

In The ~~process~~  
process of ~~being~~  
being Revised

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(Strategies)

WEBSTER UNIVERSITY

COURSE SYLLABUS

SPED 5320.01

Instructor: Kim Tuebe  
~~Beverly Colombo~~

TERM: ~~Summer 1997~~ Fall 2005

Learning Strategies:  
A Cognitive Approach to Exceptional Learners

Site: 50

1. **COURSE DESCRIPTION:** (Student focus, rationale, scope, prerequisites)

This course focuses on metacognition and learning strategies, which are techniques which enable a learner to solve problems and complete tasks independently. The course will explore current research on metacognition, strategic teaching, and learning strategies. Participants will learn a process for teaching low achieving and disabled learners how to learn and to perform. Participants will also learn how to develop strategies for their classrooms using the process developed and validated by the University of Kansas.

The course will include an overview of strategies instruction and metacognition, analysis of a variety of strategies, critical teaching behaviors (peer coaching) and a process for designing a new strategy.

2. **LEARNING OUTCOMES:** (Goals, objectives, course outcomes, etc.)

Participants will be able to:

1. Define metacognition and learning strategies
2. State the philosophy and rationales for strategies
3. Identify characteristics of low achieving/at risk students and classroom demands they face
4. Identify critical teaching behaviors and demonstrate teaching behaviors such as model and feedback
5. Implement each of the eight steps of the strategies — *impl. log w/self eval.*
6. Administer pre and post tests for each strategy
7. Design a new strategy for their own classrooms —
8. Compare the effectiveness of strategies instruction to other intervention approaches

create or implement

Web enhanced courses:

Meaningful Paragraph assignments

— List of vocab. words —  
must use in paragraph w/o defining word.

3. SCHEDULE of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

*- History of Instruction to Instructor*

**Meeting #1:** Background on metacognition and strategies; introduction/review of KU Learning Strategies model and other models, definition, philosophy; components of model, instructional methodology, critical features, latest research.  
 Presentation and small group discussion, brainstorm lists of study skills/units to be transformed into strategies.  
**Assignment:** read and summarize articles on strategies: "Learning Strategies: An Instructional Alternative for Low Achieving Adolescents"; read, summarize, and prepare 3-5 minute oral presentation about one other article from reading list; submit ideas for units/skills.

*2*  
*1-2-2*  
*1-2-2*

**Meeting #2:** TACTIC: prototype for a strategy and stages of TACTIC (K.U.'s process for creating a strategy); example of a strategy.  
 Presentation/cooperative learning groups.  
**Assignment:** complete first stage of TACTIC and begin second stage.

*6-9*

**Meeting #3:** Metacognition: Research and Applications: definition, cognitive research, applications of research in curricula; oral presentations on readings; quiz on TACTIC.  
**Assignment:** Continue to develop strategy-complete stage 2; read and summarize article on critical teaching behaviors.

*11-5, 10*

**Meeting #4:** Strategic Teaching-Critical Teaching Methods: presentation of critical teaching behaviors (advance and post organizers, rationales, rehearsals, model, feedback); discussion of readings; quiz on metacognition.  
**Assignment:** Continue development of strategy-stage 3.

*11-14*

**Meeting #5:** Mediating the Metacognitive-Teaching Methods: presentation of content enhancement procedures, graphic organizers, lesson design, eliciting student responses; developing strategies for regular education classes; discussion of readings; quiz on critical teaching behaviors.  
**Assignment:** Continue development-stage 4: read and summarize article on effective teaching.

*15-19*

**Meeting #6:** Evaluation of Strategies and Constructing an Instructional Plan - criteria for evaluating usefulness design and content of strategies, steps for constructing instructional plan to teach strategy; discussion of readings; quiz on content enhancement.  
**Assignment:** Continue development- complete stage 5 and begin stage 6.

