

McKendree University School of Education

*The mission of McKendree University is to provide
a high quality educational experience to outstanding students.*

~Responsible Citizenship ~Engagement ~Academic Excellence ~Lifelong Learning



**EDU 309 Syllabus
Methods of Teaching in the Elementary School (3 hours)
Instructor: Dr. Brenda Doll
Fall 2011**

GENERAL COURSE INFORMATION

School of Education - Mission Statement

It is the mission of the Teacher Education Unit at McKendree University to prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals. The mission of the Teacher Education Unit at McKendree University is linked and inspired by the mission and purpose of the University. The dispositions of a candidate completing the program also are grounded in the mission of McKendree University. Supported by the mission of the unit, it is the vision of the Teacher Education Unit at McKendree University that in its preparation of educators who are knowledgeable professionals, caring practitioners, and lifelong learners, the Unit will provide the leadership to enable graduates to meet the ever-changing diverse demands placed upon the schools in the region it serves.

Course Catalog Description: This course prepares elementary school teachers with strategies to organize classes and foster learning. These include effective teaching models, classroom management strategies, teacher expectations, research, inquiry learning, learning and teaching styles, development of lessons and strategies to meet the Illinois Learning Standards, parent involvement strategies, and conflict resolution models. A 36 hour six-week field experience is a course requirement.

Prerequisites: Admission to Teacher Education. Concurrent enrollment in EDU 358 and EDU 429.

Course Purpose: Successful completion of this course is a prerequisite for student teaching. Through field experience placements, students will develop the knowledge, skills, and dispositions necessary to confidently and effectively verify the simultaneous knowledge base concepts being presented in the university classroom. Upon completion of the course, prospective teachers will have at their disposal many strategies for organizing their classrooms and fostering the learning process. Lesson planning strategies and classroom management strategies will be emphasized. By exploring different models and strategies of these two vital areas, the teacher candidates will create personalized lesson plans and classroom management plans that address the needs of all learners.

Course Number and Title: EDU 309, Methods of Teaching in the Elementary School (3 hours)

Meeting Days/Time: Mondays, Wednesdays, and Fridays – 8:00 to 8:50 a.m.

Location: Piper Academic Center, Room 115

Instructor: Dr. Brenda Doll - PAC 207

Office Hours: Mondays: 9:30 – 10:30 a.m.

Wednesdays: 2:00 – 4:00 p.m.

Fridays: 11 a.m. to Noon

And By Appointment

Phone: (618)537-6925; Home Phone is (618)624-3119;

Cell is (618)444-9660

Email Address: bbdoll@mckendree.edu

Required Texts: Cooper, J. M. (2011). *Classroom teaching skills*. Belmont, CA: Wadsworth Cengage Learning (9th edition).

Materials: LiveText License (to post required artifacts to your electronic professional portfolio)

Additional References/Reading Materials: Articles provided by instructor

COURSE OBJECTIVES

(TTCW=The teacher candidate will)

- TTCW observe and participate in classroom teaching and activities in the elementary field experience placement for 36 hours. (CK, KP) (IPTS 1,2,3,4,5,7,9) (ACEI 3,5)
- TTCW write weekly (6) journal entries recording and then reflecting upon classroom observations which emphasize pedagogy, classroom atmosphere, and student behavior. (CF, KP, CP) (IPTS 1,2,3,4,5,7,8,9) (ACEI 1,5)
- TTCW plan and teach (with the assistance of the cooperating teacher) at least two lessons during the field experience and will develop improved strategies and techniques through self-evaluation and mentors' evaluations of teaching performance. (CF, KP) (IPTS 1,5,6,11) (ACEI 3)
- TTCW observe and later participate in peer collaboration addressing topics including classroom management strategies, questioning techniques, alternate learning styles, and cooperative learning. (CF, KP, CP) (IPTS 2.3.5.7) (ACEI 5)
- TTCW will identify the many facets of multiculturalism and be able to respond to these issues in the classroom setting. (CP, KP, CP) (IPTS 2,3) (ACEI 1)
- TTCW distinguish between behaviors that are considered professional and those which would not suit the profile of the future educator. (CF, KP, CP, LL) (IPTS 7, 11) (ACEI 5)
- TTCW create a personal classroom management plan including the following components: philosophy statement, classroom arrangement design, classroom rules, classroom consequences and rewards, classroom procedures and sponge activities. (LL, CP, KP) (IPTS 1,2,3,5,7,9,10,11) (ACEI 1,2)

***Information in parentheses refers to applicable Illinois Professional Teaching Standards (ITPS), Association for Childhood Education International Standards (ACEI), as well as the McKendree Education Conceptual Framework Goals (MECFG) LL = Lifelong Learner, CP = Caring Practitioner, KP = Knowledgeable Professional).*

