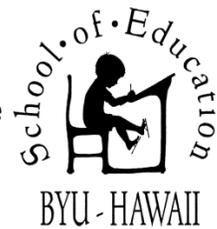




## Education 312

Effective Pedagogy: Teaching in Practice  
(EDU – 312, 3 credits)

SPRING 2016, Sections 1 & 2



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Instructor: Dr. Jon Shute  
Office Hours: By appointment  
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Prerequisites: None  
Class Days: Tuesday & Thursday  
Class Hours: 1:50-3:20 p.m.  
(Section 1), or 3:40-5:10 (Section 2)  
Meeting Room: SEB 113



### I. Mission Statement

Recognizing the unique religious base of Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who are actively serving others at home, school, church and community, both locally and internationally.

**II. Course Description:** The stakes are high for teachers. Collectively, classroom teachers have the primary responsibility to prepare the world's young people with the knowledge and skills necessary to improve the human condition. This is no small task. To teach well requires years – even a lifetime – of learning what are often multifaceted and demanding skills, dispositions, and practices. Ball and Forzani (2011) contend that teaching is complex because it requires (a) specialized expertise beyond knowing content, (b) the ability to see ideas from someone else's perspective, and (c) the ability to meet the needs of many individuals simultaneously.

Although developing skillful, quality teaching may be difficult, it *can* be done. The goal of this class is to prepare you to become a skillful, competent, well-prepared educator. In this class our focus will be on *learning to think like a knowledgeable, professional educator*, not on learning certain rules or prescriptions.

To accomplish this, we will explore teaching and learning in three waves.

1. We will explore the foundations of teaching and learning. This will prepare you with a solid knowledge base with which you can thoughtfully identify which approaches are most appropriate for your students, objectives, and curricula. This wave will help you begin to see the substantive and critical knowledge base that supports the teaching profession.
2. We will explore specific models and methods of instruction and how to thoughtfully and thoroughly plan for instruction (Lesson Planning).
3. We will put the foundations and lesson planning knowledge into practice through microteaching – brief, focused lessons in which you practice quality instruction. The last two waves are intertwined so that you learn a few models of instruction and then practice them in your microteaching. This process continues until you have learned and practiced several powerful, high-leverage models of instruction.

Specifically, we will address the following questions:

### **1. Foundations of Teaching and Learning**

- What ‘counts’ as teaching and learning?
- Why do I want to become a teacher?
- What is the goal of teaching?
- How is diversity important to my teaching?
- What is the difference between ‘regular’ traditional teaching and effective 21<sup>st</sup> Century teaching?
- What do effective educators believe and what should they know and be able to do?
- Who are students and what do I need to know about them to teach them well?
- How and why do I differentiate my instructional practices?
- How do I measure student learning?

### **2. Models of Instruction**

- What are outcomes, why do they matter, and how do they inform my instruction?
- What are the elements of effective lesson planning and how do I plan for instruction?
- What models of instruction and instructional strategies can I use in my teaching?
- What are InTASC standards and why should I care about them?

### **3. Instructional Practice**

- How do I effectively practice quality teaching?

By the end of the semester, you will be able to address each of these questions and you will have developed many of the practices, skills, and dispositions needed to be a successful, effective teacher. You will have had multiple experiences with planning, implementing instruction, and evaluating lessons. You will have both a wide range of resources as well as the ability to gather and sift through relevant material. You will have practiced many of the approaches that you will use with your students. You will have also thought about and discussed issues currently relevant to education. And you will have participated in a supportive community of fellow teachers.

This course is not designed to address all of your questions or concerns about teaching; however, what you learn in here will provide you with a strong foundation upon which you can build a successful and fulfilling career in education. Your rigorous and thoughtful use of the skills, habits, and ways of thinking and doing that you develop in this class will serve you well throughout your professional career. In other words, this class is just the beginning of your path to skillful, effective teaching.

The purpose of this course is to:

1. Build confidence in teaching.
2. Increase your ability to create effective, thorough, and thoughtful lesson plans.
3. Develop a repertoire of research based effective instructional models.
4. Practice being creative in your lesson planning and teaching practice.

