



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2005-2006

NEXT REVIEW: 2010-2011

STATUS: A

COURSE TITLE: The Teaching and Learning Process

COMMON COURSE NUMBER: EPI 0004

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: **40**

Lab:

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: This course provides the participant with a foundation in child and adolescent development, learning theories, and implications for teaching. Standardized testing, test interpretation and use of results is stressed. Student characteristics such as exceptionalities, multiple intelligences, motivation, and second language acquisition will be addressed.

UNIT TITLES

- 1. Theories of Development**
- 2. Learning Theories**
- 3. Motivation**
- 4. Intelligence**
- 5. Exceptionalities**
- 6. Standardized Testing**
- 7. Critical Thinking**
- 8. Multiple Intelligences**
- 9. Second Language Acquisition**



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UNITS

Unit 1 Theories of Development

General Outcome:

- 1.0** The student shall be able to demonstrate an understanding of the processes of development from childhood to adolescence.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Describe theories of child and adolescent development.
- 1.2** Describe the milestones of physical development in childhood and adolescence.
- 1.3** Describe cognitive development in childhood and adolescence.
- 1.4** Describe social and emotional development in childhood and adolescence.
- 1.5** Describe language development.



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Unit 2 Learning Theories

General Outcome:

- 2.0** The student shall be able to demonstrate an understanding of the major theories of learning and their implications for teaching.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Define learning.
- 2.2** Discuss the major theories of learning.
- 2.4** Discuss the implications of learning theories for teaching.



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Unit 3 Motivation and Persistence

General Outcome:

3.0 The student shall be able to distinguish between motivation and biological needs

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

3.1 Define motivation.

3.2 Describe the major theories of motivation.

3.3 Discuss techniques for motivating students.



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Unit 4 Intelligence

General Outcome:

4.0 The student shall understand the nature of human intelligence.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

4.1 Define intelligence.

4.2 Discuss key theoretical perspectives on intelligence.

4.3 Explain the measurement of intelligence.



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Unit 5 Exceptionalities

General Outcome:

5.0 The student shall be able to gain an understanding of the instructional needs of exceptional students and the responsibilities in providing an equal education to exceptional students.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

5.1 Define exceptionality

5.2 Identify the various types of exceptionalities.

5.3 Discuss the educational rights of exceptional students.

5.4 Describe strategies and accommodations for teaching exceptional students.

5.5 Discuss how exceptional students are identified and the surrounding controversy.



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Unit 6 Standardized Testing

General Outcome:

6.0 The student shall develop knowledge of the use and interpretation of standardized tests.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

6.1 Discuss the different types of standardized tests.

6.2 Review the pros and cons of standardized testing.

6.3 Discuss alternative methods of assessment.

6.4 Discuss the role of technology in standardized testing.



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Unit 7 Critical Thinking

General Outcome:

7.0 The student shall gain and identify the basic components of critical thinking.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

7.1 Define critical thinking.

7.2. Describe the skills entailed in critical thinking.

7.3 Discuss the importance of teaching critical thinking skills to students.

7.4 Discuss strategies for teaching critical thinking skills to students.



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Unit 8 Multiple Intelligences

General Outcome:

8.0 The student shall be able to identify the basic components of multiple intelligences.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

8.1 Describe Howard Gardner's Theory of Multiple Intelligences.

8.2 Describe how Gardner's theory relates to the teaching and learning process.

8.3 Describe the uses for the Multiple Intelligences Developmental Assessment Scale (MIDAS).



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Unit 9 Second Language Acquisition

General Outcome:

9.0 The student shall demonstrate an understanding of the major theories of second language acquisition and their implications for teaching.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

9.1 Describe the major theories of second language acquisition.

9.2 Discuss the role of grammar in second language learning and teaching.

9.3 Describe the various approaches used for teaching English to non-native English speakers in U.S. schools.