SYLLABUS

COURSE NAME
Classroom Strategies that Work - EDIU 9220

COURSE DESCRIPTION
This course will provide educators with an opportunity to research, explore, and implement, research- based, strategies within the classroom that have been proven to be effective in improving student learning. Educators implementing these nine strategies in a systematic fashion in the classroom will see direct results in student achievement.

PREREQUISITES: None

RESTRICTIONS: None

ESSENTIAL EQUIPMENT AND FACILITIES
A computer with reliable internet access and appropriate system and software to support the Blackboard learning platform. Typical technical requirements for Windows systems users are:

- Windows 2000 (XP or Vista or 7)
- 256 MB Ram
- 28.8 kbps modem (56k or higher recommended) or high-speed internet connection
- Sound Card & Speakers
- Internet Explorer latest version

Also requires Word 98 or newer, PowerPoint, Excel, and Adobe Acrobat Reader.

LEARNING OBJECTIVES
By the end of the course the student should be able to:

- Synthesize the research regarding strategies and methods that are proven effective for student learning and apply them to create an effective learning environment.
- Develop classroom lessons utilizing research-based teaching strategies.
- Analyze and change instruction, as needed, based on the results of student learning.

MAJOR STUDY UNITS
The nine strategies identified are:

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations

6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypothesis
9. Cues, Questions, and Advance Organizers

INSTRUCTIONAL STRATEGIES

Instructional strategies include reading, researching, reflection, and creating lesson plans.

The course syllabus is designed so that you can work independently within a given time period. You will have three months from the date you register to complete the coursework. If you have an emergency and need an extension, please email your instructor or program manager.

CLASS COMMUNICATION

Class Communication will take place using the Messages feature in Blackboard or the University of Massachusetts Global/Chapman email system. Emails from external accounts (GMail, Yahoo, AOL, etc) will not be used for course-specific communication.

REQUIRED TEXT:

Classroom Instruction that Works Research-based Strategies for Increasing Student Achievement, 2nd Edition, by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Bj Stone. (Association for Supervision and Curriculum Development, 2012) ISBN # 978-1-4166-1362-6. It is available in both paperback and e-book formats.

STUDENT PERFORMANCE REQUIREMENTS

Students are required to complete each of the assignments in sequential order.

Assignment #1: Professional Reading and Review Blog: All students taking an independent study course must read a textbook and complete this review assignment. The textbook should reflect the goals for the course and the course content and should discuss relevant learning theory or practice.
Assignment #2: Development and implementation of three lessons: Design and write three lesson plans to be taught at three different times. Each lesson will incorporate at least one of the nine instructional strategies. Each lesson will utilize a different strategy.
Assignment #3: Reflection of the three implemented lessons: Evaluate the implementation of your lesson plan, reflecting specifically on the strategy you utilized.
Assignment #4: Annotated Time Log: Create an Annotated Time Log using the form included in this syllabus or a similar one of your own.
Assignment #5: End of Course Reflections: Reflection is one way to dialogue with yourself about a learning experience. The purpose of this short reflection is to help establish what you have learned while studying and researching for this course

METHODS OF EVALUATION FOR DETERMINING GRADES

Grades are determined on a straight-scale basis using the following scale:

Deliverable (change the order or sequence if you'd like)	Points
Assignment #1: Professional Reading and Review	20
Assignment #2: Development and implementation of three lessons	25
Assignment #3: Reflection of the three implemented lessons	25

Assignment #4: Annotated Time Log	10
Assignment #5: End of Course Reflection	20
TOTAL	100

A	**94.0% and above**	**A-**	**90.0% - 93.9%**		
B+	**88.0% - 89.9%**	**B**	**83.0% - 87.9%**	**B-**	**80.0% - 82.9%**
C+	**78.0% - 79.9%**	**C**	**73.0% - 77.9%**	**C-**	**70.0% - 72.9%**
D+	**68.0% - 69.9%**	**D**	**63.0% - 67.9%**	**D-**	**60.0% - 62.9%**
F	**59.9% and below**				

SUBMITTING INDIVIDUAL AND TEAM ASSIGNMENTS

All assignments must be successfully uploaded from the Review and Complete Assignments link for the corresponding assignment. Assignments are not accepted via Email.

UNIVERSITY OF MASSACHUSETTS GLOBAL ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, University of Massachusetts Global has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. University of Massachusetts Global is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of University of Massachusetts Global.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing

- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: https://umassglobal.libguides.com/citations.

Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, University of Massachusetts Global emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the University of Massachusetts Global Catalog.

AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the Campus Director or Advisor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Director of a University of Massachusetts Global campus.

QUICK ACCESS TO THE ON-LINE UMASS GLOBAL LIBRARY RESOURCES

University of Massachusetts Global Library

ADDITIONAL RESOURCES

Armstrong, Thomas. (2009). *Multiple Intelligences in the Classroom, 3rd Edition.* Alexandria, VA: Association for Supervision and Development. ISBN: 978-1-4166-0789-2.
This book includes information on the eighth intelligence (the naturalist), a chapter on a possible ninth intelligence (the existential), and updated information and resources throughout the text to help educators at all levels apply MI theory to curriculum development, lesson planning, assessment, special education, cognitive skills, educational technology, career development, educational policy, and more.

Harmin, M. (2006) *Inspiring Active Learning: A Handbook for Teachers*. Alexandria, VA: Association for Supervision and Development. ISBN 978-1-4166-0155-5
This book has a number of instructional strategies that can be used to promote active learning. Additionally it deals with such issues as: student motivation, cooperative group work, testing, grading and homework, strategies for mastery, and strategies for stimulating thinking.

Jenson. E. (2005) *Teaching with the Brain in Mind, Revised 2nd Edition*. Alexandria, VA: Association for Supervision and Development. ISBN: 9781416600305.

This book describes research on the brain and learning. It deals with keeping students' attention for longer time periods, how to utilize effective rewards, using physical movement to enhance learning and others. This is a great book in moving to brain-compatible teaching and learning.

Pitler, H. and Stone, B. (2012). *A Handbook for Classroom Instruction that Works, Revised 2nd Edition.* Alexandria, VA: Association for Supervision and Development. ISBN: 978-1-4166-1468-5.
This book takes the nine most effective classroom strategies, as evidenced through research and expands on them. It offers models, and frames for implementation and rubrics for assessment of each.

Wolfe, P. (2010). *Brain Matters: Translating Research into Classroom Practice.* Alexandria, VA: Association for Supervision and Development. ISBN: 978-1-4166-1067-0.
This book is divided into three parts. Part I gives a mini text on the brain's anatomy and physiology. Part II describes the functions of the brain in the learning process. Part III gives examples and instructions for practical classroom applications