### III. Course Texts

Our course texts are based on sound scholarship and instructional practice. They are written by prominent scholars in the field and represent the foundational teaching and learning literature. As such, these texts will serve you well into your careers. You will refer to them often when you are in the classroom, and the materials that your school or district give you will draw from and overlap the texts for this course. All of this is to say that these texts are critical for educators, so get them and dig into them. Read them carefully for comprehension and application. Do not skim.

You have one **required** text for this class -

- Arends, R. I. (2015). *Learning to teach* (10<sup>th</sup> ed.). New York: McGraw-Hill.

I realize this textbook is expensive. You have three options for getting the textbook.

1. The book is available at the bookstore.
2. An online version is available to rent from the publisher. (\$59.11 for the semester). Follow this link: [http://www.coursesmart.com/IR/7760728/007351747X?\\_\\_hdv=6.8](http://www.coursesmart.com/IR/7760728/007351747X?__hdv=6.8)
3. You may also rent a digital copy of the textbook from the bookstore.

<https://byuhawaii.redshelf.com/>

We will also use the following book, which is on reserve in the library (not required to purchase):

- Wong, Harry K. and Rosemary Tripi Wong. (2009). *The First Days of School: How to be an effective teacher*. Harry K. Wong Publications. Mountain View, CA.

We will also read many current articles, which are posted on Canvas.

## **IV. InTASC Model Core Teaching Standards**

### **Standard #1 - Learner Development**

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### **Standard #2 - Learning Differences**

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Standard #3 - Learning Environments**

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Standard #4 - Content Knowledge**

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard #5 - Application of Content**

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Standard #6 – Assessment**

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard #7 - Planning for Instruction**

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **Standard #8 - Instructional Strategies**

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Standard #9 - Professional Learning and Ethical Practice**

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard #10 - Leadership and Collaboration**

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## V. Course Outcomes

Prior to the successful completion of this course you will:

1. Demonstrate a solid foundational knowledge of educational theories and research in effective teaching which will promote greater student learning.
2. Demonstrate understanding of effective teaching models by applying them in teaching experiences.
3. Write and **prepare** standards based lesson plans, **teach** your lesson effectively and **reflect** metacognitively on your teaching in order to improve teaching performance.

## VII. Course Requirements

Submit all assignments on Canvas. Please keep in mind assignments that are turned in on Canvas are *due on Canvas before class starts on the due date*. If assignments are submitted on Canvas *after* the beginning of class, then they are considered late and will be subject to the late assignment policy. More detailed instructions, guidelines, and rubrics will follow as necessary for the following assignments:

**1. Class Participation.** You are a critical part of this class. Merely attending class, however, doesn't promote deep learning. Our class will build on readings, discussions, in-class demonstrations and deconstruction of strategies, your knowledge of schools, and your personal and collaborative reflections. As a result, your participation in our class activities is important not only for your own learning, but also for the learning of others in the class. You should treat our class as part of your professional experience by taking responsibility for assignments and discussion and by acting in a professional and collegial manner at all times. Participation can take many forms, it starts by being prepared.

- *Whole-class participation.* This means engaging in discussions, paying attention, interacting professionally and courteously with me and with your colleagues.
- *Small-group participation.* This means engaging in or leading discussions, sharing an equal amount of time and effort as other group members in fulfilling roles/responsibilities, and interacting professionally and courteously with your colleagues.
- *Individual preparation for class activities.* This means that you complete the readings, engage in reflective writings, discussion plans, and all necessary assignments prior to attending class meetings. It also means preparing for assigned class activities, arriving on time for class, and remaining in class for the entire class period.

