SYLLABUS
EDUC 2001—Education Seminar
Fall 2007

General Information:
School: Education
Course Number: EDUC 2001
Course Title: Education Seminar
Department: Education
Hours Credit: 1

Instructor:
Dr. R. Wayne Stewart, Dean of Education, Director of Student Teaching
Office: HMH 123
Telephone: 580-349-1408 or 1-800-664-OPSU, ext. 1408
Office Hours: 8 A.M. to 5 P.M. Monday through Friday
Email: rwstewart@opsu.edu

Course Description: Meeting times for this class will be determined during the first class meeting on August 17th

This course serves as the introduction to the Oklahoma Panhandle State University Teacher Education Program. It will address the following questions:
1. What is the OPSU Teacher Education Program?
2. What is the OPSU Teacher Education Program’s Conceptual Framework?
3. What are the 15 Competencies of Oklahoma Teacher Education?
4. What are the OPSU Teacher Education Program admission requirements?
5. What are the certification examination requirements?
6. What pre-service field experiences are required?
7. How are these experiences arranged?
8. What are the portfolio requirements?
9. What is Foliotek?
10. What is P.A.S.S.?
11. What is a lesson plan?
12. What is the required OPSU lesson plan format?
13. What is the Internship? (student teaching)
14. What is the August Experience?
15. What are the teaching “shortage” areas in Oklahoma?
16. What are the Oklahoma Criteria for Effective Teaching?
17. What is the Residency Year Program?
18. Other information as it becomes necessary or available.

Course Competencies:
1. The student will demonstrate a general education knowledge base through the use of LearnATest.
2. The student will begin his/her pre-service experiences by serving a minimum of 10 hours in a public school classroom as a teacher’s aide.
3. The student will begin his/her portfolio process.
4. This course is based on the Oklahoma General Competencies for Licensure and Certification # 1, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15.

Assessment:
Assessment of this class will be based upon attendance, participation, and the successful completion of the required projects. Projects will be graded using the rubric explained on page three of this syllabus.

Textbook:
None
Attendance and Academic Dishonesty/Plagiarism Policy:

Students are expected to attend all classes and other assigned activities. **Attendance will be taken and will affect the student’s final grade by 10%.** Cheating/Academic Dishonesty/Plagiarism will not be tolerated. **Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.**

Cheating/Academic Dishonesty/Plagiarism is defined as “**Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.**”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Statement of Academic Accommodations:

If any member of the class feels that he / she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

Special Reminders:

- No refund on dropped classes or complete withdrawal after August 28, 2007.
- Final day to drop a class November 19, 2007

Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

Dispositions:

Students will demonstrate the following dispositions and be assessed during the semester. The rubric for scoring dispositions will involve:

#3 Exceptional-candidate completes all assignments on time, attends all class sessions, successfully completes assignments and unit examinations, demonstrates a sensitivity to working with diverse students; and is willing to listen when others are talking.

#2- Satisfactory-student completes all assignment and examinations, misses two or less class sessions, demonstrates a sensitivity to working with diverse students; and is willing to listen when others are talking.

#1 Needs Improvement-student does not complete all assignments and/or examinations on time, student work is unacceptable, student does not demonstrate a sensitivity to working with diverse students, and is not willing to listen when others are talking.

Therefore:

1. Complete assignments on time and take exams when scheduled
2. Attend all class sessions
3. Develop a sensitivity to diverse students
4. Enhance your technology competencies
5. Listen when others talk, both in groups and in class.
Bibliography:


Projects will be scored using the following rubric:

3=Target (A) -- displays extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, and excellent use of grammar, punctuation, and wording. Correct formatting.

2=Acceptable (B) -- contains quality and accuracy of ideas, investigation, and development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Mostly correct formatting.

1=Unacceptable (F) -- little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Incorrect formatting.

*Students who receive a score of “1” will be given remediation and allowed to resubmit materials*

Other assignments will be scored using the following grading scale:

A=90-100%  B=80-89%  C=70-79%  D=60-69%  F=Below 60%
SYLLABUS
EDUC 2113—Introduction to Education
Fall 2007

General Information:

School: Education
Course Number: EDUC 2113
Department: Education
Course Title: Introduction to Education
Hours Credit: 3

Instructor:

Dr. R. Wayne Stewart, Dean of Education, Director of Student Teaching
Office: HMH 123
Telephone: 580-349-1408 or 1-800-664-OPSU, ext. 1408
Office Hours: 8A.M. to 5P.M. Monday through Friday
Email: rwstewart@opsu.edu

Course Description:

This course introduces the student to the history and the role of the public education in a democratic society, the rationale for why candidates enter into the profession, the role of professional organizations in determining curriculum, and the impact of school reform. It explores the philosophical foundations of education, the practical application of these philosophies, the legal and financial aspects of today’s common school system, and introduces the element of educational research to the students.

Course Competencies:

1. The student will demonstrate a general education knowledge base through the use of LearnATest.
2. The student will demonstrate an understanding of the history and the role of public education in a democratic society through examinations and projects. (OKGC #4, 6, 7, 9, 14)
3. The student will demonstrate an understanding of the different philosophies associated with education and their practical applications to the classroom through examinations, class discussions, and research. (OKGC #1, 3, 5, 12)
4. The student will be able to write a personal philosophy of teaching. (OKGC #5, 8, 12)
5. The student will demonstrate a basic understanding of the legal and financial foundations that affect and manage Oklahoma public schools, through examinations, class discussions, and research. (OKGC #13, 15)
6. The student will be able to properly write a research paper using approved APA formatting.

Assessment:

Assessment in this course will be based primarily on the examinations and projects; however attendance will count for 10% of the final grade. The performance component of the assessment will be demonstrated by the completion of the interview projects, the personal philosophy of education, and the research paper. Assessment will be made using percentage grade scales and/or rubrics.

Textbook:

Introduction to the Foundations of American Education (14th edition) – Johnson, Musial, Hall, Gollnick, Dupuis

Knowledge Base:

This course provides the historical and philosophical foundation for the teaching profession. It will explore a variety of philosophies and their applications to the classroom. The course also presents a basic for the legal and financial workings of Oklahoma schools, and presents a foundation in educational research. The
course can be related to the OPSU Teacher Education Program’s conceptual framework as the first step in the picture of the Gateway to the Future.

Attendance and Academic Dishonesty/Plagiarism Policy:

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Statement of Academic Accommodations:

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Special Reminders:

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Projects

1) **Interview a regular classroom teacher** -

The rationale for completing this assignment involves candidates being exposed to teachers within the education profession. The assignment requires candidates to utilize ten questions to complete this narrative project. Within these seventeen questions, candidates must use eight mandatory questions and can select four additional questions of their choice. *Denotes mandatory questions!* Please begin the assignment with an Introduction that details the School’s Name, and City/School District as well as the Grade Level or Subject.

1. How long have you taught in the public schools?*
2. What subjects have you taught for the longest period of time?*
3. Why did you want to select teaching as your career choice?*
4. What are the positive and negative aspects to teaching?*
5. Does the school offer professional development for teachers?*
6. If you had to choose over, would you select education as a major?
7. How do you grade homework?
8. How are announcement made to teachers and students?
9. What time does the school day begin and end?
10. Do you have assignments with due dates? What happens to students who complete late papers?*
11. How is discipline handled within your classroom?
12. How do teachers make contact with parents?*
13. Do you use student displays? Do you assign homework that involves the internet or computers? If so, then please have the teacher explain.
14. What changes have you observed in the teaching profession since you first began as a teacher?
15. Do you have any advice for a student wishing to enter the profession?
16. How does technology assist your instruction?*

2) Interview a parent that is a different diversity than the candidate. (Parent must have school-aged children attending a public school)

1. Please give an Introduction paragraph that deals with the following information:
   a. Town and School District that their children live and attend public school.
   b. List the student’s names and ages.
   c. List the parent(s)’ educational level (i.e., High School graduation, some college, college degree, etc.)
   d. List the occupation of the parent(s).
2. Does your school district offer either ESL, Bilingual Education or preschool for the district’s children?
3. Does the school have parent-teacher conferences? If so, when do they occur?
4. Does the school respect and encourage parent participation for their child’s education.
5. What goals do you have for your children?
6. Should schools teach non-English speaking students in English?
7. Have you encountered any problems in dealing with the public school? If so, please state!
8. Does the school district have an after school or before school tutoring program to help your children succeed? If so, please explain.
9. How important is working with your child at night? Please give examples of this criteria.
10. Discuss the television viewing habits of their children. How many hours of television do they watch at night-Sunday-Thursday?
11. Does your child/student have access to a computer and the internet?

Dispositions:

Students will demonstrate the following dispositions and be assessed during the semester. The rubric for scoring dispositions will involve:

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Therefore:

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2. Attend all class sessions
3. Develop a sensitivity to diverse students
4. Enhance your technology competencies
5. Listen when others talk, both in groups and in class.
Bibliography:


<table>
<thead>
<tr>
<th>Competency</th>
<th>How Content will be presented</th>
<th>How student learning will be assessed</th>
</tr>
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<tbody>
<tr>
<td>The student will demonstrate an understanding of the history and the</td>
<td>Class lecture, textbook readings, classroom discussions, and power-point presentations.</td>
<td>Examinations, class discussions, and research papers. Students who fall below the expected proficiency will have the opportunity to resubmit their work after remediation.</td>
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<td>The student will be able to write a personal philosophy of teaching.</td>
<td>Class lecture, textbook readings, classroom discussions, and power-point presentations.</td>
<td>The student’s personal philosophy will be a portion of one of the examination for the class. Assessment will be handled through a determination that the student has an understanding of the basic tenets of philosophy.</td>
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<td>The student will be able to properly write a research paper using</td>
<td>Class lecture, textbook readings, classroom discussions, library resources, and power-point</td>
<td>Assessment will be based on the proper formatting of the paper (APA style) and upon the recognized acceptable presentation of the content. Students who fall below the expected proficiency will have the opportunity to resubmit their work after remediation.</td>
</tr>
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<td>approved APA formatting.</td>
<td>presentations.</td>
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Projects, Research papers and personal philosophies will be scored using the following rubric:

- **3=Target (A)** -- Paper displays extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, and excellent use of grammar, punctuation, and wording. Correct formatting.

- **2=Acceptable (B)** -- Most of the paper contains quality and accuracy of ideas, investigation, and development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Mostly correct formatting.

- **1=Unacceptable (F)** -- Paper has little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Incorrect formatting.

*Students who receive a score of “1” will be given remediation and allowed to resubmit materials*

Examinations will be scored using the following grading scale:

- **A=90-100%**
- **B=80-89%**
- **C=70-79%**
- **D=60-69%**
- **F=Below 60%**
Course: Communication Skills for Teachers  
Credit Hours: 2
Class Time: MW 10:00 a.m. – 10:50 a.m.
Classroom: HMH 108

Instructor: Ms. Jeramie Mayer  
Office: HMH 122  
Phone: 349-1414
Office Hours: MW 8:00 a.m. – 9:50 a.m., 11:00 a.m. - Noon & 1:00 p.m. – 4:30 p.m.
TRF 8:00 a.m. – Noon & 1:00 p.m. – 4:30 p.m.
Or by appointment


Course Description: Instruction and practice in expository and persuasive writing, in use of the English language, in reading critically and in public speaking in order to communicate with the audiences of parents, administrators and other public entities.

