

Part I



North Central
MICHIGAN COLLEGE
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Master Course *Syllabus*

Course Name: Performance Teaching Practicum

Course Number: MU 290

Credit Hrs. 2

Lecture Hrs. 0

Lab Hrs. 4

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 4

Total Contact Hours: 70.4

(Total Contact Hours Formula: (lecture hrs. + lab hrs. + clinical hrs.) x 17.6)

Course Description:

Teaching techniques studied in real world situations. Emphasis will be upon preparation techniques and self-review of effectiveness in communicating with students. Students will be expected to undergo a self study to identify their own strengths and weaknesses and begin to understand how their own strengths and weaknesses impact the learning experience for the young students they are working with.

Prerequisite (s):

Co-requisite (s):

Course Objectives and Outcomes:

In addition to please list which DQP each individual objective or outcome meets (see last page for DQP objectives)

Self-identify his/her strengths and weaknesses as a teacher and communicator

DQP 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Identify role players

DQP 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.

DQP 16 : Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Work with individuals to problem-solve situations

DQP 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.

Work cooperatively with colleagues in a team teaching environment

DQP 16: Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these — (231) 348-6687 or (231) 348-6817, Room 533 SCRC.



Suggested Methods of Instruction:

Lecture
Demonstration
Observation
Application

Suggested Methods of Evaluation:

Performance critiques
Self evaluation
Evaluation of journal of experiences

Adopted Text at Time of Course Adoption/Revision:

None

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor.

Week 1: Communicating—Introduction and Adpation to audience

Week 2: Communicating—Self observation

Week 3: Communicating—Analysis of strengths and weakensses

Week 4: Role of Teacher—Preperation and lesson planning

Week 5: Role of Teacher-Preparation and lesson planning

Week 6: Role of Teacher—Teaching with purpose

Week 7: Role of Teacher—Adaptation to student and envionment

Week 8: Role of Teacher—Adaptation to student and envionment

Week 9: Role of Teacher—Classroom Management

Week 10: Role of Teacher- Engagement and Discipline

Week 11: Role of Teacher- Engagement and Discipline

Week 12: Role of Teacher- Engagement and Discipline

Week 13: Role of Teacher—Team Teaching v. Solo Teaching

Week 14: Role of Teacher—Team Teaching v. Solo Teaching

Week 15: Self-Analysis and Assessment

Week 16: Self-Analysis and Assessment

The Degree Qualifications Profile

Lumina Foundation, 2011

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

Adopted by CRDAP: April 11, 2012