrichment. Avoid strategies such as extra worksheets or additional research.**

**I have also included a lesson plan template in case you want to use this format. See the resource section of the course to see this template. Overall, I am flexible as long as you include the essentials of a lesson plan as described above.**