Knowledge Base: This course is designed to meet the needs of those who plan to enter the Teacher Education Program and pursue the teaching profession. It will help students refine their communication skills in preparation for meeting prospective students in public schools, as well as other public audiences. Students are expected to have completed the basic composition and speech courses prior to entering the class.

Statement of Academic or Physical Accommodations: Requests for accommodations should be made prior to the start of the semester through the Vice President of Academic Affairs Office and the Counseling Center. If you have a special need that requires special accommodations, the professor will work with you to provide a fair opportunity to perform in the class. Please advice the professor of such needs at some point after the first scheduled class period.

Diversity: Issues of diversity in communication with parents and other general publics will be addressed.

Technology: The use of technology in communication with parents, administrators and other public groups will be included in the course.

Pedagogy: Teaching strategies/models used in this course include instructor presentations, writing instruction and practice and instruction and practice in reading speaking and listening.

Attendance: Attendance in all classes is required. Students are expected to attend all classes and assigned activities. Attendance will be taken and will account for 10% of the student’s final grade. Grades will be adjusted because of excessive absences (over 3). If extraordinary circumstances are involved, please call the instructor as soon as possible.

Withdrawal from the Course: Please refer to the academic calendar in the Fall 2007 schedule booklet. Dates for dropped courses and compete withdrawals are listed specifically. If you need to drop or withdraw, you must follow the dates listed.

Disclaimer: This syllabus may be changed at any time at the discretion of the instructor.
Course Objectives (Oklahoma Competencies):

OGC – Oklahoma General Competencies for Teacher Licensure and Certification
- The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom

OCEE – Oklahoma Competencies for Teacher Licensure and Certification for Elementary Teachers
- Identify a writer’s point of view and intended meaning
- Analyze the relationship among ideas in written material
- Use critical reasoning skills to evaluate written material
- Recognize the roles of purpose and audience in written material
- Recognize unity, focus and development in writing
- Recognize effective organization in writing
- Recognize sentences that effectively communicate intended messages
- Recognize standard conventions of formal written English usage in the United States
- Prepare an organized, developed composition in edited English in response to instruction regarding content, purpose and audience

OPSU Education Department Objectives
- Use Standard American Speech in writing and speaking
- Read critically and comprehend complex material
- Develop ideas in both speaking and writing
- Organize ideas and materials in a logical manner
- Use Standard American mechanics and punctuation in written discourse
- Write different forms of discourse for communication with different audiences
- Use different forms of discourse to speak to different audiences

Please note: All writing assignments must be typed (double-spaced). Include outlines, planning notes and other pre-writing materials that are in your own handwriting. Without these materials, your assignments will not be graded. Be sure your name, the name of this class and the date are in the top right corner of each page.

Assignments and Total Possible Points

“My Autobiography” 100
“Why I want to be a Teacher” 100
Letter to Parents 100
Back to School Night (Written) 100
Back to School Night (Oral) 100
Cover Letter and Resume 100
Controversial Issue (Written) 100
Controversial Issue (Oral) 100
Grammar Test 500
Writing Test 500
Attendance 200
Total Possible Points 2000

Grading Scale
2000 – 1800 = A
1780 – 1600 = B
1580 – 1400 = C
1380 – 1200 = D
Oklahoma Panhandle State University
Education Department
Fall 2007
EDUC 2233 Diversity in Education

Instructor: Carolyn McCargish
Office: Sewell-Loofburrow 316
Phone: 349-1422
E-Mail: cmccargish@opsu.edu
Office Hours: MW 2:30-4:00   R 3:30-4:30
Other times by appointment only! It is highly recommended that you make an appointment when you need to see Mrs. McCargish, even during her office hours.

Class Meets: Monday & Wednesday 1:00 – 2:15 pm

Texts:
Developing Multicultural Educators Jana Noel

Academic Accommodations:

If you feel you have a disability and in need of special accommodations, the instructor will work with you to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodation at some point before, during or immediately after the first scheduled class period.

Attendance:

Students are expected to attend all scheduled classes. Three excused absences will be allowed. Please inform the instructor in advance if possible. Any absences past the three excused absences will detrimentally affect your grade.

Plagiarism/Academic Dishonesty:

Plagiarism/Academic dishonesty will not be tolerated, and will be dealt with by the instructor on an individual, case-by-case basis. Consequences may range from failure of a single assignment to failure of the entire course.

Plagiarism/Academic Dishonesty: “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, web) work, structure, or ideas, in whole or in part,”
Introduction

Education in the United States and worldwide is facing a new challenge: How do we achieve equity and quality of Education within a context of cultural heterogeneity? In the U.S. in 1876, 60% of school-age children were enrolled in public elementary and secondary schools, by 1972 the enrollment figure was 90%, three-fourths of the country’s eighteen-year-olds were completing high school, and half of them were enrolling in postsecondary education. In 1974 some 10,000,000 students were attending institutions of high education, three times the number only 16 years earlier, in 1958. This progress in democratization of education has presented new challenges to the quality and equity of the Education system. Quality problems arise, because we are no longer dealing with an education for small groups, coming from high-income groups and elites. The quantitative improvements have resulted, amongst other things, in a heterogeneous student population, regarding income, culture, ethnicity, language, race and socio-economic background of students. The commonly used teaching strategies, geared toward a homogeneous group are no longer effective. Equity problems are reflected in unequal learning outcomes. Students from different ethnic groups and from low-income sectors, have lower achievement levels than students from middle and high-income groups, which results in equity problems. We therefore need to reconsider how we teach and what we teach. Diversity is the ground on which we work and we need to be able to understand the implications for this challenge.

Course Description

The course examines current issues and trends in educational practices through the perspectives of history, philosophy, sociology, psychology, anthropology, and the politics of education. We will focus on theoretical and practical issues of diversity in classroom settings, especially related to culture, race, gender, ethnicity, language, and socio-economic levels. In the course we will establish a constant dialogue between theory and practice, between personal reflections and interpersonal exchange, between feelings, actions and thoughts. Students will therefore utilize both ethnographic and self-reflective techniques to expand multicultural awareness. Field experience (10 hours) in a culturally diverse setting is required. An approach of this kind is necessary if we are to grasp the deeper meanings, tensions and implications of the process of creating an education, which builds on the richness of diversity.
Course Objectives

1. The teacher candidate will become acquainted with and investigate major movements in education related to issues of diversity and equity. (OKGC 7, 9, 10)
2. The teacher candidate will examine models of multi-cultural education. (OKGC 6, 9, 10)
3. The teacher candidate will investigate representative ethnic groups in the school community, using different procedures such as, ethnographic observation, life histories, in depth interviews with parents, teachers, school administrators, etc. (OKGC 2, 3, 6, 10)
4. The teacher candidate will evaluate educational materials for culture, class, and gender bias. (OKGC 5, 7)
5. The teacher candidate will learn useful strategies for developing curriculum, which promote equity. (OKGC 7, 14)
6. The teacher candidate will learn to evaluate current assessment strategies for culture, class, and gender bias. (OKGC 8)
7. The teacher candidate will learn about educational experiences, which involve the community and the family, and develop an understanding of the relationship between the school and the community. (OKGC 9)
8. The teacher candidate will develop an awareness of personal bias and classroom stereotypes and strategies for combating them. (OKGC 12, 13)

Course Requirements

1. Class attendance and participation, preparation of readings. I will focus on how you relate the readings to your experience, both personal and professional, on the questions you ask yourself about the readings.
2. Reflective Teaching Portfolio- Three-ring binder, 1 ½ “minimum. This portfolio will summarize multicultural education and its impact on you as an individual, teacher. To begin your portfolio, mark dividers to begin organizing the record of your progress toward becoming a multiculturally competent teacher. Include dividers for: LEARNING LOG, INFORMATION, TEACHING IDEAS, RESOURCES, SELF REFLECTIVE JOURNAL, ETC.
3. Self-reflective, double-entry dialogue journals. Write down significant quotes from readings, summaries from discussions, field observations or possibly an assigned topic on one side of the page. If you find cartoons, poems, songs that address the issue of diversity, include them in your journal. Write your reaction to the stimulus on the other side of the page, you may add episodes of your own school experience. You may represent your personal elaboration of the material in a drawing, poem, collage. This will allow you to explore your different possibilities of expression and communication and get a first hand experience of how you might be sensitive to your students’ different styles of learning and expressing. Add a written reflection on your creation. Journals will be collected
four times during the semester. One entry per week is required. This journal
should be included in your Reflective Teaching Portfolio.

4. Evaluate a random selection of ten children’s books with a multi-cultural theme

5. Project- Consider the needs of a particular child or group of children that you are
able to observe. Find what their lives are like, visit their homes and walk in their
neighborhood. Find out what they do in school and after school, how they feel
about themselves and their place in the school. (You can tap their drawings,
writing a story, etc.) Ask their parents what they expect of their children and of
the school. Plan a series of lessons/ experiences, which will empower that
child/group of children in a significant personal way. You will prepare
educational materials for this purpose, and present the project to the class.

6. Field Experience- **It is mandatory- fail to participate, fail the course.**
   a. Each candidate will observe and participate in a classroom with culturally
diverse students in a public school classroom. You will spend a
minimum of 15 clock hours in this classroom during two visits in
Amarillo, TX observing and participating in activities.
   b. Observe classroom interactions: Teacher-student (e.g. whole group, small
group, individual) and student (e.g. teacher groupings, social groupings,
one-on-one).
   c. Record insights and experiences in your journal. Relate what you observe
to some of the theoretical readings.
   d. Maintain a log including activities, dates, hours, grade level, name of
teacher, school, and district, first names only of your students.

7. Tests- There will be three tests.

**Assessment**

<table>
<thead>
<tr>
<th>Self-Reflective, Double Entry Journals</th>
<th>100pts</th>
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<tbody>
<tr>
<td>Reflective Teaching Portfolio</td>
<td>100pts</td>
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<tr>
<td>Project</td>
<td>100pts</td>
</tr>
<tr>
<td>Children’s Book Evaluations</td>
<td>50 pts</td>
</tr>
<tr>
<td>Field Experience</td>
<td>100pts</td>
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<tr>
<td>Tests (50 pts)</td>
<td>150pts</td>
</tr>
</tbody>
</table>

**Grades**

| 550-600         | A     |
| 490-549         | B     |
| 425-489         | C     |
| 360-424         | F     |
Bibliography


Howard, Gary W. We Cant Teach What We Don’t Know: White Teachers, Multiracial Schools. Teachers College Press. 1999.


Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of all Learners. ASCD. 1999.

Tse, Lucy. ASCD. 1999.

COURSE: READING IN THE CONTENT AREAS
CREDIT HOURS: 3        CLASS TIME: TBA
PROFESSOR: E. Stewart    Office: McKee Library 109C
Phone: 580-349-1544    Office Hours: Library open hours 8:00 am- 4:30 pm
E-Mail: estewart@opsu.edu  Tues. night 1:30 to 10:00 pm; or by appointment

TEXTBOOK:

COURSE DESCRIPTION:
This course helps prospective teachers in grades 4 - 12 realize the importance of reading in teaching content information.
Focus is placed on
- planning the curriculum;
- reading / writing connections with texts;
- recognition of reading difficulties because of text levels, format, and organization;
- instructional strategies using text;
- inclusion of diverse students;
- assessment strategies;
- technology use;
- and professional development.

