OCTD 4305
METHODS OF TEACHING CAREER AND TECHNICAL SUBJECTS
OCCUPATIONAL TRAINING AND DEVELOPMENT
TEXAS A&M UNIVERSITY--CORPUS CHRISTI

COURSE SYLLABUS

I. COURSE DESCRIPTION
A basic course in the utilization of training methodology, including methods and technologies of learning. Prerequisite: OCTD 4335 or concurrent enrollment in OCTD 4335. (May be taken for graduate credit.)

II. RATIONALE
This course is a basic course for instructors in trade and industrial and health science technology certification classes. It is designed to prepare career and technical education teachers to utilize effective principles, methods, and techniques for instructing individuals or groups in the classroom, laboratory, or on-the-job sites. This course includes a study of instructor qualities, success factors, duties, ethics, and responsibilities; individual differences and their effect upon learning; principles and theories of learning; methods and techniques of teaching career and technical subjects; the use of teaching aids; and practice teaching.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
Students in the Occupational Training and Development program will demonstrate the State adopted proficiencies through:

1. Working knowledge of the subject matter applicable to the program assigned
2. Staying abreast of the knowledges and competencies applicable to each individual field of expertise
3. Participate in applicable professional development activities and collaborate with colleagues within their assigned field of expertise
4. Communicates with community members and others within their field of expertise about program effectiveness

IV. STUDENT LEARNING OUTCOMES
Students in the Occupational Training and Development program will:

5. demonstrate personal characteristics of the successful occupational instructor; (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
6. demonstrate professional qualities of the successful occupational instructor; (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338 are linked to this student learning outcome.)
7. demonstrate instructional strategies to enhance student achievement and growth in the occupational environment. (OCTD 3390, OCTD 4305, OCTD 4335, and OCTD 4338, are linked to this student learning outcome.)
V. TExES COMPETENCIES
A. Pedagogy related information related to the non-traditional classrooms and laboratories.
B. See exam standards for the PPR-TIE #170 for Trade and Industrial teachers.
C. See exam standards for the PPR #130 for Health Science Technology teachers.

VI. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:

1. Explain the personal and ethical professional characteristics possessed by successful teachers.

2. Identify and explain duties and responsibilities of the teacher.

3. Identify the senses of learning and relate their function in the learning process.

4. Define learning and teaching and explain learning principles and theory relating to physical, mental, and environmental conditions.

5. Discuss the development of positive student attitudes toward learning in the instructional process.

6. Identify and explain the methods that may be used to influence the student's desire to learn.

7. Identify and explain the various methods that may be used in the teaching of skills and information and select the proper methods to be used for the instructional situation.

8. Plan instructional activities to meet the special needs of students.

9. Identify the instructor and student activities in each of the stages of instruction and indicate the "laws of learning" applicable to each stage.

10. Use various communication techniques, including computer-assisted instruction, in a learning situation.

11. Demonstrate use of the lesson cycle/plan in an instructional situation.

12. Utilize evaluation instruments to evaluate student performance.

VII. COURSE TOPICS
The major course topics to be considered are:

1. Personal and Ethical Professional Characteristics of Successful Teachers
2. Duties and responsibilities of the teacher
3. Senses of learning and their relationship to learning
4. Laws of teaching and learning
5. Developing positive student attitudes
6. Methods to influence student's desire to learn
7. Common teaching methods and instructional strategies
8. Instructional activities to meet student's special needs
9. Instructor and student activities in the various stages of instruction
10. Various communication techniques
11. Selection of audio-visual media
12. Use of the lesson cycle/plan in an instructional setting
13. Evaluation of student performance

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
Methods and activities for instruction for this course will include traditional experiences, such as lecture/discussion and demonstration by the instructor and students, guest speakers, and video presentations. Students will also participate in cooperative groups, student demonstrations, and oral presentations.

IX. EVALUATION AND GRADE ASSIGNMENT
See attached Course Schedule and Course Requirements for current term.

X. COURSE SCHEDULE
See attached Course Schedule and Course Requirements.

XI. TEXTBOOKS
No textbooks are required for this course. The following text is recommended as a supplemental text:


XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. December 6, 2010 is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*