Course Description
This course is designed to provide practicing, provisionally licensed teachers, the foundations of psychological theory, research, and professional practice relating to development and learning in inclusive classroom settings: PK-12.

Textbook and Other Readings

Readings assigned by instructor; student-selected readings to be found in lay and professional journals/magazines, newspapers, books, and on the Internet.

Objectives
Successful completion of this course requires the student to be able to actively demonstrate through classroom performance the knowledge and understanding of:
1. the typical developmental characteristics of children and adolescents and the exceptions to those patterns;
2. principles of learning theory and varied approaches to learning in teaching children and adolescents, including those with special needs;
3. teaching and managing diverse children and adolescents in groups;
4. the Individuals with Disabilities Education Act (IDEA) and implications for the teacher;
5. consultation and collaboration with professionals, paraprofessionals and parents;
6. planning and teaching collaboratively to facilitate interdisciplinary learning;
7. use of differentiated instruction and flexible groupings to meet the needs of students at different stages of development and of differing ability and achievement;
8. modifying and managing learning environments and experiences to meet the needs of students, including those with disabilities and limited proficiency in English; and lastly…
9. using formal and informal assessments to diagnose needs, plan and modify instruction and record progress.
EDUC 539: Course Assignments

Assignment #1  Chapter Presentation
Design and teach one assigned chapter from the text which incorporates a variety of media/ technology applications appropriate to your lesson’s objective(s), displaying the use of a variety of learning strategies. Consider the level and diversity of the topic you are presenting/studying. Within the chapter focus on a segment that is of particular interest to your group, and expand on it’s content. Please furnish each class member with an outline of your group’s work. In addition to that, the group will furnish the instructor with an outline, as well as the lesson plan that will note each member's role and contribution to the presentation. Please understand that a Power Point presentation is not required, but it is strongly recommended. Your presentation should last approximately 45 minutes. (See Chapter Presentation Rubric)
The rational behind this assignment is three fold: one, it will require you to become an expert in that particular area, and thus actively engage you in the learning process. Two, since everyone in class is an individual; this will keep the course content fresh and open by continually presenting subject material in a different and individual perspective. Three, the group concept of a presentation gives everyone positive peer support, and an opportunity to improve their presentation, and communication and teaching skills.

100 pts. DUE..........

Assignment #2  Article Review
You will read one journal article pertaining to the chapters that will be presented during the course. You will furnish the instructor with a copy of the reading and a copy of the Article Review Sheet. This reading will be approved by the instructor.

50 pts. DUE: 10/28

Assignment # 3 Tests
Each class member is expected to attend class on a regular basis. The opportunity to complete and receive credit for tests (4 tests at 25 points each) during class will only be offered to those students who are present during these classes. 100pts. ongoing

Assignment #4  Field Experience Report
This assignment is in fulfillment of the GMU requirements, each student will observe in a school for 10 contact hours, and record their experiences in the form of the field experience report.

100 pts. DUE: 12/2

Assignment # 5 Marvelous Me
Who you are, and what you have done in your life that has brought you into teaching. Follow the professor’s example, and the work sheet in this syllabus.

50 pts. DUE : 9/16

Assignment # 6 Class Journals
Each class member is expected to write 4 reflection journals, each one page in length. You may write and give a personal perspective to anything that interests you in regard to the subjects covered. (25 points each) 100 pts. DUE: 9/30, 10/14, 11/4, 11/18

Late work will be penalized by 15 pts. per assignment /per day. No work will be accepted 3 calendar days after the assignment is due. No make up credit is allowed.
<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>490 – 500</td>
</tr>
<tr>
<td></td>
<td>Assignment: Chapter Presentation 100 pts.</td>
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<tr>
<td>A</td>
<td>489 – 479</td>
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<tr>
<td></td>
<td>Assignment: Class Presentation 100 pts.</td>
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<tr>
<td>A-</td>
<td>478 – 468</td>
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<tr>
<td></td>
<td>Assignment: Class Participation 100 pts.</td>
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<tr>
<td>B+</td>
<td>467 – 457</td>
</tr>
<tr>
<td></td>
<td>Assignment: Article Review 50 pts</td>
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<tr>
<td>B</td>
<td>456 – 446</td>
</tr>
<tr>
<td></td>
<td>Assignment: Field Experience Report 100 pts.</td>
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<tr>
<td>C</td>
<td>445 – 435</td>
</tr>
<tr>
<td></td>
<td>Assignment: Marvelous Me 50 pts.</td>
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<tr>
<td>F</td>
<td>434 – 0</td>
</tr>
<tr>
<td></td>
<td>Assignment: Class Journals 100 pts</td>
</tr>
</tbody>
</table>