KNOWLEDGE BASE: This course is designed to meet the needs of those who plan to enter the Teacher Education Program and pursue the teaching profession. It will help teacher candidates learn how to make learning more accessible through the print medium, as well as how to use other media for instruction. Candidates will learn how to identify those students who are having problems learning through print, as well as how to adjust instruction to compensate for these needs.

STATEMENT OF ACADEMIC OR PHYSICAL ACCOMMODATIONS:
Requests for accommodations should be made prior to the start of the semester through the VP of Academic Affairs and the Counseling Center. If you feel that you have a special need that requires special accommodations, the professor will work with you to provide a fair opportunity to
perform in the class. Please advise the professor of such needs at some point after the first scheduled class period.

**DIVERSITY**
The influence of diversity on the ability to comprehend text is discussed, as well as strategies for instruction of diverse populations.

**TECHNOLOGY**
Technology is discussed in this course in reference to how technology can be used in the classroom by the teacher and students. The connection between reading proficiency and use of technology is addressed.

**PEDAGOGY**
Teaching strategies/models used in the course will include professor presentations, candidate presentations, class discussions, collaborative groupings, and library and Internet research.

**ATTENDANCE:**
Attendance in the class is **required**. More than 2 absences will affect your grade. Please contact the professor if extraordinary circumstances are involved.

**WITHDRAWAL FROM THE COURSE:** You should refer to the first page in the Spring Class Schedule booklet that lists the Academic Calendar for fall, 2006. Times when drop or withdrawal is permitted are listed specifically. If you find the need to drop or withdraw, you MUST follow the dates listed in the Schedule Booklet.

**ACADEMIC DISHONESTY / PLAGIARISM**
Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity for admission into the Teacher Education Program. Students may not use the Internet or other sources without citation.

**Cheating/Academic Dishonesty** is defined as “**Verbatim copying an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.**”
SPECIAL REMINDER
No refund on dropped classes or complete withdrawal from the school will be accommodated other than that listed in the Class Schedule.

DISCLAIMER
This syllabus is not a contract and may be changed at any time in the discretion of the instructor.

NCATE / ACEI STANDARDS
This class is designed for teacher candidates for grades 4-12. The ACEI Standards cover the content and skills needed by teachers in all those grades in the various content areas. Therefore, they are included in the objectives for this class.

2b. Connections across the curriculum—Candidates know and understand the connections among concepts, procedures, and applications from content areas.
   Candidates use this knowledge and understanding to motivate students and to build understanding.
   Candidates encourage K-6 students to apply their knowledge, skills, tools, and ideas to real world issues.

OKLAHOMA COMPETENCIES
OGC Oklahoma General Competencies for Teacher Licensure and Certification:
   *The teacher develops a knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

COURSE OBJECTIVES:
In addition to the Oklahoma General Competencies for Teacher Licensure and Certification, as well as the Standards adopted by IRA and NCTE, the following are objectives for this course.

Students in this class will
1. Use text to teach subject matter more effectively.
2. Recognize the level of difficulty of textbooks.
3. Recognize the connection between print text and technology and difficulties that students may have in using technology.
4. Create guided reading lessons based on knowledge of their subject area,
as well as on the reading abilities of their students.

5. Use standardized reading assessment scores to determine the reading abilities of their students.

6. Work with the Title I program to help students read more effectively in their classes.

7. Be able to teach study skills and reading strategies in order to enhance learning of their subject area.

Competencies will be assessed by course requirements as outlined in the following pages: group assignments, development of materials, tests, and projects.

COURSE REQUIREMENTS:

1. Evaluate the readability of a content textbook at the grade level the candidate expects to teach. See format at end of syllabus. *Check out a book from your subject area for grades 10, 11, or 12, from the curriculum area of McKee Library. Be sure it has a copyright date within the last 5 years.

   DUE September 5 10 points

2. Evaluate a current textbooks used in your subject area. You will receive forms and instructions in class. These should be selected from the Textbook Repository of State Approved Titles found in the curriculum area of McKee Library, on the second floor.

   DUE September 21 15 points

3. Develop a specialized vocabulary list of 100 words for your subject at one grade level. Write a plan for how you will teach this list, how many words at a time, which nine weeks in the course and how you will communicate this list to other teachers in your subject area in grades 4-12. (See the Reader’s Handbook, as well as our textbooks for ideas.)

   DUE October 5 10 points

4. Summary of Assigned Specialized Chapters from textbooks. This summary should contain the following: Synopsis, Description of each strategy, and Application as to how you will use it in your class

   DUE October 12 10 points

5. Use the textbook you have from the Curriculum Library and the Oklahoma P. A. S. S. guide (available on the SDE Website) to write a syllabus for the
first nine weeks of a fall semester in a subject you plan to teach (i.e. Algebra I, English III, Biology, etc.) Use the format attached.

DUE November 7 10 points

6. Identify 1 Young Adult novel that you could ask students to read that would re-enforce your teaching and would be of interest to your students. Write a synopsis of the book, list the reading level, and describe how you would use it. Read, and then write, a plan for teaching this book in your class. Be specific. Write a comprehensive test to determine the comprehension level of your students after they have read the book. Make a list of new vocabulary you will need to teach. (Example: the word “Shaker” if they read A Day No Pigs Would Die.

You will be expected to do an oral presentation about this book.

DUE November 30 15 points

7. Guided Reading Lesson Plans using 3 textbook reading assignments. Follow the format in the attached example. These plans must reflect the following strategies from the Great Source book, as well as from the Lapp and Flood Textbook. Be sure to cite the name of the strategy, the text from which you found the strategy, and the page # on which you found it.

Reading/study strategies
Questioning to improve comprehension
Strategies to elicit prior knowledge
Vocabulary acquisition techniques.

You should also have a plan of modification for those who can’t read the text at the instructional level. Be sure they are evident in each of your lesson plans. Time yourself while reading these assignments, then double the time for your students. Record this in the lesson plan. State what the name of the class is, the grade level, and your name in the upper left hand corner.

DUE December 5 10 points

8. Create an interdisciplinary project with an assigned group of your classmates. Present the project to the class, with a written copy to your instructor.

DUE November 16 20 points

Final Exams December 12-15

Grading Scale:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
Below 60 - F

*Assignments will not be accepted late unless you have made specific arrangements with the professor in advance of the due date. If the professor asks you to re-write an assignment or correct it, in keeping with her philosophy of Outcomes Based Education, you will have two working days (academic calendar days) to do so and re-submit. Your grade will be an average of the scores on the two papers.
SYLLABUS
EDUC 2623—Children’s Literature
Fall 2007

General Information:
School: Education
Department: Education
Course Number: EDUC 2623
Hours Credit: 3
Course Title: Children’s Literature for Elementary School Teachers

Instructor:
Elaina Stewart
Office: McKee Library, 109C
Office Hours: Lib open (out for lunch 12:00 - 1:00, M,F) CLASS 11:00 – 12:15, T-TH
Telephone: 580-349-1544
E-mail: estewart@opsu.edu

Course Description:
This class is a survey of literature for children preschool through grades 8 with emphasis on critical analysis and evaluation of books in various genre. The class is required for elementary education and is highly recommended for prospective parents and those who work with children or young adults.

During the course, the students will receive information concerning:
1. Historical background of children’s literature
2. Current trends in children’s literature
3. Evaluation guidelines for children’s literature
4. Sources for reviewing and purchasing children’s literature
5. Curriculum and instruction sources for children’s literature (including INTERNET sources)

The course can be related to the OPSU Teacher Education Program’s conceptual framework through competencies listed.

Course Competencies:
Upon completion of the course the students will be able to
1. Explain the historical development of children’s literature and relate this development to choosing meaningful literature for presentation to students in the classroom.
2. Display proficiency in identifying the various genre of children’s literature and choosing behaviorally appropriate reading materials.
3. From a list provided by the instructor, identify and connect children’s authors, from the past and present, with their well-know works and use this knowledge as a foundation to help students accumulate experiences with quality children’s literature.
4. Demonstrate knowledge of cultural, linguistic, and ethnic diversity in children’s literature and use this knowledge to foster interaction between students, colleagues, parents and communities.
5. Recognize with proficiency, the various selection tools used to evaluate children’s literature.
6. Relate knowledge of the awards, issues and trends that affect children’s literature, such as the Newbery and Caldecott Awards.

7. Illustrate the ability to design interdisciplinary curriculum units, which use children’s literature from various subject areas.

Assessment:

STANDARDS FOR ASSESSMENT
A.C.E.I. = Association for Childhood Education International (AND N.C.T.E.)
N.C.T.E. = NATIONAL COLLEGES OF TEACHER EDUCATION
(SEE RUBRIC FOR ASSESSMENT, P5)

THE COURSE COMPETENCIES WILL BE ASSESSED BY THE FOLLOWING TESTS, PROJECTS AND ASSIGNMENTS:

A. One exam on Milestones in Children’s literature will be given covering portions of the textbook and information given by lecture. (50 pts)

B. Students will be given 9 assignments, which will be due at various times during the course. Each assignment will require a summary or outline to be submitted along with the assignment. (Total of 90 pts)

C. A special project on Traditional Folk Literature will be worth (50 pts).

D. Two homework assignments will be worth (2-5 pts each).
   (Total of 200 points possible)

Anything submitted to the instructor will be organized, type written, with correct spelling and punctuation, and any bibliographies will be in the APA writing style.

Projects will be assessed according to the timeliness, completion, presentation and inclusion of all essential elements into the body of the project. Tests will be graded by the listed scale.

Projects and assignments s will be scored using the following rubric:

3=Target (A) -- Assignment displays extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, and excellent use of grammar, punctuation, and wording. Correct formatting.

2=Acceptable (B) -- Most of the Assignment contains quality and accuracy of ideas, investigation, and development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Mostly correct formatting.

1=Unacceptable (F) -- Assignment has little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Incorrect formatting.

Students who receive a score of “1” will be given remediation and allowed to resubmit materials

Examinations will be scored using the following grading scale:

A=90-100% C=70-79% F=Below 60%
B=80-89% D=60-69%
Textbook:
Students will use the textbook as a bibliographic resource.