**2. Study Groups.** As a college student, it is easy to find a corner and do your reading and assignments on your own; however, as an educator you need to develop the ability to collaborate with your professional colleagues. The study groups give you this opportunity. As you meet together as study groups you will help each other clarify and deepen your learning of the course material. I will assign your study groups. You will decide the details of what exactly you will do and for how long, but you will meet at least once a week (for 7 weeks) to explore concepts, practices, and ideas from the course, as well as help each other prepare for assignments. Having clear goals for each study group session will facilitate learning. Although you may meet in casual settings, your student groups are anything but casual. For many of you, your study groups will be the key factor in moving you from surface learning to deep, long-term learning. Your colleagues

and I will use the twelve BYU-Hawaii Professional Dispositions to evaluate your contribution to your study group.

**3. Lesson Plans.** Lesson plans are a critical part of teaching for any teacher, especially a beginning teacher. An important outcome of this class is to familiarize yourself with the components of a good lesson plan and demonstrate your understanding by writing detailed lesson plans. BYU-Hawaii School of Education has developed a **Lesson Plan Template**, which you will use for all your lesson plans.

Lesson plans will accompany each of your MT experiences. The lesson plans are due on the day that you teach. **Submit your lesson plan on Canvas before class.** Your lesson planning will familiarize you with the elements that must go into a lesson, as well as how these elements work together to meet predetermined goals, objectives, and standards for the purpose of helping your students learn. I will give you the model of instruction that you will use for your lessons. You will determine the content of each lesson plan as well as the grade level and the composition of your students. Essentially, everything but the model of instruction.

**4. Microteachings (MT).** The practice of teaching is generative. This means that the act of teaching creates knowledge that you may not have otherwise developed. The microteaching experience is your opportunity to practice the theories, principles, models, and strategies that we've explored in this course. This means you are not just engaging in any typical activity with a group of people for any reason. To practice teaching means that you draw from your reservoir of knowledge, dispositions, and skills and employ them in an effort to help your students learn. Microteaching gives you the opportunity to practice what you're learning while generating practical teaching knowledge. That is a fundamental – and incredible – experience for teachers.

In your microteaching experiences you will have 20 – 30 minutes to practice teaching in small groups. One teacher candidate will teach and the rest will act as students. Although the microteachings are graded, I want you to truly focus on *practicing* your instruction. You will make mistakes. Embrace this opportunity to fail in a professional and supportive context. Following each MT experience you will write a brief, thoughtful **REFLECTION** of your experience. This will get you into the practice of being a reflective educator. You will submit your reflections **before the class period after your MT experience.**

You will have up to 6 microteaching opportunities this semester.

**5. Service Learning.** You will have the opportunity to be in real classrooms with real students as part of this course. This is a necessary and valuable experience for you. As you are in classrooms, you will begin to see how theories and principles of teaching and learning that we are learning in class intersect with practices of teaching and learning that you are observing in your service learning experience. You will be rewarded personally and professionally as you use this important time to see how teachers, students, content, activities, and contexts work together to inform instructional practice and student learning. Service Learning will be done at Laie Elementary school. You will need 10 hours over the course of the semester.

**6. Reading Assignments/Quizzes.** Part of any learning effort requires serious research and study of what scholars and experts have said and continue to say about the topic. Only after diligently reading and studying the research, are we in a position to agree, disagree, formulate our own opinion, and make informed decisions about our practice. Of course, experience also matters. The scholars and experts have years of experience from which we can learn. Reading and reflecting on the assigned text and articles is a required part of this class. You will have quizzes and a writing activity based on the readings, lectures, conversations, and anything else related to the class. These quizzes and activities are designed to help you clarify important points and principles and deepen your thinking about aspects of the class. The quizzes may take various forms including written, verbal, or performance. Most of the time, I will announce upcoming quizzes; however, sometimes I will not.

**7. Mid-Term Exam / Final Exam.** The mid-term will be a comprehensive exam covering the topics from the textbook, other readings, and class discussions we have had through this point in the semester. This exam will consist of multiple choice, short answer, and essay questions.

**The Final Exam will consist of either a Research Paper (Details TBD), or another form of written assessment.**

If you miss or do not submit any part of the FINAL EXAM, then you will fail the course.

