

**The University of Georgia
Department of Occupational Studies
Spring Semester 2003**

**Curriculum Planning and Instructional Strategies In Occupational Studies
EOCS 4350/6350 and EOCS 4360/6360**

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Description of Courses

EOCS 4350/6350: Curriculum Planning in Occupational Studies: Content identification, program organization, preparation of instructional objectives, and guidelines for selection and development of instructional materials for occupational studies programs.

EOCS 4360/6360: Instructional Strategies in Occupational Studies: Teaching materials, methods, techniques, and strategies utilized in programs of occupational studies

Course Resources

1. Bott, P. A. (1998). *Teaching your occupations to others*. Allyn and Bacon: Boston, MS.
2. Edmunds, N. A., & Smith, C. L. (2001). *Learning to teach*. Association for Career and Technical Education: Alexandria, VA.
3. Smith, C. L., & Edmunds, N. A. (1999). *Career and technical educator's survival guide*. Association for Career and Technical Education: Alexandria, VA.
4. Department of Occupational Studies (2002). *Practicum and student teaching handbook*. <http://www.coe.uga.edu/ocstudies/handbook/>.

Course Objectives

1. Discuss the role of the career and technical educator.
2. List and describe characteristics recognized as being desirable in good career and technical education teachers.
3. Explain important principles of learning
4. Identify characteristics that may affect each student's ability to learn.
5. Categorize attitudes and actions that motivate students to perform at their best levels.
6. Recognize diversity of learners in today's career and technical education classes.

7. Develop a personal definition of the term “teaching.”
8. Evaluate traditional teaching steps.
9. Define the following terms: occupational analysis, curriculum, school curriculum, program curriculum, course, and course outline.
10. Describe the occupational analysis process and how it relates to course content identification.
11. Write acceptable teaching/learning objectives.
12. Defend the purpose, uses, and application of a course outline.
13. Create course outlines.
14. Prepare and implement a variety of lesson plans applicable in career and technical education.
15. Implement a variety of teaching methods and instructional strategies appropriate for career and technical courses.
16. Utilize methods for integrating academic and career and technical education.
17. Generate and implement a variety of assessment procedures and tools valuable in career and technical education.
18. Construct methods for scoring and grading career and technical education students.
19. Encourage and provide work-based learning opportunities for your students.
20. Assist in the advisement of a career-technical student organization (CTSO).
21. Demonstrate methods for guiding students as they make career choices.
22. Build a community relations plan for your career and technical education program.
23. Design methods for evaluating and improving your career and technical education program.
24. Manage and complete teaching related tasks.
25. Participate in professional development activities designed to enhance your abilities and success as a career and technical educator.

Course Assignments

1. **Teaching Demo** – Create and complete a 30-minute lesson plan and teaching demonstration about an instructional strategy that can be used in career and technical education classrooms. Strategies and dates of teaching demonstrations will be randomly selected. An assignment sheet and written and oral rubrics will be provided.
2. **Final Exam** – Complete an objective-type final exam on the last day of class (**Friday, January 24, 2003**). The exam will be comprehensive and will include information from all outside reading assignments, class notes, and teaching demonstrations.
3. **Teaching Notebooks** – Develop and maintain organized teaching notebooks for each of your different preparations while student teaching. You must submit **at least ONE**

teaching notebook at the end of the semester for evaluation. A grading rubric will be provided. Your teaching notebook will be due on **Saturday, May 3, 2003**. The notebook you submit for evaluation must include at least the following materials:

- a. Teaching schedule
 - b. Course syllabus
 - c. Course outline/calendar of instruction
 - d. Seating chart(s)
 - e. Grading plan
 - f. Lesson plans with all supporting materials
 - g. Tests with keys
 - h. Other types of assessments with rubrics
 - i. Projects with rubrics
 - j. List of course resources
4. **Teaching Video** – Submit **ONE** teaching video from your student teaching experience. Corresponding lesson plans **must** be submitted with the video. The teaching and lesson plan evaluations provided in the student teaching handbook will be used to evaluate your performance. Due dates for videos will be randomly selected. Additional instructions and procedures will be provided.
5. **Professional Meeting** – Attend at least one professional type meeting during your student teaching experience. Dates for some of these meetings have been provided at the end of this syllabus. You will prepare and present an oral report about your meeting attendance. These presentations will be conducted during the seminar on **Saturday, May 3, 2003**. Please remember that you are always expected to participate in all of the CTSO events attended by your cooperating teacher. You may use one of the regional or state events as your professional meeting for this assignment.
6. **Attendance and Participation** – You are **EXPECTED** to attend all class meetings and Saturday seminars. **NO EXCUSED** absences will be given. You begin the semester with 100 points. If you must miss part or all of a class meeting or seminar you will lose **up to 10 points** for each absence depending on the length of your absence.