Attendance and Academic Dishonesty/Plagiarism Policy:
Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade by 10%.
Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “*Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.*”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Statement of Academic Accommodations:
If any member of the class feels that he / she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

Special Reminders:
No refund on dropped classes or complete withdrawal from school beginning August 31
Final day to drop classes November 16

Disclaimer:
This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

Bibliography:


**CHILDREN’S COLLECTIONS ON THE WEB** Many of the sites contain historical information about folktales and fairy tales.

**de Grummond Children’s Literature Collection**

[http://www.lib.usm.edu/~degrum](http://www.lib.usm.edu/~degrum)

**National Center for Children’s Illustrated Literature**

[http://www.nccil.org](http://www.nccil.org)

**Rutgers Collection of Original Illustrations for Children’s Literature**

**FACSIMILES OF HISTORICAL CHILDREN’S BOOKS**

[http://www.scils.rutgers.edu/~kvander/HistoryofChildLit/facsims.html#toy17](http://www.scils.rutgers.edu/~kvander/HistoryofChildLit/facsims.html#toy17)

**SurLaLune Fairy Tale Pages**


**The Elizabeth Nesbitt Room University of Pittsburg**

[http://www.library.pitt.edu/libraries/is/enroom/index.html](http://www.library.pitt.edu/libraries/is/enroom/index.html)

**Indiana University in Bloomington**

[http://www.iupui.edu/~engwft/home.html](http://www.iupui.edu/~engwft/home.html)

**Bound to Stay Bound Book Company**

[http://www.btsb.com/default.htm](http://www.btsb.com/default.htm)

**American Library Association**

<table>
<thead>
<tr>
<th>Competency</th>
<th>How Content will be presented</th>
<th>How student learning will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the historical development of children’s literature and relate this development to choosing meaningful literature for presentation to students in the classroom. A.C.E.I. 2.8 Connections across the curriculum</td>
<td>Class lecture, textbook readings, classroom discussions, and power-point presentations.</td>
<td>The student complete and present a project based on the competency.</td>
</tr>
<tr>
<td>Display proficiency in identifying the various genre of children’s literature and choosing behaviorally appropriate reading materials. A.C.E.I. 3.1 Integrating and applying knowledge for instruction</td>
<td>Class lecture, textbook readings, classroom discussions, and power-point presentations.</td>
<td>The student will complete and present a project based on the competency.</td>
</tr>
<tr>
<td>From a list provided by the instructor, identify and connect children’s authors, from the past and present, with their well-know works and use this knowledge as a foundation to help students accumulate experiences with quality children’s literature. A.C.E.I. 3.1 Integrating and applying knowledge for instruction</td>
<td>Class lecture, textbook readings, classroom discussions, and power-point presentations.</td>
<td>The student will be given an Examination on the content presented.</td>
</tr>
<tr>
<td>Demonstrate knowledge of cultural, linguistic, and ethnic diversity in children’s literature and use this knowledge to foster interaction between students, colleagues, parents and communities. A.C.E.I. 3.2 Adaptation to diverse students</td>
<td>Class lecture, textbook readings, classroom discussions, and power-point presentations.</td>
<td>The student will complete and present a project based on the competency.</td>
</tr>
<tr>
<td>Recognize with proficiency, the various selection tools used to evaluate children’s literature. A.C.E.I. 5.1 Practices and behaviors of developing career teachers</td>
<td>Class lecture, textbook readings, classroom discussions, library resources, and power-point presentations.</td>
<td>Assessment will be based on the students completed assignment showing use of the selection tools.</td>
</tr>
<tr>
<td>Relate knowledge of the awards, issues and trends that affect children’s literature, such as the Newbery and Caldecott Awards A.C.E.I. 5.1 Practices and behaviors of developing career teachers</td>
<td>Class lecture, textbook readings, classroom discussions, library resources, and power-point presentations.</td>
<td>The student will complete and present a project based on the competency.</td>
</tr>
<tr>
<td>Illustrate the ability to design interdisciplinary curriculum units, which use children’s literature from various subject areas. A.C.E.I. 2.8 Connections across the curriculum</td>
<td>Class lecture, textbook readings, classroom discussions, library resources, and power-point presentations.</td>
<td>The student will complete and present a project based on the competency.</td>
</tr>
</tbody>
</table>
SYLLABUS
Education 3213-001 - Fall ‘07
Human Development: Child and Adolescent Psychology

I. General Information:

   School: Education                      Department: Education
   Course Number: Education 3213001       Hours Credit: 3
   Course Title: Human Development: Child & Adolescent  T/R 1:00 - 2:15, Hamilton Hall 108

II. Instructor:

   Loyet Shafer, Ph. D.                      Associate Professor of Education
   Office: Hamilton Hall 134                Phone: 580-349-1424
   Office Hours:                              e-mail: loyet@opsu.edu
      M  9:00 - 12:00                      Other hours by appointment
      W  12:30 - 3:30                        Office hours subject to supervision duties
      F  9:00 -12:00

III. Course Description:

   This course is designed to develop an understanding of the laws and principles that relate to
growth, maturation and learning in motor, physical, mental, and emotional aspects of human
behavior from childhood through adolescence.

IV. Course Competencies:

   Upon completion of the course, students will:
   1. Demonstrate an understanding of research and theoretical perspectives of the
      biological, affective, and social domains of human development; (OKGC 2,5)
   2. Demonstrate an understanding of intellectual, emotional and social
      developmental stages of early and middle childhood; (OKGC 2,5)
   3. Demonstrate an understanding of intellectual, emotional and social
      developmental stages of adolescence; (OKGC 2,5)
   4. Demonstrate an understanding of the importance of sex differences and gender
      role development. (OKGC 5,12)

Course Requirements:

   A. Students will be required to read the textbook.
   B. Students will be required to take a minimum of four examinations covering major
      divisions of the textbook. Additional quizzes may be scheduled throughout the semester.
      Examinations will be cumulative.
   C. Students will be required to keep a Developmental Workbook.
   D. Students may be required to complete two activities during the semester based on
      developmental issues.

VI. Assessment

   Students will be assessed based on class participation through verbalization, completion
   of projects, required papers, quizzes, and examinations.
   Assessment issues of interest are:
   1. Each test and project will have equal weight for determination of grades.
   2. Grading will be based on a percentage of accrued points using the following scale:
      100 - 90  = A
      89 - 80  = B
      79 - 69  = C
      68 - 59  = D
      Below 59  = F
VII. **Textbook:** (rental) Developmental Psychology: Childhood and Adolescence  
****(David R. Shaffer/Katherine Kipp)**  
(buy) Study Guide & Activities - Developmental etc.

VIII. **Knowledge Base:**  
Human Growth and Development is a required course in the Professional Education Curriculum. Content reinforces and refines psychological concepts necessary to understand the changing structure of biological, cognitive, and social changes of individuals from elementary school through the ages of secondary education. For developing teachers this course facilitates the understanding that development is a life-long, continuous process and that motivation and active engagement in learning change across developmental stages.

IX. **Attendance and Cheating Policy:**  
Attendance will be taken for purposes of University record keeping; when students miss class they will be responsible for content missed; any work to be made up must be completed within one week of absence unless other arrangements are made with Dr. Shafer.  
Anyone caught cheating will receive a zero (0) for that assignment, flunk this course, and be subject to dismissal from the Teacher Education Program.

X. **Statement of Accommodations for Special Needs Students**  
Requests for accommodations for special needs should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities or the Vice President for Student Affairs Office (physical, i.e., mobility, vision, hearing). However, if you have a special need and desire accommodations, the instructor will work with you to provide reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise Dr. Shafer and the appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period. (From the office of the VP of Academic Affairs)

XI. **Statement of Plagiarism/Academic Honesty**  
“Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgment of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test”. You are directed to the General Catalog and/or the Student Handbook for a list of specific items that constitute plagiarism. (From the office of the VP of Academic Affairs)

XII. **Special Dates to Remember**  
**August 21** - Final day to enroll or add a class.  
**August 28** - No Refund on courses dropped after this date.  
**August 29** - Beginning day for Automatic Grade of “W” for dropped courses.  
**September 3** - Labor Day Holiday  
**October 18 - 19** - Fall Break  
**November 6** - Beginning day of “W” or “F” for courses dropped.  
**November 20** - Final day to drop or withdraw from a class.  
**November 21 - 23** - Thanksgiving Holiday  
**December 10 - 13**- Finals Week  
**Thursday, December 13, 1:00p - 3:00p** Educ 3213 - Final Exam
XIII. Statement of Disclaimer from Shafer

This syllabus is written and provided to you so you may have the best possible idea of what is expected from the Educational Psychology class. While it is written in good faith, please be advised that it is in no way to be construed to be a contract. Many things can happen during the course of the semester that may impact our schedule and class. If events dictate, the contents of this syllabus are subject to change at any time.

XIV. Subject - Reflections on Life

1. Never raise your hand to your children; it leaves your groin unprotected.
2. One of every three Americans is suffering from some form of mental illness; Think of your two best friends. If they are OK, it must be you.
3. Manufacturers of detergent make sure they show you how their detergent gets out blood stains; I think if you’ve got a tee shirt with bloodstains all over it, maybe your laundry isn’t your biggest problem.

According to a radio report, a middle school in Oregon was faced with a unique problem. A number of girls were beginning to use lipstick and would put it on in the bathroom. That was fine, but after they put on their lipstick they would press their lips to the mirror leaving dozens of little lip prints.

Finally, the principal decided that something had to be done. She called all the girls to the bathroom and met them there with the maintenance man. She explained that all these lip prints were causing a major problem for the custodian who had to clean the mirrors every night. To demonstrate how difficult it was to clean the mirrors, she asked the maintenance guy to clean one of the mirrors.

He took out a long-handled squeegee, dipped it into the toilet and then cleaned the mirror. Since then there have been no lip prints on the mirror. MORAL: There are teachers and then there are teachers!

XV. Bibliography


SYLLABUS
EDUC 3223-Educating the Exceptional Child
Fall 07
Monday and Wednesday 1:00 to 2:15
Hamilton Hall-Room 108

General Information:

School: Education
Course Number: EDUC 3223
Course Title: Educating the Exceptional Child
Department: Education
Hours Credit: 3

Instructor: Mr. Jerry Mihelic
Location of Office: Hamilton 112
Telephone: (580) 349-1438
Office Hours: Mon. & Wed. 8:30 to 10:00, 2:30 to 3:30
Tues. & Thurs. 9:15 to 10:00, 1:15 to 3:00

Email: jmihelic@opsu.edu


Course Description:

Survey of special education in which the various areas of exceptionality are investigated
With a focus on problems encountered by the classroom teachers. Emphasis on the
history, types of exceptionalities, legal issues, techniques for identification, teaching and
resources available.

Diversity

The major focus of this class is diversity. Candidates will be exposed to various
categories of special needs students, as well as the examination of the legal issues that
affect these diverse learners within American Schools. An additional focus will involve a
survey of the historical events, educational techniques and computer-based technology
within classrooms.