The university policy is that you MUST attend the final exam. If you absolutely must take the final early for reasons beyond your control, then you may appeal to do so by writing a request to the Chair of the School of Education. Please review the university's finals policy ([http://services.byuh.edu/registrar/final\\_exam\\_schedule](http://services.byuh.edu/registrar/final_exam_schedule)). If, and only if, your appeal is approved, will we make arrangements for you to take the final on another day.

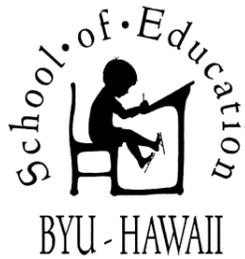
### **VIII. Evaluation of Assignments**

Grades will be assigned on the basis of the quality of the completed course requirements above. I will calculate your grade as follows:

<b>Service Learning</b>	10%
<b>Reading Assignments</b>	30%
<b>Microteaching</b>	35%
<b>Mid-Term Exam</b>	10%
<b>Final Exam</b>	15%

## IX. Grade Scale

A	100 - 94	Exceptional
A -	93.9 - 90	
B +	89.9 - 87	Very Good
B	86.9 - 84	
B -	83.9 - 80	Adequate
C +	79.9 - 77	
C	76.9 - 74	
C -	73.9 - 70	
D +	69.9 - 67	Unacceptable
D	66.9 - 64	
D -	63.9 - 60	
F	59.9 - 0	



## **XI. Education 312/School of Education/BYU-Hawaii Policy Statement(s) and Disclosure(s)**

### **Academic Honesty – Honor Code Issues**

Available at: <http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>

**Cheating** is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

**Plagiarism** is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

*Intentional Plagiarism:* Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

*Inadvertent Plagiarism:* Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

### **Children in Class**

While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

### **Dress Code**

As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. The current dress code has been clearly interpreted in an address to the women on campus by Sister Wheelwright, wife to the President of BYUH. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

### **Grades and Grading**

The School of Education operates on a standards-based paradigm. It is imperative students understand that a standards-based program means that all graded assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including examinations, within the semester/term, you will be need to either repeat the whole course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, the final grade is not determined by merely averaging assignment grades.

**Pagers and Cell Phones**

Simply stated, pagers or cell phones are not to be used in the classroom (this includes taking incoming calls, placing calls, sending text messages, and checking pager messages etc.) Set your pager or cell phone to vibrate as opposed to ring. If there is an emergency that may require you to use your pager or cell phone during class time, please notify your instructor ahead of time. Otherwise, if class is interrupted with a pager or cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.

**Personal Computers in Class**

The use of computers in the classroom is intended to complement, not detract from class. Any use of computers during class time that is not related to the class is inappropriate and unprofessional. This would include, but is not limited to, emailing, FACEBOOK, surfing the web, and doing work for another class.

**Professional Dispositions**

Evidence of the development of students' professional dispositions is a requirement for the School of Education accreditation with the State of Hawaii. We gather this evidence through the use of the School of Education Professional Dispositions (blue) sheet, and this becomes the set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

**Syllabus/Course Outline**

This syllabus/course outline represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

**BYU-Hawaii School of Education Policy on Tardies, Absences and Late Assignments**

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**General Rationale**

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional workforce. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily make up missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

### **Tardies**

Tardy to class is defined as arriving any time after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than twice will have their final course grade reduced a one-time 1/3 grade reduction of ( A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

### **Absences**

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor or without prior notification will have their final course grade reduced by 1/3 of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Note the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

### **Late Assignments**

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the will be accepted and graded; however, the maximum earned mark for a late assignment will be a 70%.

### **Exceptions**

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member in advance of the absence.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc.

In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.

**In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance.** Please note that all faculty members have multiple ways to be notified: text, telephone voice mail, computer email, message boards by office doors, secretarial contact etc.. All assignments must be completed on time to receive full credit regardless of university activity involvement, however medical reasons may be considered upon application.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.

### **Final Exam**

“Final exams are to be offered on the specific day and time as determined by the official university exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams.