STUDENT RESPONSIBILITIES

******Regular attendance, punctuality, class participation, and academic honesty are considered good predictors of how responsible and effective that you will be as a future classroom teacher.******

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Attendance

Attendance Policy: Consistent attendance is crucial to success in education courses, as it is for K-12 teachers in order to enhance student learning. **Attendance in education courses is mandatory.** Because this is a professional course in Teacher Education **TEACHER CANDIDATES ARE EXPECTED TO ATTEND EACH CLASS SESSION**, to arrive promptly, and to complete assigned work and take tests as scheduled. In the event of illness, family emergency, or absence for another reason, please **notify me prior to class** by phone, leaving a message with the Faculty Secretary or by e-mailing me. All work missed due to an **excused absence** must be completed within one week of the absence.

Absences: Four unexcused absences = final grade will be reduced a letter grade

Six unexcused absences = final grade will be reduced two letter grades

Eight unexcused absences = must consider withdrawing from the course

Events of Tardiness: Students entering the class at 8:01 a.m. or after will be deemed tardy. Three tardies will be equal to one unexcused absence.

Field Experience Attendance – *If an absence is required due to illness or family emergency, please contact the cooperating teacher or principal and Dr. Doll ASAP. One unexcused absence will result in a lowered grade. Professional behavior is expected of all candidates representing McKendree University in field placements. Dressing appropriately, arriving on time as scheduled, and displaying mature behavior at all times expresses this professionalism. Attendance in the school classroom to fulfill clock-hour requirements is a minimum of six weeks and 36 hours. Transportation is the responsibility of the candidate. A time sheet will be kept and signed weekly by the cooperating teacher. All clock hours must be completed by the end of the semester or the grade for the course will result in an “F.”*

Student Absences for Official University Functions: Students shall be excused without penalty from class to participate in official McKendree University sanctioned student activities (intercollegiate athletic competitions, debate meets, band/choir events, field trips and other events approved by the Provost). Students are not excused from class to attend practices. Students must give Dr. Doll satisfactory notice prior to the scheduled absence.

VA Policy on Class Attendance: According to the “Veterans Education and Employment Assistance Act of 1976,” veterans who are absent from a class for an excessive amount of time must be reported for non-attendance to the Veterans Administration. The veteran’s last date of attendance is determined by the documented class attendance. A veteran or eligible person will receive no benefits for a course audited.

Class Etiquette

Cell Phones: Cell phones must remain “off” during class periods. They should remain out-of-sight at all times. Please see Dr. Doll to explain special circumstances.

Laptops (related devices): Dr. Doll will designate activities appropriate or planned for the integration of computer-related tools during class sessions. These are the only times when personal laptops (or similar tools) will be allowed to be used in the classroom.

Attire: Professional dress for field experiences is expected and will be discussed in class.

Reminders of McKendree University Course Policies

Support Services: As you see it appropriate, don't hesitate to use the services for which you are eligible: Holman Library, computer services, and Health Services (campus nurse and campus psychologists). Individuals requiring accommodations for special needs must first apply through the Academic Support Center - Clarissa Melvin, at (618) 537-6850 or cbmelvin@mckendree.edu. The office is located in Clark Hall 302. The Academic Support Center reviews requests for accommodations and notifies instructors accordingly.

Plagiarism: In order to reach the objectives established by the Department of Education and, specifically, the instructor of this course, all education candidates are responsible for completing the assigned tasks to the best of their abilities. Plagiarism and other forms of dishonest academic endeavor have no place in a higher education setting. ***Plagiarism is a serious offense, and the McKendree University policy states that the penalty for dishonesty can result in a failing grade in a course, suspension, or expulsion. Proper citation is required in all appropriate circumstances. Academic dishonesty is not expected and will not be tolerated; the grade of the involved assignment or test will reflect this breach (expect a zero).***

Course Deletions/Additions: Students may drop or add courses according to the schedules posted by the Office of Academic Records for each semester. Drops and adds are not effective until recorded by the Registrar. A course may not be added after one week from the first class meeting.

Email: Every student is issued a McKendree email account, which is one of the major means of communication from departments such as the Office of Academic Records, Student Affairs, and the Business Office. All students are responsible for checking their McKendree email accounts regularly, and are accountable for information disseminated to their email accounts. Failure to read university communications sent to McKendree email accounts does not absolve students from knowing and complying with the content of these communications.

Severe Weather Policy: Under severe weather conditions, university officials will announce whether the university is open, closed or on a snow schedule. Announcements for the Lebanon Campus will be posted on the McKendree website, KNOX radio (1120 AM) and KMOV television (Channel 4). If the snow schedule is utilized, Lebanon classes beginning at 8:00 a.m. and 9:00 a.m. are cancelled; 9:30 a.m. classes will begin at 10:00 a.m. Normal class schedule resumes beginning with 10:00 a.m. classes. All offices open at 10 a.m.