Technology

Candidates will be surveying the types of assistant technology available to assist special
needs students within the public schools.
Pedagogy

The instructor will employ the following techniques to teach this course. 1) Lecture 2) videotape presentations; 3) guest speakers; 4) power point presentations; 5) student projects/assignments

Course Competencies

1. Understands the essential nature and importance of interaction and communication with students, parents, community members and colleagues in developing inclusion strategies. (OKGC #8,9) (ACEI #3.5, 5.3, 5.4)

2. Understands the link between child development, curriculum, and instruction in developing instructional strategies for exceptional children (OKGC #3,7) (ACEI # 1, 3.1, 3.2, 4)

3. The preservice teacher understands and uses a variety of strategies to be successful in analyzing his/her teaching practices through reflection of their best practices in relating assessment to special education instruction. (OKGC #7,8) (ACEI #4, 5.2)

4. Teacher has knowledge of current research findings about teaching exceptional students and methods to enhance their learning. (OKGC #12)

5. The teacher understands that exceptional students vary in their approaches to learning and creates instructional opportunities that are adaptable to their individual needs. (OKGC #2,6,7,8) (ACEI # 3.2, 3.5, 5.2, 5.3)

6. The teacher will understand that the IEP influences the goals and the objectives of a learner with a disability. (OKGC # 5,7,8)

7. The teacher understands the legal aspects involving the rights of exceptional students and their parents/families, as related to IDEA’s free appropriate public education. (OKGC #13) (ACEI #5.1)

8. The student should know the separate categories under which children with disabilities are identified and served in the State of Oklahoma. (Course Competency)
   a. Emotionally Disturbed/Behavioral Disorders (ED/BD)
   b. Children with Learning Disabilities (LD)
   c. Mental Retardation (MR)
   d. Talented and Gifted Children (TAG)
Course Competencies

9. Students will survey the background and implementation of Co-Teaching models recommended by the Oklahoma Commission of Teacher Preparation, the Oklahoma State Department of Education, and Richard Villa.

Knowledge Base:

Educating the Exceptional Child course should prepare the preservice teacher to identify and teach students of various instructional abilities. Consequently, a major focus of the course will be the procedures used to identify, and serve the exceptional child's academic needs under the guise of IDEA. Additionally, this course is required for teacher certification for the various states within the region.

Assessments:

Students work will be scored based upon a rubric with three performance levels.

**Parent(s) with Special Needs Child Interview**

3= Exceptional (Grade of 45-50 points for Special and Regular Educator Interviews) Candidates should demonstrate extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, and excellent use of grammar, punctuation, and wording.

2= Meets Expectations (Grade of 35-44 pts for Special and Regular Educator Interviews) Most of the paper contains quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, use of grammar, punctuation, and wording.

1=Needs improvement (Grade of 34 pts and under for Special and Regular Educators Interviews) Paper has little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, use of grammar, punctuation, and wording.
Field Experience Observation Journal for 10 Clock Hours

3= Exceptional (Grade of 90-100 points for 10 Clock Hour Journal)
Candidates should demonstrate extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, excellent use of grammar, punctuation, and wording.

2= Meets Expectations (Grade of 70-89 pts for 10 Clock Hour Journal)
Most of the paper contains quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, use of grammar, punctuation, and wording.

1=Needs improvement (Grade of 69 and under for 10 Clock Hour Journal)
Paper has little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, use of grammar, punctuation, and wording.

Philosophy of Special Education

3= Exceptional (Grade of 9 or 10 points)
Candidate demonstrates extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, excellent use of grammar, punctuation, and wording.

2= Meets Expectations (Grade of 7 or 8 points)
Most of the paper contains quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, use of grammar, punctuation, and wording.

1=Needs improvement (Grade of 6 and under)
Paper has little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, use of grammar, punctuation, and wording.
Course Grade:

A total accumulation of points will determine the candidate's final course grade from the completed assignments and tests. Assignments are required to be typed, and double-spaced on standard 8 1/2” x 11 papers. **Assignments submitted that are not typed will result in a 50% reduction in points being deducted from the final score.** A recognized standard reporting form based upon pre-established rubrics is required to be utilized. **Additionally, late papers will have one letter grade deducted for each day the assignment is delinquent.** Papers are considered late if not received by close of business the day the assignment is due. (4:30 p.m.) Students should refrain from “sliding assignments” under the instructor’s door. The instructor is not responsible for any assignment that is left under his office door. **Also, students will be allowed to give their late papers to Ms. Maggie Cline, School of Education secretary. It is strongly recommended that students keep a copy of their assignments.** Finally, no "Incomplete" grades will be assigned to any student unless the proposed completion time has been discussed with the instructor two weeks prior to the end of the semester. The instructor reserves the right to alter the course requirements as the situation arises.

There will be three examinations that will be worth 100 points each or a combined worth of 300 pts. The 10-hour practicum is worth 100 pts and the parent interview assignment is worth 50 points and the philosophy of special education has a value of 10 points. The total number points a student can earn is 460, and a candidate will be assign their final grade based upon the following criteria:

\[
A = 90-100\% \text{ of the total points or } 414-460 \text{ pts.} \\
B = 80-89\% \text{ of the total points or } 368-413 \text{ pts.} \\
C = 70-79\% \text{ of the total points or } 322-367 \text{ pts.} \\
D = 60-69\% \text{ of the total points or } 276-321 \text{ pts} \\
F = \text{Below } 276 \text{ pts.}
\]

Students that fail to obtain at least 322 points will take this class again.

**Assessment Break Down**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Parent Interview</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Journal</td>
<td>100</td>
</tr>
<tr>
<td>Philosophy of Special Ed.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total possible points for the course</strong></td>
<td><strong>460</strong></td>
</tr>
</tbody>
</table>
Attendance

Students are expected to attend scheduled classes. The final course grade will be reduced by one letter on the third absences. Students that accumulate three tardies will be assigned one absence. Students that have five absences will receive a Final Grade of F. The final day to drop this course will be November 20, 2007.

Academic Dishonesty/Plagiarism Policy:

Cheating/ Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Statement of Academic Accommodations:

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

Special Reminders:

No refund on dropped classes after August 28, 2007. No refund on complete withdrawals after August 28, 2007. Beginning Day of Grade or “W” or “F” for dropped course(s) is November 6, 2007. Final day to drop classes is November 20, 2007.

Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.
Dispositions:

Students will demonstrate the following dispositions and be assessed three times during the semester. The rubric for scoring dispositions will involve:

#3 Exceptional—student completes all assignments on time, attends all class sessions, successfully completes assignments and scores grades of A on unit examinations, demonstrates a sensitivity to working with diverse students; can use the internet without difficulty, and is willing to listen when others are talking.

#2 Satisfactory—student completes all assignments with a score of 2, misses less than two class sessions; completes assignments and unit examinations with grade of B or C; demonstrates a sensitivity to working with diverse students, can use the internet without difficulty, and is willing to listen when others are talking.

#1 Needs Improvement—student does not complete all assignments on time; student work is unacceptable and unit examinations have scores of D or F, does not demonstrate a sensitivity to working with diverse students, can not use the internet without difficulty, and is not willing to listen when others are talking.

1. Complete assignments on time
2. Attend class sessions
3. Study and successfully complete assignments and unit examinations
4. Develops a sensitivity to diverse students
5. Enhance their technology competencies
6. Listen when others talk, both in groups and in class.

Performance Assignment Examples and Format:

Education 3223 will help each preservice teacher survey the special needs of exceptional children as it pertains to their field of education. Students will be able to develop artifacts that will be included within the student’s portfolio. Each component of this course correlates with the Oklahoma Professional Education Competencies for Licensure and Certification, the Oklahoma General Competencies for Teacher Licensure and Certification, and course competencies. Additionally, the 10 clock hours of participation (journal) meets Standard III b. for the national society representing elementary education.

In addition to the three examinations, candidates will complete a ten clock hours practicum within special education in area public schools. This will be arranged through the Director of Field Placement. Candidates are prohibited from contacting the public school prior to receiving approval from the Director of Field Experiences. Observation journals are due on November 14, 2007. Journals should incorporate an introduction paragraph describing each teacher as well as a reflection section detailing what the student has learned! Candidates must comply with
confidentiality and FERPA in regards to information about students from the public school. (Worth 100 points)

An additional assignment provides candidates with the opportunity to interview a parent with a disabled child. Candidates should incorporate questions that the instructor has created.

Similarly to the journal assignment, candidates should state an introduction that describes the parent’s occupations and educational backgrounds. Furthermore, candidates should develop a reflection section. [This assignment will be worth 50 points, and is due on September 19, 2007. The assignment should be around three pages. Finally, a position paper that should include the student’s philosophy of special education will be developed and due on November 28, 2007. (Worth 10 points) The philosophy should state the candidate’s perceptions in educating special learners and should also compare and contrast the differences in this philosophy with that of regular education, as well as the difference in educational strategies that can be used by each group. Again, students should relate their responses based upon their educational philosophies that were developed in the Principles and Practices of Education course. The finished documents should be incorporated within the students’ portfolio as evidence of their achievement within this class. The assignment should be one to two pages. The instructor reserves the right to alter assignments as circumstances arise.

Sample of an Field Experience Observation Journal for Practicum

Introduction-in a paragraph- describes the School’s Name, Teacher’s Name, and Number of years of teaching experience, grade level or type of disability they serve.

February 21, 2005-Two hours

Mrs. Beckley’s students were in the gym when I started my observation. I pushed _____ around in her wheelchair and visited with her about her mother. After helping the students back to the classroom, I went to the cafeteria with ______. ______ works in the cafeteria wiping tables and stacking chairs. I made sure ____ wiped the tables in the order Mrs. Beckley had instructed and helped him count the chairs as he stacked them on the tables. Each table would hold six chairs. After _____ completed his work in the cafeteria, I helped him fill out his time sheet. After returning to the classroom, I went to the conference room with ____ and read a few more chapters of his book to him.

Reflection:

Candidate’s thoughts on what occurred during this session should be discussed.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Score of 3-Superior</th>
<th>Score of 2-Satisfactory</th>
<th>Score of 1-Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Maximum Points is ten</td>
<td>Contains Schools’ Name, Teachers’ Name, Special Education Level, and Number of years of Teaching Experience. Worth 9-10 points.</td>
<td>Contains Some Information from Superior range but is lacking criteria. Worth 7-8 points.</td>
<td>Does not have an Introduction paragraph or the Introduction fails to contain required criteria. Worth 6 points and below.</td>
</tr>
<tr>
<td>Correct Grammar Maximum Points is five</td>
<td>All grammar and spelling are correct Worth 5 points.</td>
<td>Only one or two errors Worth 4 points.</td>
<td>More than two errors. Worth 3 points and below</td>
</tr>
<tr>
<td>Organized, stapled, &amp; Typed Maximum Points is ten</td>
<td>Good organization Events are logically ordered, sharp sense of beginning and ending. Must be typed. Worth 9-10 points.</td>
<td>Organized, events are somewhat jumpy and must be typed. Worth 7-8 points.</td>
<td>Not organized, stapled, typed and the events make no sense. Worth 6 points and below.</td>
</tr>
<tr>
<td>Quality of Information Maximum Points is fifty</td>
<td>Supporting details specific to subject. Worth 45-50 points.</td>
<td>Some details are non-supporting to the subject. Worth 40-44 points.</td>
<td>Unable to find specific details. Worth 39 points and below.</td>
</tr>
<tr>
<td>Daily Reflections Maximum Points is fifteen points</td>
<td>Candidate critically examined the major issues. Worth 12-15 points.</td>
<td>Candidate gave some critical thought to the major issues. Worth 8-11 points.</td>
<td>Candidate fails to have a Reflection or does not give critical thought to major issues. Worth 7-and under points.</td>
</tr>
<tr>
<td>Overall Reflections that compares the various special educators. Maximum Points is ten.</td>
<td>Candidate critically examined the major issues. Worth 9-10 points.</td>
<td>Candidate gave some critical thought to the major issues. Worth 7-8 points.</td>
<td>Candidate fails to have an Overall Reflection or does not give critical thought to major issues Worth 6 points and under.</td>
</tr>
</tbody>
</table>

**Project: Field Experience Observation Journal Rubric:** Date: November 14, 2007

Score___________

Candidate’s Name___________________
Sample/Form to use with Parent(s) with Special Needs Child Interview

The paper should contain an introduction that states the parent’s background information. Additionally, OPSU students should ask the questions listed below to the parents. Students should complete each interview and the parent(s) should fill out the Parent Interview Form provided below. **This form will need to be turned in with the assignment.** Assignment will not be accepted without the Parent Interview Form.

