

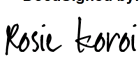
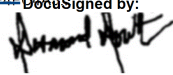

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Classroom Methods and Strategies      **Alpha Number:** EDU 211      **CIP No.** 13.0101

**Type of Action:**

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)  
 Select all that apply:
  - Change in number of credit hours
  - Change in prerequisite
  - Substantive change in course content
  - Change to SLOs
  - Other: \_\_\_\_\_
- Non-substantive Revision  
 Select all that apply:
  - Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
  - Edit to course description that does not alter the substance of the course
  - Change to recommended texts
  - Other:-change in contact hours from 48 to 45
- Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).
- Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

**Approvals:**

	Name	Signature	Date
<b>Department Chair</b>	Rosie Koroi	<small>DocuSigned by:</small> 	7/28/2024
<b>Curriculum Committee Chair</b>	Desmond Doulatram	<small>59252531E4E5A4 DocuSigned by:</small> 	7/28/2024
<b>Dean</b>	Vasemaca Savu	<small>844E9FDD06E14D5 DocuSigned by:</small> 	7/31/2024
<b>VPASA</b>	Dr. Elizabeth Switaj	<small>A656D7CD46154E6...</small>	



**Distribution Area:** Humanities \_\_\_\_\_  
 Social Sciences \_\_\_\_\_  
 Mathematics (Credit) \_\_\_\_\_  
 Science \_\_\_\_\_

**Prerequisite:** C or better in ENG 111

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

1. Apply appropriate methods to achieve targeted teaching objectives.
2. Develop reading-across-the-curriculum activities.
3. Generate lesson activities and questions that promote higher level thinking skills.
4. Analyze students' prior knowledge and the skills required to reach desired student outcomes
5. Create teaching materials to assist learning.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
<p><b>ENG 111</b></p> <p>1. Demonstrate use of the writing process</p> <p>2. Write essays that have appropriate content, organization, and formatting</p> <p>3. Use basic library and research skills to find and read a variety of college levels sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives</p> <p>4. Produce essays that are relatively free of mechanical and technical errors</p>	<p>2. Develop reading-across-the-curriculum activities</p> <p>3. Generate lesson activities and questions that promote higher level thinking skills</p>	<p>Students' knowledge of the writing process helps develop meaningful reading and writing activities across the curriculum.</p> <p>Knowing how to use basic library research is important for students when they carry out research topics on lesson activities that promote higher level thinking skills for themselves and the students they will teach in the future.</p> <p>Students' knowledge of the writing process helps develop meaningful reading and writing activities across the curriculum.</p>

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1.	<p>1. Display knowledge of school curriculum, emphasis on RMI</p> <p>4. Apply appropriate classroom teaching and management methods to promote a positive learning environment</p>	I	<p>Students' knowledge of the RMI curriculum is important for understanding the standards, benchmarks, and appropriate teaching methods required to achieve the learning outcomes of the QPF learning plans.</p> <p>Knowledge of classroom teaching and management methods prepares students to create positive learning environments in their field teaching in classrooms.</p>
2.	<p>2. Identify cognitive and affective needs of students in the classroom</p> <p>3. Practice self-reflection and professionalism in the classroom. (both as a student and as a teacher).</p>	P	<p>Identifying students' cognitive and affective needs helps to select appropriate reading material and activities so that students learn to read with comprehension.</p> <p>Students reflect as they practice their role as teachers throughout their field teaching in classrooms.</p>
3.	<p>2. Identify cognitive and affective needs of students in the classroom</p> <p>5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers</p>	I	<p>Knowledge of students' cognitive and affective needs helps in the formulation of higher level thinking questions on the Bloom's Taxonomy when planning lessons and book-sharing activities.</p> <p>Students must learn to create questions that challenge and promote critical thinking for elementary students through reading and writing activities.</p>
4.	<p>2. Identify cognitive and affective needs of students in the classroom.</p>	I	<p>2. Identify cognitive and affective needs of students in the classroom.</p>
5.	<p>5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers</p>	I	<p>Students use innovative ways to create reading materials that promote and develop critical thinking skills for elementary students.</p>

**Course Content:** Students in this course will be introduced to:

1. Student learning outcomes
2. Appropriate questions for reading material
3. Lesson and unit planning
4. Lesson presentations
5. Curriculum materials for classroom use
6. Connected activities to make learning meaningful
7. Cognitive needs of students with learning disabilities
8. Innovative and creative reading material in the classroom.

**Higher Order Thinking Skills:** Students in this course will experience

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other:
  - Classroom teaching experience
  - Assigned Readings
  - Field research (Interview with schools' principal or administrator
  - Group Project
  - Observations
  - Presentations
  - Small and large group discussions
  - Case studies and critique
  - Movie Critique
  - Learning Games
  - Assigned Readings

**Recommended Assessment Tool Type(s):**

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project

- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):**

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

**Note:** for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

**Equipment and Materials:**

1. Recommended text:  
**E-Copy**  
Orlich, Donald C., et al. *Teaching Strategies: A Guide to Effective Instruction*, 11th ed. Cengage Learning, 2018. ISBN: 978-1-305-96078-7
2. Equipment/Facilities: projector, supplemental articles, professional, teaching videos
3. Materials and Supplies: poster paper, butcher paper, construction paper, poster board, scissors, trifolds

**College Mission**

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

*BOR approved 1st December, 2020*

**Connection to College Mission**

This course provides classroom methods and strategies that are relevant and meaningful for students to apply in the classroom; this is in support of the mission to provide access to quality education through relevant and engaging activities that could potentially lead to better performance in the elementary schools.

**Department Mission:**

The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

*Approved by BoR August 22, 2018*

**Connection to Department Mission:**

This course provides experienced and pre-service teachers with classroom experiences based on quality pedagogy. By engaging in meaningful learning, students become familiar with classroom methods and strategies that help develop learning resources that provide foundations throughout the elementary curricula as a basis for lifelong learning.

CC approved June 14, 2024