

Syllabus

Course Code: EDUC 216

Title: Classroom Techniques

Institute: Business and Social Sciences

Department: Education

Course Description: The student will be able to identify and apply various teaching methods used in presentation of materials. Techniques such as discussion, lecture, role playing, demonstrations, games, field trips, computer instruction, etc., will be explained and illustrated. The methods covered will have wide applicability to all levels and subjects. Students will analyze core content standards and core knowledge standards and apply both to lesson plans and general lesson delivery processes.

Prerequisites: None

Corequisites: None

Prerequisites or corequisites:

Credits: 3

Lecture Hours: 3

Lab/Studio Hours: 0

Required Textbook/Materials:

See Scroll and Pen Bookstore for Current Course Materials and Textbook Requirements

Additional Time Requirements:

For information on Brookdale's policy on credit hour requirements and outside class student work refer to [Academic Credit Hour Policy](#)

Additional Support/Labs:

See <https://www.brookdalecc.edu/academic-tutoring/>

Course Learning Outcomes:

Upon completion of this course, students will be able to:

Upon successful completion of this course, students will be able to:

- identify various dimensions of teaching strategies and evaluate impact on successful teaching
- analyze information appropriate to various teaching situations
- identify solutions and evaluate appropriateness for lesson planning
- make logical decisions and solve problems as they relate to planning lessons for various teaching situations

- align lesson goals and teacher practices for Social & Emotional Learning with current expectations for student mental health and well-being.
- align lesson objectives, strategies and assessments among the various lesson planning models with the core standards and core knowledge benchmarks

Course Content:

Unit 1: The Learning Environment

- The effective teacher
- The diversity of learners
- Classroom management connecting with students and their families within the communities where they thrive

Unit 2: The Curriculum and Unit/lesson Planning Processes

- The Core Knowledge Standards/ Core Content Standards
- Goals and objectives for curriculum designs
- The unit and lesson planning process
- Technology in teaching and learning

Unit 3: Direct, Indirect, Self-Directed and Cooperative/collaborative Instructional Models

- Questioning
- Direct Instructional Models: Direct instruction
- Indirect Instructional Models: Concept attainment, Inquiry based learning
- Self-Directed Models: Project based instruction, Socratic methods
- Cooperative/collaborative Learning: Cognitive components, Social components, Conflict resolution, Goals, tasks and structure

Unit 4: Assessing Student Learning

- Types of assessment
- Informal processes: observations “kid-watching”, documentation
- Formative assessment processes
- Summative assessment processes
- Authentic assessments
- Evaluation tools for assessment purposes

Department Policies:

Attendance: It is expected that you will attend class and demonstrate a positive attitude toward professional standards. **NOTE:** Leaving at break constitutes non-attendance for one-half class.

Grading Standard:

Students will earn a grade of A, A-, B+, B, B-, C+, D, F or Incomplete (INC) by doing, or failing to do, the following:

1. Complete all assigned readings and exercises
2. Attend and participate in class meetings (take notes, discuss, engage in workshops, view media both in and out of class)
3. Write lesson plans and present lesson to class on a variety of direct and indirect lesson planning processes.
4. Present a portfolio that demonstrates learning outcome objectives have been met through the organization of lesson topics, presentations of materials, lesson plans and activities and authentic assessment tasks have been fully met.

Portfolio 25 % Lesson Demonstration 25 % Final Exam 40% Participation / Attendance 10%

A = 93 -100

A- = 90 – 92

B+ = 87 - 89

B = 83 - 86

B - = 80 - 82

C+ = 77 - 79

C = 70 – 76

D = 65 - 69

F = 64 and below or failure to complete course requirements

College Policies:

As an academic institution, Brookdale facilitates the free exchange of ideas, upholds the virtues of civil discourse, and honors diverse perspectives informed by credible sources. Our College values all students and strives for inclusion and safety regardless of a student's disability, age, sex, gender identity, sexual orientation, race, ethnicity, country of origin, immigration status, religious affiliation, political orientation, socioeconomic standing, and veteran status. For additional information, support services, and engagement opportunities, please visit www.brookdalecc.edu/support.

For information regarding:

- Academic Integrity Code
- Student Conduct Code
- Student Grade Appeal Process

Please refer to the [student handbook](#) and [catalog](#).

Notification for Students with Disabilities:

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify must contact the Accessibility Services Office at 732-224-2730 (voice) or 732-842-4211 (TTY) to provide appropriate documentation of the

disability and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

Mental Health:

24/7/365 Resources:

- Monmouth Medical Center Psychiatric Emergency Services at **(732) 923-6999**
- 2nd Floor Youth Helpline – Available to talk with you about any problem, distress, or hardship you are experiencing. Call or text at **888-222-2228** or visit the website at <https://www.2ndfloor.org/>

Faculty Counselors:

- Students who need to make an appointment with a faculty counselor can do so by calling 732-224-1822 (non-emergency line) during business hours. Faculty counselors are licensed mental health professionals who can assist students and refer them to other mental health resources.

Diversity Statement:

Brookdale Community College fosters an environment of inclusion and belonging. We promote a safe and open culture, encourage dialogue respecting diverse perspectives informed by credible sources, and uphold the virtues of civil discourse. We celebrate all identities with the understanding that ultimately, diversity, equity, and inclusion cultivate belonging and make us a stronger Brookdale community.

**The syllabus is intended to give student guidance in what may be covered during the semester and will be followed as closely as possible. However, the faculty member reserves the right to modify, supplement, and make changes as the need arise.*