“Appeals to this policy should be submitted in writing to the Dean of the college or school as soon as possible. If a specific class does not have a final exam date and time, please check with your instructor. *Note: Any student who has more than 3 exams the same day is eligible to have one rescheduled. Please work with your instructors or, if needed, talk with your dean.*”

This policy can be viewed on the BYUH website as follows:

[https://registrar.byuh.edu/registrar/final\\_exam\\_schedule](https://registrar.byuh.edu/registrar/final_exam_schedule)

Please do not grant exceptions to your students. It becomes difficult for another professor trying to adhere to the policy if you give permission for a student to take an exam early. As stated in the policy, exceptions are granted by deans, not instructors. Also, it is our expectation that you have a final exam or some other culminating experience during the exam week either at your scheduled time or in the Testing Center. The length of the semester is now something monitored by the Federal government, and the exam period is included in that calculation.

### **University Policies**

1. A statement on **academic honesty** that references the university honor code with respect to academic honesty <http://honorcode.byuh.edu/> and that explicitly specifies which of the applicable actions described in the honor code document will be applied in the particular course.
2. **Title IX and Sexual Misconduct:** Brigham Young University – Hawaii is committed to promoting and maintaining a safe and respectful environment for the campus community. Title IX prohibits all sexual misconduct against any participant in an educational program or activity.

**Sexual Misconduct is defined as:**

**Sexual Harassment** is unwelcomed speech or conduct of a sexual nature which includes unwelcomed sexual advances, request for sexual advances, request for sexual favors and other verbal, non-verbal, or physical conduct is unwelcomed if it not requested or invited.

**Stalking** is repeatedly following, monitoring, harassing, threatening or intimidating another by phone, mail, electronic communication or social media without legitimate purpose.

**Domestic and Dating violence** is a pattern of abusive behavior in any relationship that is used by one partner to control another partner. This includes behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerces threaten, blame, hurt, injury or wound.

**Sexual violence/assault** is actual or attempted sexual contact with another person without that persons consent.

**Consent** cannot be obtained when someone is a minor, under the influence of drugs or alcohol or has certain disability. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop.

The following individual has been designated to handle reports of sexual misconduct and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright PhD  
Title IX Coordinator  
Vice President of Student Development & Life  
Lorenzo Snow Administrative Building  
55-220 Kulanui St.  
Laie, HI 96762  
Office Phone: [808] 675-4819  
E-Mail: [titleix@byuh.edu](mailto:titleix@byuh.edu)  
Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

### 3. Services for Students with Special Needs

If you have a disability and need accommodations, you may wish to self-identify by contacting:

Services for Students with Special Needs  
McKay 181  
Phone: [808]675-3518 or [808]-675-3999  
Email address: [aunal@byuh.edu](mailto:aunal@byuh.edu))

\*The Coordinator for Students with Special Needs is Leilani Auna.

Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, Letters of accommodation will be sent to instructors with the permission of the student.

- 4. Student Academic Grievance policy:** The statements listed on the syllabus will be referenced if a student complains about the faculty member or the course. More information is available in the catalog. <http://catalog.byuh.edu/node/300>