GRADING POLICIES

General Assignment Requirements: Assignments should reflect professionalism. All written work must exhibit professional standards for grammar, punctuation, fluency, and word choice. Thus, while the focus in evaluating written work in this course is content, it will also be marked for grammar, punctuation, and spelling. Check rubrics for point values. Future elementary teachers must strive to be exemplary communicators. Work should be neat, legible, and well organized in content. Take precautions to avoid last minute work that can often result in difficulties beyond your control (computer/printer problems) which will not reflect your true abilities.

Dr. Doll's General Grading Philosophy:

I am very proud of my profession and will hold you to very high standards. It is my plan that each of you will be an exemplary teacher and will successfully mold your future students into knowledgeable, responsible, and proud citizens. You must take your preparation for the teaching profession seriously, as you will indeed be a role model for the duration of your teaching career. Because of these high expectations the following factors will be a major consideration in assigning individual assignment grades. Specific requirements for each assignment will be outlined in rubric form, however, the criteria for communicating, thinking, and professional participation as outlined below will always be major factors in assigning an overall course grade.

***Communicating** – The teacher candidate is expected to model professional quality writing and speech that demonstrates the conventions of Standard English including, but not limited to: clarity of expression, grammar, sentence structure, and spelling.

***Thinking** – The teacher candidate is to model thinking that demonstrates the ability to effectively process information and experiences. Higher level thinking processes include, but are not limited to: analysis, synthesis, and evaluation.

***Professional Participation** – The teacher candidate is to model professional behavior which includes arriving at class with required materials, having read required readings, and completed assignments; taking the initiative to offer proposed answers and insights during class discussions; practicing classroom etiquette that gives full attention to the professor or another person who is speaking, and respecting the risk-taking behavior of teacher candidate peers.

Course Assessment:

Classroom Management Plan	120 points
Test #1	60 points
Test #2	60 points
Lesson Plan I	40 points
Lesson Reflection I	20 points
Lesson Plan II	40 points
Lesson Reflection II	20 points
Weekly Journal Entries (6 @ 20 pts.)	120 points
Portfolio	20 points
Notebook Check	10 points
Completion of Course Evaluation	<u>10 points</u>
	520 TOTAL POINTS

Grading Scale:

95-100 – A	492 to 520 points
90-94 - A-	466 to 491 points
87-89 - B+	450 to 465 points
84-86 – B	435 to 449 points
80-83 - B-	414 to 434 points
77-79 - C+	398 to 413 points
74-76 – C	383 to 397 points
70-73 - C-	362 to 382 points
60-69 – D	310 to 361 points
<60 –F	309 and below

Students are required to take the final test regardless of accumulated points. Students failing to complete 36 hours of field experience will earn an automatic F.

****The instructor reserves the right to make adjustments to the grading criteria.**

Challenges to Academic Decisions: Students who believe that their work has been improperly evaluated or believe that they have been unfairly treated in any academic decision may use the grievance procedures found in the catalog.

Course Outline (Schedule)

Week #1 – Aug. 29, 31, Sept. 2 “Positive Environment and Positive Expectations in the Classroom”

- *Introductions/Gather student information/Photos
- *Distribute and preview the course syllabus
- *Overview of Classroom Management Plan & Field Experience Placements
- *PPT Lecture
- *Group Activities
- *Wong Video #1

Assignment: Read Cooper, Chapter 1

*Complete **Information for Cooperating Teachers Form, Deadline: Sept. 2***

Arrange for TB test and fingerprinting immediately

***Fingerprinting on campus: Sept. 8, 3 – 5 p.m. @ Holman Library, Second Floor*

Week #2 – Sept. 7 & 9 “Organizing Your Classroom”

- *PowerPoint Lecture
- *Group Activities
- *Explain Classroom Arrangement Assignment

*Assignment: Due: **Classroom Arrangement Assignment Due Sept. 16***

Week #3 – Sept. 12, 14, 16 “Establishing Classroom Rules” & “Culturally Responsive Teaching”

- ***Classroom Arrangement Assignment Due Sept. 16 (Share in groups)**
- *PowerPoint Lecture, Wong Video #2
- *Case Studies, Group Activities
- *Activities to define the difference between rules and procedures
- *Website Activity
- *Explain “Rules” Assignment

*Assignment: Cooper Chapter 7, **Rules Assignment Due Sept. 23***

Week #5 – Sept. 26, 28, 30 “Lesson Planning”

****First Week of Field Experience****

- *Continue to work on Lesson Plan Component Writing
- *Role Playing
- *Wong Video #6