**TOTAL : 500 points**

Late work will be penalized by 15 pts. per assignment /day. No work will be accepted 3 days after the assignment is due. No make up class credit will be allowed. Nor will any “extra” credit be allowed.

E-mail/Phone – All students in EDUC 539 should have a GMU e-mail address and should check regularly to see if posts from other students or the instructor have been sent. A phone/e-mail list for this course will be established at the second class meeting. If needed.

Scholarship - All work that is either handed in to the instructor or distributed to fellow students must be typed and reflect a high level of scholarship. Please take time to proof all work and remember that this effort is a direct reflection on your grade. Late assignments will be graded down 15 points for each day that they are overdue, and no work will be accepted after 5 days. Finally, please remember that the GMU Honor Code is in effect at all times.

Presentations - As each group prepares to present their topics please remember that you will be the focus of the class. A high level of professionalism is expected in terms of execution of the topic as well as a suitable and appropriate appearance. I will make every effort to assist any and all groups in the way of meeting time and support material that will enhance your efforts as well as your presentation.
GROUP PRESENTATION INFORMATION

Chapter # ......................................................... Date.............

A) .................................................................Contact..............................

B) .................................................................Contact..............................

C) .................................................................Contact..............................

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EDUC 539
Schedule of Classes and Topics

9/2
Introduction …MM (Dr.Prifti)
The challenge of teaching and learning.

9/9*
Chpt. 2
Development of Cognition and Language
Chpt. 3
Personal/Social and Emotional Development.

9/16
!!!! ☺ Marvelous Me Presentations ☺ !!!!!!

9/23
Chpt. 4
Group and Learner Differences
Chpt. 5
Learners with Exceptionalities
9/30  **Chpt. 6**  
Behaviorism and the Cognitive Theory.  
**Due: Journal #1**

10/7  **Chpt. 7**  
Cognitive Views of Learning

10/14  **Chpt. 8**  
Constructing Knowledge.  
**Due: Journal #2**

10/21  **Chpt. 9**  
Complex Cognitive Process

10/28  **Chpt. 10**  
Theories of Motivation  
**Article Review Due**

10/29  **Chpt. 11**  
Motivation in the Classroom.

11/4  **Chpt. 12**  
Creating PLE : Classroom Management.  
**Due: Journal #3**

11/11  **Chpt. 13**  
Creating PLE : Principals of Instruction.

11/18  **Chpt. 14**  
Assessing Technology in Teaching/Learning  
**Due: Journal #4**

12/2  **Chpt. 15**  
Assessment Through Standard Testing  
**Field Experience Report Due**

12/9  **Final Assessments:**  Class Evaluations, Closing Thoughts

**IF YOU WILL NOT BE IN CLASS…….. PLEASE RSVP IN ADVANCE**
Chapter Presentation Rubric

EDUC 539

Date……………Chapter…………

The Lesson Content

(7 pts each)

a) establishes a clear aim or beginning point …..

b) contains a central idea or thesis…..

c) remains focused and stays on the topic…..

d) supports main ideas with details and elaboration…..

e) ideas move smoothly and in logical patterns…..

f) has a clear beginning, middle, and end…..

g) provides class with learning materials…..

Total: 50 /……...

The Presentation / Delivery

(5 pts each)

a) enthusiasm. …..

b) professionalism …..

c) motivates (encourages) learners …..

d) creates detailed visual picture of ideas…..

e) use of teaching aids to enhance ideas…..

f) varies tone and voice to engage listeners…..

g) uses a consistent point of view that is not confusing…..

h) uses appropriate terms and phrases in correct context…..

Total: 40 /……...