X. Course Syllabus (EDU 312)

DATE	TOPIC	READINGS & ASSIGNMENTS
<b>Week 1</b>	Syllabus/Intros & Student Achievement Traditional Model	<p><b>*Purchase Textbook</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● Course Syllabus</li> <li>● Arends Chapter 1: pp. 3-38</li> <li>● <a href="#">Rhinceroses on the loose by: Eugene Ionesco</a></li> </ul> <p><b>DUE:</b> Ch. 1 reading questions (Thu)</p>
<b>Week 2</b>	Metaphor/Star Teachers 21 <sup>st</sup> Century Teaching/ Diversity	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Haberman (2011) Beliefs and behaviors of star teachers (PDF file)</a></li> <li>● <a href="#">Gleibermann (2007) Teaching even 100 hours a week leaves children behind (PDF file)</a></li> <li>● Arends Chapter 2: pp. 41-89</li> </ul> <p><b>DUE:</b> Star teacher reading questions (Tue) <b>DUE:</b> Ch. 2 reading questions (Thu)</p>
<b>Week 3</b>	Differentiation/UDL/IEP & Aligning Outcomes/ Assessments/ Instructional Activities	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Universal Design For Learning (PDF file)</a></li> <li>● Universal Design For Learning. <a href="https://www.youtube.com/watch?v=bDvKnY0g6e4">https://www.youtube.com/watch?v=bDvKnY0g6e4</a></li> <li>● <a href="#">Rti Components</a></li> <li>● <a href="#">InTASC Standards (pages 6-23)</a></li> <li>● <a href="#">CCSSO Special Education</a></li> </ul> <p><b>QUIZ (in class) on readings (Tue)</b></p> <p>Arends, Chapter 6 (pages 218-226, 235-242) (Thu) <b>DUE:</b> Chapter 6 reading questions (Thu)</p>
<b>Week 4</b>	Lesson Planning Breakdown & Reflections	<p><b>Readings:</b> Arends Chapter 3: pp. 95-135</p> <p><b>DUE:</b> Ch. 3 reading questions (Tue) <b>DUE:</b> Reflections assignment (Thu)</p>
<b>Week 5</b>	Presentation Model Overview & Lesson Plan Edit	<p><b>Readings:</b> Arends Chapter 7: pp. 271-299</p> <p><b>DUE:</b> Ch. 7 reading questions (Tue) <b>DUE:</b> Presentation Model Lesson Plan Rough Draft (Thu)</p>
<b>Week 6</b>	(No Class) Microteaching #1 & Lesson Debrief (online)	<p><b>DUE:</b> Presentation Model Lesson Plan Final Draft Presentation Model Teaching Reflection Presentation Model YouTube upload Presentation Model Lesson Debrief (Online)</p>
<b>Week 7</b>	Direct Instruction Overview & Lesson Plan Edit	<p><b>Readings:</b> Arends Chapter 8: pp. 303-332</p> <p><b>DUE:</b> Ch. 8 reading questions (Tue)</p>

		<b>DUE:</b> Direct Instruction Model Lesson Plan Rough Draft (Thu)
<b>Week 8</b>	Microteaching #2 & Lesson Debrief (online)	<b>DUE:</b> Direct Instruction Model Lesson Plan Final Draft Direct Instruction Model Teaching Reflection Direct Instruction Model YouTube upload Direct Instruction Model Lesson Debrief (Online)
<b>Week 9</b>	Cooperative Learning Overview & Lesson Plan Edit	<b>Readings:</b> Arends Chapter 10: pp. 369-403 <b>DUE:</b> Ch. 10 reading questions (Tue) <b>DUE:</b> Cooperative Learning Model Lesson Plan Rough Draft (Thu)
<b>Week 10</b>	Microteaching #3 & Lesson Debrief (online)	<b>DUE:</b> Cooperative Learning Model Lesson Plan Final Draft Cooperative Learning Model Teaching Reflection Cooperative Learning Model YouTube upload Cooperative Learning Model Lesson Debrief (Online)
<b>Week 11</b>	Discussion Model Overview & Lesson Plan Edit	<b>Readings:</b> Arends Chapter 12: pp. 437-468 <b>DUE:</b> Ch. 12 Reading Questions (Tue) <b>DUE:</b> Discussion Model Lesson Plan Rough Draft (Thu)
<b>Week 12</b>	Microteaching #4 & Lesson Debrief (online)	<b>DUE:</b> Classroom Discussion Model Lesson Plan Final Draft Classroom Discussion Model Teaching Reflection Classroom Discussion Model YouTube upload Classroom Discussion Model Lesson Debrief (Online)
<b>Week 13</b>	Combination Overview/ Putting It All Together	<b>Readings:</b> Arends Chapter 13: pp. 471-496 <b>DUE:</b> Ch. 13 reading questions (Tue)
<b>Week 14</b>	Final Exam	<b>DUE: Research Paper / Presentation</b>
	Concept Teaching Model Overview & Lesson Plan Edit	
	Combination Model Overview & Lesson Plan Edit	