Please refrain from using yes or no questions. The format should be narrative and the use of details within this activity is suggested. Remember to include a **reflection** of the insights gained from the interview. [Worth 50 points]

1. What are the parent’s academic backgrounds?
2. What are their occupations?
3. How many children in their household?
4. What type of disability does your child have?
5. How do the other children interact with their disabled sibling?
6. What person or group helped to make the diagnosis that your child had a disability?
7. What type of challenges does this disability involve within your family?
8. Does your child take medicine for their disability? If so then state!
9. Describe the modifications that the school has provided to your child?
10. Are IEP meetings arranged to ensure your participation?
11. What goals do you hope that the school has provided to your child?
12. How is your child’s progress measured and how is this information given to you?
13. Does your child receive related services like transportation, speech therapy, or physical therapy?
14. Do you have any major concerns with the education that the school is providing?
15. What future goals do you have for your child?
Parent Interview Form

Please have the parents complete this interview form in their own handwriting!!

Dear Mr. Jerry Mihelic:

____________________ interviewed me on _____________________. I understand that the information contained within this paper will be kept confidential and that the OPSU student will use this assignment to complete their course requirement as well as an artifact for their portfolio.

Sincerely,

______________________________

(Parent’s Name):________________

Address:________________________

Telephone Number:________________
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Score of 3-Superior</th>
<th>Score of 2-Satisfactory</th>
<th>Score of 1-Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;Maximum Points is five</td>
<td>Contains Parents’ Name, Occupations, Children’s Names and Ages, Grade Level, type of Disabilities found within the household. Worth 5 points.</td>
<td>Contains Some Information from Superior range; but is lacking criteria. Worth 4 points.</td>
<td>Does not have an introduction paragraph. Worth 3 points and below.</td>
</tr>
<tr>
<td><strong>Correct Grammar</strong>&lt;br&gt;Maximum Points is five</td>
<td>All grammar and spelling are correct Worth 5 points.</td>
<td>Only one or two errors. Worth 4 points.</td>
<td>More than two errors. Worth 3 points and below.</td>
</tr>
<tr>
<td><strong>Organized, stapled, &amp; Typed Maximum Points is five</strong></td>
<td>Good organization, events are logically ordered, sharp sense of beginning and ending. Must be typed Worth 5 points.</td>
<td>Organized, events are somewhat jumpy and must be typed. Worth 4 points.</td>
<td>Not organized, typed and the events make no sense. Worth 3 points and below.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong>&lt;br&gt;Maximum Points is twenty-five</td>
<td>Supporting details specific to subject. Also have documentation of interview. Worth 20-25 points.</td>
<td>Some details are non-supporting to the subject. Worth 15-19 points.</td>
<td>Unable to find specific details. Worth 10-14 points.</td>
</tr>
<tr>
<td><strong>Reflection</strong>&lt;br&gt;Maximum Points is ten points</td>
<td>Candidate critically examined the major issues. Worth 8-10 points.</td>
<td>Candidate gave some critical thought to the major issues. Worth 6-7 points.</td>
<td>Candidate fails to have a reflection or does not give critical thought to major issues. Worth 5 and under points.</td>
</tr>
</tbody>
</table>

**Project: Parent(s) with Special Needs Child Interview:** Date: September 19, 2007

Score______ Candidate’s Name__________________

Interviews must be completed in person and candidates should not interview a family member.
Bibliography


Assignments Summary and Due Dates

1) Parent(s) with Special Needs Child Interview due on **September 19, 2007** [Worth **50 points**.]

2) Field Experience Observation Journal due on **November 14, 2007** [Worth **100 points**]

3) Philosophy of Special Education due on **November 28, 2007** [Worth **10 points**]

4) Three test given through out the semester over the material covered in class, handouts, videos, guest speakers, and chapters in the textbook. Each test is worth 100 points. [total **300 points**]
General Information:

School: Education  
Course Number: EDUC 3413  
Course Title: Methods and materials in Reading  

Instructor:

Mr. Jerry Mihelic, Instructor  
Office: HMH 112  
Telephone: 580-349-1438 or 1-800-644-OPSU ext. 1438  
Office Hours: Mon. & Wed. 8:30 to 10:00, Wed. 1:15 to 2:30,  
Tues. & Thurs. 8:30 to 10:00, 1:15 to 3:00  
-Note: Please do not drive in just to see me. If you are making a special trip in to see me, call ahead of time. Occasionally, I might be in a meeting or at a school visiting during my office hours  
Email: jmihelic@opsu.edu

Textbook:

Vacca, Jo Anne, Paul; Vacca, Richard, Gove, Mary. ETC..  Reading and Learning to Read  Pearson. (2003) rental;  

Knowledge Base:

Both theoretical and practical aspects of pedagogy as it applies to reading will be presented. Learning styles that are most effective for teaching all aspects of the reading will be examined. Diversity issues are discussed in this course as they apply to reading development. Teaching of the 5 elements of reading listed in Reading First. Issues of dialect and English as a second language are discussed.
Course Description:

Those admitted to the Teacher Education Program and enrolled in this class will investigate various methods of teaching reading, review materials that have been effectively used in classrooms, and learn how to organize an effective reading program. The course follows the standards set by the ACEI/NCATE professional organizations.

Course Competencies:

ACEI  Association for Childhood Education International #’s (1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, and 5.2)
OKGC  Oklahoma General Competencies for Teacher Licensure and Certification #’s (1, 2, 3, 4, 5, 7, 9, 12, 14, and 15)

1. The teacher candidate understands the central concepts of reading (vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning, prior knowledge) and can create learning experiences for these concepts. (OKGC 1, 2, 14) (ACEI 1, 2.1, 3.1)

2. The teacher candidate understands that students vary in their approaches to learning, that outside factors affect reading, and will create learning opportunities for diverse learners. (eg. ESL, Special Needs, Gifted) (OKGC 3, 7, 15) (ACEI 1, 2.1, 3.2, 4)

3. The teacher candidate will use a variety of instructional methods to create opportunities to help students develop critical thinking, problem solving, and effective use of technology. (OKGC 4, 15) (ACEI 1, 2.1, 3.3)

4. The teacher candidate will create lessons and understand learning principles that will motivate and actively engage students in the learning of the reading process as related to reading first and the latest research on teaching reading. (OKGC 5, 15) (ACEI 1, 2.1, 3.4, 4)

5. The teacher candidate will research the latest reading approaches/programs and understand the opportunities for continued professional growth in the area of reading and reflect on these methods. (OKGC 9, 12) (ACEI 5.2)

6. The teacher candidate will create learning activities for reading instruction and study skills in the content areas. (OKGC 1, 2, 14) (ACEI 1, 2.1)

7. Students will participate in a service learning activity
Assessments:
Assignments should be typed (unless otherwise specified) and turned in **when due**. *If this is not done, it will be reflected in the grade of the assignment.* Please refer to rubrics given for grading of specific assignments. Refer to the schedule for due dates.

1. Lesson Plans/Presentation using the following topics as main focus:
   - **vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning in the content areas while use of technology in reading, lesson using a basal reader, lesson using reading groups effectively**
   - (50 each X 8 = 400 points) Use your *Reader’s Handbook* for ideas!
   - You will teach one selected plan to the class for critique. Your lessons plans **must** follow the OPSU lesson plan format that is attached. If you have to re-do the plan, you will attach the first plan to the corrected one, type the same info on the new plan, and re-submit it. **400 points**

2. Two Lesson Presentations/ Mock Teaching from one of the lessons listed - Presented to the class for Critique. Due as signed up. (2 x 50) **100 points**

3. Bulletin Board – From one of the lessons listed – Presented to the class. Due as signed up when presenting one of your lessons. **50 points**

4. Presentation of Research done on one of the following with power point presentation:
   - Saxon Phonics
   - Shirley Method
   - Wilson Method
   - Success for All
   - Reading Recovery
   - Balance Literacy
   - Accelerated Reader
   - Reading Groups/ Grouping
   - Differentiated Reading Instruction
   - SIOP Model – Teaching Reading to English Learners (ESL) **100 points**

6. Two Test (2 X 100) **Feb 1, March 8, April 19, May 3** **100 points**

7. Final Exam **May 15 at 9:30** **100 points**
8. Service learning activity Journal & Tutoring at Academy Elementary

1. In addition to regular class attendance and reading of assigned material, students will spend every Tuesday starting Jan 22 from 3:30 to 4:45 in tutoring students with difficulties in reading at Academy Elementary School in Guymon, Oklahoma. This will be in place of meeting for class on Tuesday. The instructor will also be there so that on Thursday of the week we can discuss and debrief from the your activities in tutoring that week. This is a hands on approach and a valuable real-life experience in working with children with reading difficulties. This is also considered a service learning project. A Journal Entry will be completed at the end of each session 70 points

** A general competency test for reading will be given sometime during the class. This will at an 8th grade level and must be passed to receive credit for the course.

**Course Scoring**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning Journal</td>
<td>070</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>400</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>050</td>
</tr>
<tr>
<td>Presentation of Research</td>
<td>100</td>
</tr>
<tr>
<td>Two Test</td>
<td>200</td>
</tr>
<tr>
<td>Final Test</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1020</strong></td>
</tr>
</tbody>
</table>

Grading Scale

- 1020- 918  A
- 917--816  B
- 815-714  C
- 713-612  D
- 611 and below F
**Attendance and Academic Dishonesty/Plagiarism Policy:**

Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade by 10%. Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “*Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.*”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

**Late Assignments:**

Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

**Attendance: Attendance in class is required.**

Attendance will be taken and will affect the student’s final grade by 10%. Grades will be adjusted because of excessive absences (over 3). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

**Statement of Academic Accommodations:**

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.
Special Reminders:

No refund on dropped classes after Jan 30. Beginning Day of Grade of “W” On dropped courses Jan 31. Beginning Day of “W” or “F” for dropped course(s) is April 11. **Final day to drop classes is May 17.**

Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

BIBLIOGRAPHY

Burns, Paul; Roe, Betty; Smith, Sandy. *Teaching Reading in Today’s Elementary Schools.* Houghton Mifflin. (2002)


Tentative Schedule Spring 08

***** Reminder – Every Tuesday we will meet at Academy Elementary School in Guymon for Tutoring during class time.

Each Class will begin with a sponge activity or what if and a reflection of tutoring

Jan 17 – Intro, Syllabus, Assignments Schedule

Jan 24 Chapters 1, 2 – Assign Research & Lesson Presentations

Jan 31 Chapters 3, 4 / general competency test for reading

Feb 14 Work on Lesson Plans

Feb 21 Work on Research

Feb 28 Lesson Plans due for phonemic awareness/ Lesson Presentations (2) & Chapter 5