Team Effort

Total: 10 /……...
NAME……………………………………………………………………………………………………………………………………

TITLE and AUTHOR……………………………………………………………………………………………………………………

Briefly state the main idea of the article:
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List any important facts that the author uses to support the main idea:
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Briefly explain why you agree or disagree with the authors point of view:
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Briefly explain how this reading did/ did not assist in your understanding of the topic.
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DUE: 10/28
Guidelines For The Field Experience Report

Each student will write a Field Experience Report based on their field experience observation in a school that is required in Educ 539. Include the following sections in your report:

**DUE: 12/2**

- **The Evaluation for Field Experience Performance** completed and signed by the field experience supervising teacher. (1 page: See example) 10 points
- **Completed Report Appearance, Length, and Format.** 15 points

- **A Field Experience Observation Report to Include:**
  - Brief description of a lesson(s) observed and/or participated in. (10)
  - Description of the methods and materials used to meet the stated objectives. (10)
  - Citing the way(s) learning was evaluated. (10) (1-2 pages) 30 points

- **A Summary of the Benefits Derived From Your Field Experience** (1 page) 15 points

- **A Description of Students’ Needs at the Grade Level Observed**
  - Describe the physical (6), emotional, needs (6) of the students you observed.
  - Describe the social (6), and intellectual needs (6) of the students you observed.
  - Identify some of the ways that the teacher addressed those needs. (6) (1 page) 30 points.

*Total Points: 100*

**Note:** The Field Experience Report is to be typed in a clear (12 point, doubled spaced) and concise manner. Previous experience indicates that the Field Experience Report should be 4-5 pages in length.
George Mason University
Graduate School of Education
Education 539

Field Experience Report Cover Sheet

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
<th>Date</th>
<th>Hours</th>
</tr>
</thead>
</table>

Name: ........................................................................................................

Date: .../...../....
Work Sheet and Rubric for: Marvelous Me!

A collage of who I am

Due: 9/16

Take a good look at yourself. Identify some of your physical, cultural, social, emotional, and intellectual characteristics using a collage. On a piece of hard board, approximately (24”x 24”) arrange around your name, a collection of magazine pictures, photos, text, or anything else that will help you show us who you are. Be as creative as you wish, and present this with a great deal of enthusiasm, after all, you are talking about a marvelous person….. you!

Please limit your presentation to approximately 3 minutes.

Project Requirements:

- 2 examples of your cultural characteristics (4pts.) 2 2
- 2 examples of your physical characteristics (4pts.) 2 2
- 2 examples of your social characteristics (4pts.) 2 2
- 2 examples of your emotional characteristics (4pts.) 2 2
- Appearance of Project (14 pts.) 5 general 5 effort 4 clarity
- Presentation Style (20 pts.) 5 poise 10 time 5 focus

Total: 50 pts. ............

Select “special features” of yourself, find an example, and use it. These are elements that add balance to your life. They are also the things that tell us what you value, reflect upon, look forward to, and are passionate about. While some of these are things that you must do…..they may not necessarily be who you really are. On the other hand they may be exactly who you are. So, since we are all so much more then what meets the eye, please choose things that may help define you as a person. Please remember.........since we will all be presenting that night, 3-4 minutes will be the time limit to all MM’s.

Name .......................................................... ..............................................

Please make a copy of this sheet, print your name, and give it to me as you go up to present….and SMILE ☺️
**Statements of Expectations**

The College of Education and Human Growth / Graduate School of Education (GSE) and all students enrolled in EDUC 539 are expected to abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

**Student Grade Chart**

This part of the syllabus is a management tool to assist the learner in keeping track of all points and assignments as they are returned. Please use this to ease the stress of what is to be turned in and what has been returned to you. It will also assist both the professor and the student if a discrepancy in an assignment or a grade should arise. In recording your grades please remember that the University Honor Code is in effect.

**Assignment Values**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvelous Me</td>
<td>50 pts</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>100 pts</td>
</tr>
<tr>
<td>Journal Entries(2)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Class Participation (4)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Article Review</td>
<td>50 pts</td>
</tr>
<tr>
<td>Class Journals</td>
<td>100 pts</td>
</tr>
<tr>
<td>Field Ex. Report</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 pts</strong></td>
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</tbody>
</table>
THE END

This page marks the end of the document, so please check to be sure you have all 12 pages, including this one.

Dr. Prifti