

COURSE SYLLABUS
The University of Georgia
Occupational Studies - Spring Semester, 2004

Course Title: Enhancing Learning in Occupational Studies

Course Number: EOCS 7070

Credit Hours: 03
Meets 4.45 hours W (4:30 - 7:15)
January 14 - April 29

Textbook:

Phillips, D. C. & Soltis, J. C. (1998). Perspectives on learning, (4th ed.). New York, New York: Teachers College Press.

Supplemental Textbook:

Joyce, B. & Weil, M. (2000). Models of teaching, (4th - 7th ed.). Boston: Allyn and Bacon.

COURSE REQUIREMENTS AND ATTENDANCE

1. Attendance. Class Attendance is extremely important. As an inservice teacher, I expect you to attend every class. Absences or tardiness significantly interfere with your ability to attain stated course objectives. Final grades will be lowered one grade level for excessive absence (2 or more times during the semester) and tardiness (arriving late and/or leaving early).

2. Class Participation. This is a reading, discussion, writing, and reflection class. In order to obtain the most from this class, you must actively participate in the class activities and discussions.

3. Assignments. Your assignments should follow the guidelines provided, informative, and well-researched.

COURSE ASSIGNMENTS AND GRADING

This course will require extensive in-and out-of-class preparation. The following learning activities are required for successful course completion:

Assignment

Possible Points

| | |
|---------------------------------------|--------------|
| Class Participation/Attendance | 5 |
| Article Summary | 10 |
| Seminar | 25 |
| Summary and Reflection on 2 theories | 30 @ 15 each |
| Final exam (take home, comprehensive) | 25 |
| Portfolio | 5 |

ASSIGNMENT DUE DATES

Assignments or portfolio components are due on the following dates.

| <u>Assignment or Portfolio Component</u> | <u>Due Date</u> |
|------------------------------------------|-----------------|
|------------------------------------------|-----------------|

| | |
|----------------------------------|------------------|
| Article Summary | January 21 |
| Presentation of Seminar | February - March |
| Learning Theory Reflection Paper | |
| March 3 | |
| Learning Theory Reflection Paper | |
| April 7 | |
| Final Exam | April |
| 28 | |
| Completed Portfolio | April |
| 28 | |

NOTE: The completed portfolio is due Wednesday, April 28, 2004. All work must be complete and in the portfolio.

ASSIGNMENTS

1. Report Summary. Summarize a **national report** that deals with issues and information regarding teachers and/or teaching and learning; the article will be provided for you. The summary should contain a bibliography reference, a summary of the main points of the author/s, a section devoted to teaching (the classroom), and a personal reaction to the report in terms of its effect or application to teaching and learning. This report will vary in length (approximately two to four pages).

2. Seminar. In a cooperative group of three or four individuals, you are to choose a family of learning theories and develop according to the framework for the examination of learning theories (page 3 of this syllabus). You are to present your chosen learning

theories in class using modern educational technology in a designated time period. You should submit an outline of your seminar presentation one week in advance. Develop and include a detailed lesson plan for your seminar. A handout should be provided covering the main points of information about your presentation and should include references. Plan questions and answers to ensure understanding of your learning theory. Finally and most important, engage the class in the application of your learning theories. A group learning log must be completed for each group planning session and copies included in each group member's portfolio.

3. Two Reflective Papers (on learning theories). Select a learning theory from two different families and also different from your seminar. Describe the theory and explain the use of the theory for your present or anticipated work in education. Use the professional literature to support your position. Use APA and author-date style for documentation. You may use the following headings to create your paper: description of the learning theory; author's intended use of this theory for teaching and learning; personal, observed, or planned use of the theory; and evaluate (according to the research and/or professional literature) the effectiveness of the theory in your work in education.

4. Final exam. Complete a take home comprehensive final examination that consists of several thought-provoking scenarios that represent problem situations in teaching and learning. You are to respond in the form of essays or written expression and include appropriate documentation. The final exam will be presented approximately the midpoint of the semester.

5. You are to **prepare and submit a teaching and learning portfolio.** The portfolio should be

A. An attractive, sturdy 3-ring notebook (1 inch) with a cover which contains logistical information describing the student.

B. A table of contents arranged into tabbed sections (do not use plastic covers to hold contents).

C. Include the following components:

(1) Summary of national report

(2) Two reflection papers on learning theories

(3) a. Seminar presentation on learning theories lesson plan,

b. handouts from the seminar,

(4) Final exam, and

(5) A reflection paper on the course and the overall value it has to your professional growth.