*3*

**Meeting #7:** Completion of Strategies - small group work to complete stage 6; individual assistance from instructor; discussion of field-testing and revisions.  
**Assignment:** Complete development of strategy for presentation and for submission to instructor.

*20-21*

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**Meeting #8:** Presentations/Final Exam:  
oral presentations of new strategies; final exam.

**4. RESOURCES:**

University of Kansas and other research articles on metacognition, strategies, teaching methods.

**Text used:** University of Kansas Learning Strategies TACTIC manual and additional text to be selected - check with bookstore.

*Teaching Learning Strategies to Adolescent & Adults with Learning Strategie - B. Keith Lenz, Edouard S. Ellis, David Scanlon*

**Supplemental readings:** See attached reading list - students will read at least two articles, write summaries and present one article to class.

**Audiovisual:** KU Learning Strategies videotapes and videotapes of classroom teachers teaching strategies.

**5. EVALUATION:**

*- practicing teachers*

- a) Term paper - Students will write two one-page summaries of readings - 10% of grade.
- b) Examinations - Final exam - 20% of grade; weekly quizzes- 10% of grade.
- c) Class participation - Small and large group discussions; demonstration of teaching methods - 10% of grade.
- d) Class presentation - Presentation of summary of one article; presentation of strategy - 10%
- e) Other - Implementation Project:  
Participants will design and implement a strategy; since the successful design of a strategy and implementation of the strategies model are major goals of the course, this project will comprise 40% of grade.

6. Supplements: n/a

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete one of the following:

- a) Implementation or unit plan for incorporation of content enhancement procedures.
- b) Case study of project student, including plan for continued implementation.
- c) Paper on metacognition - overview of research and plans for application of research to classroom.

d) Project: creation of adapted or supplementary lessons/materials for successful implementation in a specific grade level or classroom.

e) Project: creation of teacher and student manuals for new strategy developed (TACTIC).

**FINAL PROJECTS:**

Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned.

**NOTE:** Papers will not be available for pick up from the Education Office.

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

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**GUIDELINES FOR APA FORMAT**

When writing a paper for any course within the School of Education (undergraduate and/or M.A.T) you will be expected to use APA format for referencing your sources of information. The complete guide for this format will be found in the following document and is available in the Webster library, bookstore, and the School of Education.

American Psychological Association. (1994) Publication manual of the American Psychological Association. (4th ed.). Washington, DC: Author

Provided below are some examples of the most basic aspects of APA format. You may need to refer to the actual manual, however, for additional information.

**REFERENCE CITATIONS IN TEXT:**

1. **One Work by a Single Author:**  
Smith (1983) compared reaction times  
In a recent study of reaction times (Smith, 1983)
2. **One Work by Two or More Authors:**  
Williams, Jones, and Smith (1983) found (first citation)  
Williams et al. (1983) found (second citation)
3. **Two or More Works Within the Same Parentheses:**  
Several studies (Drow & O'Neal, 1979; Mullaney, 1978; Talpers, 1981) have found
4. **Personal Communications**  
J. O. Reiss (personal communication, April 18, 1983) indicated that

**REFERENCE LIST:**

1. **Periodicals:**  
Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. Journal of Social Issues, 37, 63-69.
2. **Magazine Article**  
Gardner, H. (1981, December). Do babies sing a universal song? Psychology Today, 70-76.
3. **Entire Book:**  
Strunk, W., Jr., & White, E. B. (1979). The elements of style. (3rd ed.). New York: Macmillan.
4. **Edited Book:**  
Letheridge, A., & Cannon, C. R. (Eds.). (1980). Bilingual education: Teaching English as a second language. New York: Praeger.
5. **Article or Chapter in Edited Book:**  
Hartley, J. T., Harker, J.O., & Walsh, D.A. (1980). Contemporary issues and new directions in adult development of learning and memory. In L.W. Poon (Ed.) Aging in the 1980's: Psychological Issues. (pp. 239-252). Washington, DC: American Psychological Association.
6. **Personal Communication:**  
Not included in reference list.