*Kounin PPT and Follow-Up Activities

Assignment: Chpt. 3, Journal Entry #1 Due Oct. 3

Week #6 – Oct. 3, 5, 7 – “Involving Students in Learning” and “Rewards and Consequences”

****Second Week of Field Experience****

***Collect Journal Entry Reflection #1 on Oct. 3**

* Review sheet for Test #1 on Oct. 19

*PowerPoint, Group Activities

*MySchool Lab activities,

***Explain “Consequences and Rewards” Assignment due Oct. 21**

*Discuss Field Experiences

Assignment: Cooper Chpt. 4, Journal Entry #2 due Oct. 10, Study for Test #1 on Oct. 19

Week #7 - Oct. 10, 12 “Rewards and Consequences” (cont.)

***Third Week of Field Experience**

*Hierarchy of Negative Consequences

*Activities on the Iris Website

***Discuss Rewards/Consequences Assignment Due on Oct. 21**

***Discuss Kounin and Surface Management Techniques**

***Collect Journal Reflection Entry #2 on Oct. 10**

*Review Sheet for Test #1

***Test #1 on Oct. 19**

Assignment: Rewards & Consequences Assignment due October 21, Journal Entry Ref. #3 due 10/17

Week #8 - Oct. 17, 19, 21

***Fourth Week of Field Experience**

***Review for Test, Highlight Material in Textbook**

***Test #1 on Oct. 19**

***Cultural Diversity Activities and Discussion on Oct. 21**

Assignment: Read Cooper, Chpt. 10, Journal Reflection Entry #4 due on 10/24

Week #9 – Oct. 24, 26, 28 “Classroom Procedures”

***Fifth Week of Field Experience**

***Collect Journal Reflection Entry #4 on Oct. 24**

*PPT and Wong Video #6

*Activities on Peabody Site

***Explain Procedures Assignment Due on Nov. 4**

Assignment: Work on Procedures Assign. (11/4), Prepare Journal Reflection #5 for Oct. 31

Week #10 – Oct. 31, Nov. 2, 4 - cont. “Classroom Procedures” & “Questioning Skills”

***Sixth Week of Field Experience**

***Collect Journal Reflection Entry #5 on Oct. 31**

*Wong Video #4

*More Group Activities

***Share Procedures Assignment in groups and then collect Nov. 4**

Assignment: Lesson Plan I & Reflection Due on Nov. 11, Last Weekly Journal Entry Due 11/7

Read Cooper, Chpt. 5

Week #11 – Nov. 7, 9, 11 – “Differentiating Instruction”

***Collect Last Weekly Journal Reflection Entry on Nov. 7**

***Collect Lesson Plan I and Reflection on Nov. 11**

*PowerPoint Presentation

*RtI

*Case Studies Examined in Group Activities

***Explain Sponge Activity Due on November 18**

Assignment: Read Cooper, Chpt. 6, Lesson Plan II and Reflection Due on Nov. 21, Sponge Assignment Due on November 18

Week #12 – Nov. 14, 16, 18 “Communication Skills”

*PowerPoint Presentation

*Role Playing

*Case Studies

***Share and then Collect Sponge Activities on November 18**

***Explain Philosophy Assignment**

Assignment: Philosophy Paper due on 11/30, LP + Reflection on 11/21

Week #13 – Nov. 21 “Managing Cooperative Learning Groups”

***Collect Lesson Plan II and Reflection on Nov. 21**

*Wong Video

*PPT Presentation

Assignment: Read Cooper, Chapter 9

Week #14 – Nov. 28, 30, Dec. 2 “How to Be a Teacher Leader”

***Share and then collect Philosophy Assignment on Nov. 30**

***Writing Justifications for Portfolio Artifacts**

***Make corrections and post artifacts to LiveText**

***Complete requirements on LiveText**

Assignment: Submit Completed Portfolio by Dec. 5

Week #15, Dec. 5, 7, 9 “Building Relationships with Parents & Working with Special Groups”

*Case Studies

*Role Playing

*Peabody Site – Acting Out Cycle

*Complete Course Evaluations

*Notebook Checks during Final

*Review Sheet for Test #2

Assignment: **Study for Test #2**

Test #2 – Wednesday, Dec. 14 from 8 to 10 a.m. (Notebook Checks during testing time)

****LiveText Portfolio Contents (Additions for EDU 309)****

1. Personal Information Page with Initial Resume
 2. Reflections
 3. Lesson Plans (2)
 4. Classroom Management Plan
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****THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR TO ACCOMMODATE INSTRUCTIONAL AND/OR STUDENT NEEDS. IT IS THE STUDENT’S RESPONSIBILITY TO KEEP ABREAST OF SUCH CHANGES.**

