Instructor: Kay P. Eckler  
Date & Time: Sept. 30 – Dec. 16 (Thursday from 4:30-7:30 p.m.)  
Class Location: Floyd T. Binns Middle School Library  
Telephone: 540-854-9147  
E-Mail: yaskins1@verizon.net

Required Textbooks


VCR tape for your use

Course Description

As you know teaching is a complex process and because it is, specific knowledge, skills and understandings are fundamental to good pedagogy. The major goal of this PK-12 methods course is to assist students in becoming competent in teaching behaviors that will enable them to function effectively in their classrooms. To accomplish these goals, the course will blend theory with application by providing instruction in curriculum and planning, theoretical concepts, application of research, models of learning and teaching and practical experience such as designing and implementing lesson plans. In addition educational standards, assessment, and classroom management will be examined as they apply to K-12 schools.

Course Methodology

The course is structured around readings, case analyses, reflections on those readings, and initiating, guiding, and evaluating learning activities. EDUC 597 seeks to build clear bridges between theoretical/research perspectives and classroom practice. Student participation and involvement are crucial for making the course successful for everyone.

Course Objectives

- Students will identify personal and professional strengths and weaknesses that may have an impact on their teaching K-12 students effectively.
- Students will analyze philosophical viewpoints and establish criteria and justification for particular teaching approaches.
- Students will develop basic knowledge, skills, and understandings for planning and implementing instruction, evaluation, and assessment of individuals with diverse learning styles, abilities, gender, and cultural backgrounds.
• Students will identify and be able to meet the principles for beginning teachers as laid out in the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Virginia Department of Education goals (SOLs).
• Students will incorporate into lesson plans ways to motivate students to learn and techniques that will prevent classroom management problems.
• Students will explore a repertoire of classroom management theories and appropriate expectations for the developmental levels of students.
• Students will develop knowledge of teaching through practice, observation, and reflection in simulated and field situations.
• Students will explore a variety of means of effective communication and collaboration with parents, administrators, and other personnel in their schools.
• Students will develop a sense of personal and professional responsibility through use of resource materials, meetings, and professional organizations.

Course Requirements

It is expected that each of you will:
• Attend every class session.
• Read all assigned materials for the course.
• Participate in classroom activities that reflect critical reading of the materials.
• Complete all instructional technology assignments.
• Participate in all small-group activities.
• Complete, implement, and record a lesson in your own classroom for your final examination.

Out-of-Class Session

One of our class meetings will be held out-of-class. This session is to be considered regular instructional time, and the assignments given are the equivalent of a full, in-class meeting. The out-of-class hours include readings, projects, writing plans, field observations, and other assignments.

Class Participation and Attendance Policy

Due to the importance of the lecture and classroom participation to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. If you need to miss a class, notify me (preferably in advance) and remember you are still responsible for completing all assignments and readings for the next class. Please make sure if an assignment is due that you give it to someone else to bring to class or email it to me at yaskins1@verizon.net.

Written Assignments

All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using appropriate research reference format.
Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [http://mason.gmu.edu/~montecin/plagiarism.htm](http://mason.gmu.edu/~montecin/plagiarism.htm).

Final Exam

At the end of the course, you will hand in your case study as a culminating activity. Remember this should be comprised of several reflections that provide samples of what you have learned, which represents your growth.

Your work will be graded on its completeness, neatness, organization, reflectivity, and highlighted information. This finished product should convince me that you have been able to improve your teaching. More information about this assignment will be distributed in class.

Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Case Studies/ Group Projects</td>
<td>10</td>
</tr>
<tr>
<td>Video tape yourself teaching for a minimum of 30 minutes, observe the tape – and write a one page reflection paper on your teaching style. This must be turned in no later then November 11th.</td>
<td>10</td>
</tr>
<tr>
<td>Portfolio Assignments (3)</td>
<td>30</td>
</tr>
<tr>
<td>Turn in as assigned</td>
<td></td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>It is important that you attend all class meetings and participate in all discussions in order to get the most out of the semester.</td>
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</tr>
<tr>
<td>Field Experience</td>
<td>10</td>
</tr>
<tr>
<td>Observe a teacher on your grade level or in your subject area and complete the management assignment as discussed.</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>100 points</strong></td>
<td></td>
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</tbody>
</table>
Grading Scale

A+ = 98-100%  B+ = 88-89%  C = 70-79%
A  = 93-97%   B  = 83-87%   F = Below 70%
A- = 90-92%   B- = 80-82%

Graded Work Due Dates

One page introduction to the student you will follow for your case study.  10/14
First Portfolio assignment – p.221 do #1 and 5      10/21
2 reflections – case study on planning and assessment 10/28
Second Portfolio assignment – p.105       11/4
1 reflection from case study dealing with classroom management 11/11
Reflection from your video taping, discussing your teaching style.
Third Portfolio assignment – p.345       12/4
   Email me this assignment – vaskins1@verizon.net
Out of class assignment – field experience requirement fulfilled 12/2
Turn in your case study information as your final     12/16

Case study
Your case study should have at least 7 different reflections.
• Introduction to student chosen
• Planning
• Assessment
• Motivation
• Classroom management
• Learning styles
• Cooperative learning
TENTATIVE CALENDAR

Class topics are listed by dates. Assignments for the next class are in ( ) and should be considered homework.

September 30
Course Overview
Introduction to Case Studies
Discussion of effective teaching
(For next week read chapter 3 and be prepared to talk about planning)

October 7
Planning – how important is it to assure success for my students?
Group work, with a case study.
(Read chapter 6 for next week and write your one page on the student you have chosen for your case study. Also bring a test you have used with your students and be ready to discuss how and why it was used.)
We will have a speaker next week.

October 14
Assessment and Evaluation
(Do the portfolio assignment on page 55 #1 and 5 in the Guide to Field Experience and Portfolio Development book. Read chapter 4)

October 21
Motivation – How important is it for learning? Why are multicultural classrooms important? (Be ready to turn in at least two of your reflections about your student. Read chapter 5.)

October 28
Classroom management according to Kounin and Jones.
What ideas do you have that really work? What help do we need in order to make sure that all students are learning and not distracted?
(Turn in the portfolio assignment on page 35 about creating your ideal classroom)

November 4
Continuation of classroom management – Gordon and Canter
(What is happening with your student? Are you keeping up with your reflections?)

November 11
Learning Styles – How could this help me in my classroom?
(Turn in one more reflection from your student case study and read Chapter 10. Reflection of your teaching style is due.)

November 18
Models of teaching: Discussion of Cooperative Learning – How can we group students to better their learning? What does William Glasser have to say about this type of learning?
(Portfolio assignment – Choose a social skill such as cooperation, listening to others, or helping others with their work, and design a short lesson to introduce students to that skill – step #1 and then do step #5 on p.88. Email the assignment to me by December 4.)

Enjoy Thanksgiving
December 2  **Out of Class Session:** This activity will take the equivalent of a class session therefore we will not meet tonight. It will also fulfill your field experience. Observe another teacher in your school for at least two hours. Use the handout provided and follow directions for completion. Be ready to discuss what you have seen and would or would not do in your classroom and the reasons why when you come to class next week. Read chapter 2.)

December 9  Discussion of field experience assignment. Student Learning in Diverse Classrooms – Is your classroom impartial, fair, just and equal for all students? Discussion of a case study. (Be ready to turn in your final next class.)

December 16  **Final Class** We will meet to finalize what has been learned this semester and a total wrap up with questions and answers! Turn in your case study for your final exam grade.