Course Grading

1. Teaching Demo	20 %
2. Final Exam	20 %
3. Teaching Notebooks	20 %
4. Teaching Videos	20 %
5. Professional Meeting	5 %
6. Attendance & Participation	15 %

A	=	90 – 100 %	D	=	60 – 69 %
B	=	80 – 89 %	F	=	below 60 %
C	=	70 – 79 %			

Course Outline/Timetable

Date	Topics	Reading Assignments	Instructor
Thursday, January 9	<p>*Overview of course syllabus and assignments *Expectations of student teaching</p> <p><i>Beauty of Teaching (Video-27M)</i></p> <p>*Role of career and technical educator</p>	<p>Resource 4 – ALL</p> <p>Resource 1 – chapter 1 Resource 1 – chapter 2 Resource 3 – chapter 1</p>	<p>Dr. Hall & Dr. Adams</p> <p>Dr. Hall</p>
Friday, January 10	<p>*Creating course outlines and *Calendars of instruction *Curriculum development and frameworks</p> <p>*Definition of teaching and teaching steps</p> <p>*Developing course objectives</p> <p>*Lesson planning</p> <p><i>Lesson Planning (Video-34M)</i></p>	<p>Resource 1 – chapter 5 Resource 1 – chapter 3 Resource 2 – chapter 4</p> <p>Resource 1 – chapter 5 Resource 2 – chapter 3</p> <p>Resource 1 – chapter 5 Resource 2 – chapter 3</p> <p>Resource 1 – chapter 5 Resource 1 – chapter 6 Resource 2 – chapter 6 Resource 2 – chapter 9</p>	<p>Dr. Hall</p> <p>Dr. Adams</p> <p>Dr. Adams</p> <p>Dr. Adams</p> <p>Dr. Adams</p>
Monday, January 13	<p>*Course Development (continued)</p> <p><i>Assigning Effective Homework (Video-29M)</i></p> <p>*Lesson Planning (continued)</p> <p>*Teaching methods and instructional strategies</p> <p><i>Creative Teaching Methods (Video-28M)</i></p> <p>3:00 – Library Research on Teaching Strategy</p>	<p>See above</p> <p>See above</p> <p>Resource 1 – chapter 5 Resource 1 – chapter 6 Resource 2 – chapter 9</p>	<p>Dr. Hall</p> <p>Dr. Hall</p> <p>Dr. Adams</p> <p>Dr. Adams</p> <p>Dr. Adams</p>

Tuesday, January 14	*Learning environment and learning process	Resource 1 – chapter 3 Resource 2 – chapter 3	Dr. Hall
	*Characteristics affecting student’s ability to learn	Resource 1 – chapter 3 Resource 2 – chapter 3	Dr. Hall
	<i>Cooperative Learning (Video-41 M)</i>		Dr. Hall
	*Working with learners from diverse backgrounds	Resource 1 – chapter 3 Resource 2 – chapter 1	Dr. Adams
	*Motivating students to learn	Resource 1 – chapter 3 Resource 1 – chapter 4	Dr. Adams
Wednesday, January 15	Teaching strategies lessons – AM (4)		Dr. Hall
	*Classroom management		Dr. Adams
	<i>Keeping Control of the Class (Video-28M)</i>		Dr. Adams
Thursday, January 16	*Testing *Authentic assessment procedures	Resource 1 – chapter 7 Resource 2 – chapter 10 Resource 2 – chapter 11	Dr. Hall
	*Grading	Resource 1 – chapter 7 Resource 2 – chapter 12	Dr. Hall
	Teaching strategies lessons -- PM (4)		Dr. Adams
Friday, January 17	Teaching strategies lessons – AM (3)		Dr. Hall
	<i>Managing Student Conflict (Video-34M)</i>		
	<i>Constructive Parent Conferences (Video-28M)</i>		
Monday, January 20	Martin Luther King Holiday		
Tuesday, January 21	*Contextual teaching and learning *Multiple intelligences		Dr. Hall
	Teaching strategies lessons – PM (4)		Dr. Adams

Wednesday, January 22	Teaching strategies lessons – AM (4) *Work-based Learning *Characteristics of CTE teachers	Resource 3 – chapter 5 Resource 1 – chapter 4 Resource 2 – chapter 2 Resource 3 – chapter 1	Dr. Hall Dr. Adams Dr. Adams
Thursday, January 23	Code of Ethics (Video) *Professional development Teaching strategies lessons – PM (4)	Resource 3 – chapter 9	Dr. Hall Dr. Hall Dr. Adams
Friday, January 24	Avoiding Burnout (Video-33M) EXAM Meeting with University Supervisor		Dr. Hall Dr. Hall & Dr. Adams

Saturday Seminars		
Saturday, February 1 (9:00 a.m. – 3:00 p.m.)	School/Community Relations Program Resource 3 – chapter 7	Dr. Adams
Saturday, March 1 (9:00 a.m. – 3:00 p.m.)	Program Evaluation and Improvement Resource 3 – chapter 8 Video Review (12)	Dr. Adams
Saturday, April 5 (9:00 a.m. – 3:00 p.m.)	Directed Reflection and Critical Analysis Video Review (11)	Dr. Hall
Saturday, May 3 (9:00 a.m. – 3:00 p.m.)	Wrap-up Report on Professional meeting Turn in teaching notebooks	

Professional and CTSO Meetings		
Friday & Saturday, January 24 & 25	FCSE Winter Inservice	
Friday & Saturday, February 7 & 8	40 th Annual Southeastern Business Education Conference	UGA
February 6	DECA – Regional Competitive Events	
March 14-15	DECA – State Career Development Conference	Gwinnett Marriott
March 22	FCCLA – Regional Star Events	
April 23-27	FCCLA – State Leadership Meeting	
January (TBA)	FBLA – Regional Leadership Conference	
March 14-16	FBLA – State Leadership Conference	

** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

** University Honor Code and Academic Honesty Policy*

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

** The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.*