March 6 Chapters 6, 7 – Test over Chapters 1-5

March 13 Lesson Plans due for phonics / Lesson Presentations (2) & Chapter 8

March 20 Spring Break

March 27 Lesson Plans due for Fluency / Lesson Presentations(2) Chapter 9

April 3 Lesson Plans due for vocabulary / Lesson Presentations (2) & Chapter 10

April 10 Chapters 11, 12 – Test over Chapters 6-10

April 17 Lesson Plan due for reading comprehension/ Lesson Presentations (2) Chapter 13

April 24 Lesson Plan due for basal /Lesson Presentations (2) & Chapter 14

May 1 Lesson Plan due for a using technology in reading in the content areas basal/ Lesson Presentations (2) & Chapter 15

May 6 Lesson due for using reading groups/ Lesson Presentations (2) & review for OSAT

May 8 Research Presentations due – 10 minutes each

May 13 At 1:00 Final -- Note Journal is due the last day of Tutoring
<table>
<thead>
<tr>
<th>Course Competency</th>
<th>How Content will be presented</th>
<th>How student learning will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher candidate understands the central concepts of reading (vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning, prior knowledge) and can create learning experiences for these concepts. (OKGC 1, 2, 14) (ACEI 1, 2.1, 3.1)</td>
<td>Class lecture, textbook reading, classroom discussions, and power point presentations.</td>
<td>Examinations, class discussions, lesson presentations, lesson plans</td>
</tr>
<tr>
<td>2. The teacher candidate understands that students vary in their approaches to learning, that outside factors affect reading, and will create learning opportunities for diverse learners. (e.g. ESL, Special Needs, Gifted) (OKGC 3, 7, 15) (ACEI 1, 2.1, 3.2, 4)</td>
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<td>Examinations, class discussions, lesson presentations, lesson plans, research project</td>
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<tr>
<td>5. The teacher candidate will research the latest reading approaches and programs and understand the opportunities for continued professional growth in the area of reading and reflect on these methods. (OKGC 9, 12) (ACEI 5.2)</td>
<td>Class lecture, textbook reading, classroom discussions, and power point presentations.</td>
<td>class discussions, research project</td>
</tr>
<tr>
<td>6. The teacher candidate will create learning activities for reading instruction and study skills in the content areas. (OKGC 1,2,14) (ACEI 1, 2.1)</td>
<td>Class lecture, textbook reading, classroom discussions, and power point presentations.</td>
<td>Examinations, class discussions, lesson presentations, lesson plans</td>
</tr>
<tr>
<td>7. Students will participate in a service learning activity</td>
<td>classroom discussions, participation in tutoring.</td>
<td>Journal, participation in tutoring</td>
</tr>
</tbody>
</table>
SYLLABUS
EDUC 3253-Diagnostic and Prescriptive Teaching of Reading
Fall 2007

General Information:

School: Education  Department: Education
Course Number: EDUC 3413  Hours Credit: 3
Course Title: Diagnostic and Prescriptive Teaching of Reading

Instructor:

Mr. Jerry Mihelic, Instructor
Office: HMH 112
Telephone: 580-349-1438 or 1-800-644-OPSU ext. 1438
Office Hours: Mon. & Wed. 8:30 to 10:00, 2:30 to 3:30
Tues. & Thurs. 9:15 to 10:00, 1:15 to 3:00
Email: jmihelic@opsu.edu

Textbook:


Knowledge Base:

Both theoretical and practical aspects of pedagogy as it applies to the reading will be presented. Learning styles that are most effective for teaching all aspects of the reading to children with difficulties will be examined. Diversity issues are discussed in this course as they apply to reading. Issues of English as a second language are discussed.
Course Description:

This course provides instruction on ways to diagnose and remediate reading difficulties in the classroom program. Teacher candidates will learn methods, techniques, practices, and materials related to diagnosis and remediation, as well as learn about programs, state and federal mandates, and related issues. Teacher candidates will learn their roles in working with children in special federal programs. Diversity issues are discussed in this course in reference to kinds of diversities, awareness of how various diversities are handled in the classroom, and instruction of diverse populations. Special attention is paid to how language and culture affects reading instruction in English.

Course Competencies:

ACEI Association for Childhood Education International #'s (1, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2, and 5.4)
OKGC Oklahoma General Competencies for Teacher Licensure and Certification #'s (1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 14, and 15)

Teacher Candidates in this class will
1. Learn to identify various reading difficulties among their students.
2. Learn how to assess the causes of various reading difficulties among their students.
3. Become familiar with various informal reading inventories for assessment of reading difficulties and of improvement from remediation and prescriptive teaching.
4. Become familiar with formal assessment tools in identifying reading difficulties.
5. Learn how to interpret test scores and prescribe instructional practices in order to remediate difficulties.
6. Learn how to identify and remediate unique problems that ESL and Special Education students may have in reading.
7. Learn how to work with teachers in other content areas, with parents, and with the public in order to help children overcome their reading problems.
8. Learn about the 3 reading tests that are used in the area, Dibels, BEAR, TRI
9. Recall the aspects of Title I program and Reading First
10. Participate in a service learning project
Assessments:
Assignments should be typed (unless otherwise specified) and turned in when due. If this is not done, it will be reflected in the grade of the assignment. Assignments will be marked down 10% for everyday that they are late. Please refer to rubrics given for grading of specific assignments.

Refer to the schedule for due dates.

1. In addition to regular class attendance and reading of assigned material, as a class candidates will tutor students in a local public school in the area of reading. This will be done weekly. The instructor will be present during the tutoring. This is a hands on approach and a valuable real-life experience in working with children with reading difficulties. This is also considered a service learning project. (260 pts)

2. Students will interpret standardized test data provided by the instructor and write a formal interpretation and prescription for instruction. (140 pts) DUE September 27

3. In addition to regular class attendance and reading of assigned material, students will administer the Informal Reading Inventory to two students at different grade levels of proficiency. They will mark miscues and write an interpretation of their findings. This will be done at Academy during one of the Tuesday sessions (300 points) DUE October 25

4. Students will research 5 articles from professional journals such as The Reading Research Quarterly or The Reading Teacher or The Phi Delta Kappan. All such articles are to be on the subject of reading difficulties and their remediation. They will write a research paper in which they discuss their findings. Use the APA style manual for format. (250 points) DUE December 6

5. Students will review 5 case studies of possible students in their classes, then design a plan of instruction within the regular classroom, and discuss how they will implement it. (300 points) DUE November 15

6. Students will pass examinations from the assigned readings (400 points)

7. Final Dec 11 from 1:00 -3:00 (200 points)
Course Scoring
Reading Tutoring Participation 260 pts
Interpret Standardized Test Scores 140 pts
Informal Reading Inventory 300 pts
Research of Reading Difficulties 250 pts
Case Studies 250 pts
Four Test 400 pts
Final Test 200 pts
Total 1800 pts

Grading Scale
1800-1620 A
1619-1400 B
1399-1260 C
1259-1080 D
1079 and below F

Attendance and Academic Dishonesty/Plagiarism Policy:

Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade by 10%. Cheating/ Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.
Late Assignments:

Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

Attendance: Attendance in class is required.

Attendance will be taken and will affect the student’s final grade by 10%. Grades will be adjusted because of excessive absences (over 3). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

Statement of Academic Accommodations:

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

Special Reminders:

No refund on dropped classes after August 28, 2007. No refund on complete withdrawals after August 28, 2007. Beginning Day of Grade or “W” or “F” for dropped course(s) is November 6, 2007. Final day to drop classes is November 20, 2007.

Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.


SYLLABUS
EDUC 3313-Foundations of Reading
Fall 2007
Tuesday and Thursday 8:00 to 9:15
Hamilton Hall-Room 108

General Information:

School: Education  Department: Education
Course Number: EDUC 3313  Hours Credit: 3
Course Title: Foundations of Reading

Instructor:

Mr. Jerry Mihelic, Field Placement Director
Office: HMH 112
Telephone: 580-349-1438
Office Hours: Mon. & Wed. 8:30 to 10:00, 2:30 to 3:30
Tues. & Thurs. 9:15 to 10:00, 1:15 to 3:00
Email: jmihelic@opsu.edu

Textbook:
1) Teaching Reading in Today’s Elementary Schools by Burns, Roe & Smith
2) Teaching Children to Read by Reutzel & Cooter
3) Phonics in Proper Perspective by Heilman – (purchase)

Course Description:

Theories and basic principles of reading instruction are addressed. A brief overview of content, techniques of vocabulary development, readiness, word recognition, comprehension, and critical reading skills are presented. Students will learn how people learn oral and written language and develop their proficiency. Students will also learn specialized vocabulary that is needed for principles of reading.
The candidate will be able to

1. understand and use the central concepts and methods of inquiry in reading (language development, theories of reading process, phonemic awareness, phonics, word recognition, vocabulary acquisition and development, holistic strategies, comprehension, and fluency), as well as create developmentally appropriate learning experiences that are adaptable to individual diversities. (OGC 1,2,3,4,7,8,12,14,15; ACEI 1,2; IRA-NCTE 1,2,8,12,15-18,21-24,26-29)

2. develop instruction based on the Oklahoma Core Curriculum and create learning environments that encourage best motivation and behavior of students. (OGC 5,14,15; ACEI 1,2.1,3.1,3.2,3.4; IRA-NCTE 12,28,30,33,35)

3. use a variety of communication techniques, including technology to foster active inquiry, collaboration, and interaction in the classroom. (OGC 4,5,6; ACEI 1,2.1,3.1,3.2,3.4; IRA-NCTE 4,11,12,14)

4. design experiences for students in reading, integrating those experiences with each other and with other content areas. (OGC 1; ACEI 1,2.1,2.8,3.1,3.2,3.4; IRA-NCTE 6,9,12,12,13,19,28,31)

5. understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process. (OGC 7,8,9; ACEI 1,3.1,4; IRA-NCTE 16,36).
Assessments:
Assignments must be typed (unless otherwise specified) and turned in when due. Please check for grammatical and usage errors, as well as for errors in use of conventions of language, as these will count against the grade for the assignment.

1. Reading Autobiography (see instructions page) 75 points Due August 23

2. Construct 5 lesson plans (using attached lesson plan format), one for the following focal points of the lesson: (50 points each) total of 250 points
   a. Phonics (1st or 2nd grade level) Due Sept 20
   b. Structural Analysis Due Oct. 16
   c. Vocabulary Due Oct. 25
   d. Comprehension Due Nov. 1
   e. A lesson adapted from a basal series Due Nov. 8

3 Research Project (150 points) Due Dec. 6
Decide upon one of the following topics and read 3-5 articles from professional journals, as well as from information from textbooks written within the last 10 years. You will use the attached format to formulate and write a paper in which you summarize and evaluate the information in the articles and textbooks. You will present your topic to the class. Topics should be from the following list:
The effectiveness of Reading First
The influence and effectiveness of the Whole Language Movement
The influence and effectiveness of the Reading Recovery Movement
Brain research and learning to read (Be sure to use the latest articles as well as older research: see Gerald Coles in the Phi Delta Kappan as well as others)
Legislation affecting reading instruction and materials (see Calif., NCLB, State mandated tests)
The NAEP Reports on reading instruction and progress
The influence of the home environment on reading instruction
Teaching reading to English as Second Language learners
The change in basal reading materials in the last 50 years

4. Test on Phonics/Structural Analysis/Voc (100 points)

5. Exam One and Two (100 points each)

6. Review and Analyze a Major Basal Series - (150 points) Due Nov. 20
   You will present this to the class
Summary of Assignments
Reading Autobiography (75 points)
5 lesson plans (250 points)
Research Project (150 points)
Test on Phonics/Structural Analysis/Voc (100 points)
Exam One and Two (100 points each) (200 points)
Review and Analyze a Major Basal Series (150 points)

Total (925 points)

Course Scoring
A = 925 – 832 points
B = 831 - 740
C = 741 – 647
D= 646-555
F= Below 554

Any grade of D or below in an Education class, the class must be taken over.

Late Assignments: Assignments are due at the time of class on the day that is scheduled. Any assignment turned in late will receive 10% off the first day and 10% every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

Attendance:
Attendance in class is required. Students are expected to attend all classes and assigned activities. Attendance will be taken and will affect the student’s final grade by 10%. Grades will be adjusted because of excessive absences (over 3). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

Knowledge Base:
This course provides the knowledge base critical for higher level courses in teaching reading in the elementary school. It is the prerequisite for Education 3414 and Education 3053, both reading courses.
Attendance and Academic Dishonesty/Plagiarism Policy:
Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade by 10%. Cheating/ Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

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Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Statement of Academic Accommodations:
Disabilities: Requests for accommodations for disabilities should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities) or the Vice President for Student Affairs Office (physical, i.e. mobility, vision, hearing). However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor and appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

Procedures for addressing disabled students’ needs are found in the Policy and Procedure manual for Accommodation for Students with Disabilities. The instructor should make an effort to accommodate the student first. Should that not succeed, the instructor should contact the counseling center for advice and/or assistance. Also, please feel free to contact the office of the VPAA and/or VPSA.

Special Reminders:
No refund on dropped classes after August 28, 2007. No refund on complete withdrawals after August 28, 2007. Beginning Day of Grade or “W” or “F” for dropped course(s) is November 6, 2007. Final day to drop classes is November 20, 2007.
Disclaimer:

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Bibliography:


Ibid. *Handbook of Research on Teaching the English Language Arts.* Lawrence Erlbaum Assoc. 2005


FOUR ATTACHMENTS will be given out in class as scheduled - See Tentative Schedule

- Reading Autobiography Format
- Guidelines for Research Papers
- Lesson Plan Format
- Guidelines for Basal Reader Evaluation

GUIDELINES FOR RESEARCH PAPERS

Type, double-space. Use APA format for citations. Be sure your last name and page number is at the top right hand corner of each page. Questions from the presentations will likely be on the final exam for all class members.

You will need to look professional for all presentations, as you will in your classroom someday.
Tentative Schedule for Foundations of Reading

Key to Text: **Bolded** are the Cooter Book- Teaching Children to Read
*Italic* are the Smith Book- Teaching Reading

August 16
Syllabus, Intro, How did you learn to Read?

August 21
Comprehensive Reading Instruction
Reading First Booklets
Handout Voc.  
*Chapter One*

August 23
Language Acquisition and Early Stages of Literacy Development
Review Lesson Planning - Format
**Reading- Autobiography Due**

August 28
Phonemic Awareness and Phonics Instruction
Word Recognition  
*Chapter Four*

August 30
Phonics – Instruction – What is it all about?  
Phonics in Proper Perspective
Ch 1-3

What is good phonics instruction? ETC….

September 4
More Phonics

September 6
Emergent Literacy
Review for Test on Phonics/Structural Analysis  
*Chapter Two*

September 11
Theoretical Stages of Reading Instruction
**Test on Phonics / Structural Analysis/Voc**  
*Chapter Three*
September 13
Meaning Vocabulary
Class Sample Lesson Plan
Chapter Four

September 18
Increasing Vocabulary and Word Knowledge
Chapter Five

September 20
Improving Reading Comprehension
Phonics Lesson Plan Due
Chapter Six

September 25
Library – Time to start Basal Review Research

September 27
Comprehension Part 1
Review for Test One
Chapter Five

October 2
Comprehension Part 2
Developing Reading Fluency
Chapter Six
Chapter Seven

October 4
Materials and Programs for Literacy Instruction
Chapter Eight

October 9
Major Approaches and Materials
Test One
Chapter Seven

October 11
Assessing Literacy Learning
Chapter Nine

October 16
Language and Literature
Reading/ Study Techniques
Structural Analysis Lesson Plan Due
Chapter Eight
Chapter Nine

October 18 - Fall Break – No Class

October 23
Organizing for Reading Instruction(k-3)
Chapter Ten
October 25  
Providing Effective K-3 Lit. Instruction  
Vocabulary Lesson Plan Due  

Chapter Eleven

October 30  
The Transition Years: Grades 4-6  

Chapter Twelve

November 1  
Reading in Middle School  
Comprehension Lesson Plan Due  

Chapter Thirteen

November 6  
Reading in the Content Areas  

Chapter Ten

November 8  
Use of Technology for Literacy Learning  
Lesson Adapted from Basal Due  

Chapter Eleven

November 13  
Assessment of Student Progress  

Chapter Twelve

November 15  
Classroom Organization and Management  
ESL Readers  

Chapter Thirteen

November 20  
Review and Analyze a Major Basal Series Due  
Presentations of the Basal Series  

November 22 – Thanksgiving – No School

November 27  
Readers with Special Needs  

Chapter Fourteen

November 29  
Questions from OSAT/ Review  
Reading Programs- SFA, Reading Recovery, New Zealand, Dibels, ETC  
Balanced Literacy

December 4  
Review for the Final/ Test Two

December 6  
Research Presentations – Research Project Due

December 12 – Final/ Test Two 8:00 to 10:00
ATTENTION: KEEP THE ASSESSMENT FORMS PROVIDED IN THIS SYLLABUS—YOU WILL NEED TO GIVE THEM TO THE INSTRUCTOR WHEN YOU ARE BEING GRADED

General Information:

School: Education  Department: Education
Course Number: EDUC 3333  Hours Credit: 3
Course Title: Methods and Materials In Elementary Creative Arts
Pre-requisites: Admittance into Teacher Education Program

Instructor:

Elaina Stewart, Librarian; Assistant Professor;
Office: McKee Lib #109C
Telephone: Office 349.1544  Home 580.349-2995
Email: estewart@opsu.edu
Office Hours: No designated office hours. Come to the library or call/e-mail.
Class Location: Hamilton Hall, Rm 109

Course Description:

The course surveys the types of creative arts usually presented in public school. It includes methodology directed toward all levels of elementary education including early childhood education. Restricted enrollment to those admitted to Teacher Education.

DIVERSITY
Diversity will be addressed through age/developmental, learning styles, and special needs of students and how they are included in the art curriculum. Candidates will show their understanding in the planning of activities, teaching to peers, teaching to elementary students, and development of units. Class curriculum will include discussions of diverse students and the invitation of guest speakers.

TECHNOLOGY
Technology in the art program will be discussed and the candidates will show their understanding through the development of a creative project using technology. Class discussions will concern technology in the arts and the kinds of media available. Within the course, uses of technology will include use of computer, power points, opaque projectors, overheads, videos, and audios.

Course Competencies and Assessment:

A.C.E.I. Association for Childhood Education International Competencies
O.G.C. Oklahoma General Competencies for Teacher Licensure and Certification

The student will be able to:

1. Identify the link between child development, curriculum, assessment practices, and instruction.
   ACEI 2a, 3a, 4;  O.G.C. 4, 7, 14, 15,

2. Select materials, resources, and technology applicable to the creative arts and can create meaningful learning experiences (active engagement) for students of various differences.
   ACEI 1,3a,3b,3d, 3e;  O.G.C. 3, 4,

3. Use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, diversity, and motivation.
   ACEI 1, 2a, 2f, 3b;  O.G.C. 2, 5, 14,

4. Demonstrate a knowledge base related to the arts and the connection to historical events, societal influences, cultural influences and the development of civilization.
   ACEI 2i, 3a, 3d;  O.G.C. 1,

Competencies will be assessed through the following course requirements. (See Rubric for Assessment p 4)
Course Requirements: Assignments should be type written and turned in when due. One letter grade will be deducted for each class period late. Refer to the tentative schedule for due dates.

1. Teach an art / drama / music activity to peers (Competencies 1, 2, 3, 4)
   Each candidate will be required to teach an (1) art, drama/movement, or music activity in class. The activity must engage the whole class and integrate with another content area. This activity must be for a specific grade level, and take into consideration the developmental level of the students in relationship to creative activities and materials used. The required lesson plan should be in the format designated by the Education Department. A copy of the lesson plan format should be given to the professor before the activity. Provide class members a copy for their Resource File. Include books and websites.

2. Bulletin Board (Competency 2)
   Candidates will each develop a (1) creative arts bulletin board that is appropriate to the elementary level, and related to peer teaching activity. Use student created materials (no kits) and make the BB interactive.

3. Class projects participation (attendance) (Competencies 1, 2, 3, 4)
   A variety of hands-on class projects will occur during the semester. Participation and involvement points will be divided among projects. (25 total possible points)

4. Interdisciplinary Art/Music/Drama/Movement Project (Competencies 3, 4)
   INTERDISCIPLINARY ART/MUSIC/MOVEMENT PROJECT
   A unit of activities (5 lesson plans) about an artist, musician, actor, or dancer, and what artistic or cultural movement the artist represents.
   In the lesson plans, integrate history, language arts, math, science, social studies, technology, with the subject of your unit.
   Write an introduction and rationale for the unit (submit this to instructor by Feb. 25, 2008 for OK)
   Present to class (15 minutes) at the end of the semester as per schedule.
   Begin the unit with an introduction giving an overview of objectives and activities. Lesson plan format should be used to organize the activities
   Include use 1 or more level appropriate books (titles) (art) for each lesson plan. Include a copy of the project within the Resource File. (25 possible points)

5. Resource File: (Competency 2)
   Art, Music Drama ideas, patterns, etc. and include at least one lesson plan/ideas/activities for each - Art, Drama, Music/Movement. (30 pts) This will be a file, box, folder, to gather and organize information and ideas for classroom use. This is a “living project” that can be used throughout your teaching career. No particular format is required but try to make the organization style in a format that you (as a teacher) can refer to when you need resource materials. Include a bibliography of books for teaching creative activities and subject areas. Date collected materials. (20 possible points)

6. Journal/Notebook of class notes taken in double entry style. Each class dated, activities described, info on books, websites, pp, and personal notations, comments. Journal/Notebook will be reviewed periodically (pass/fail) and included in the resource file at the end of the semester.

COURSE SCORING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS POSSIBLE</th>
<th>POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art / Music or Drama Teaching Peer Teaching</td>
<td>25</td>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>5</td>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>Class Projects participation</td>
<td>25</td>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>Interdisciplinary Project</td>
<td>25</td>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>Art Resource File</td>
<td>20</td>
<td>59 - below</td>
<td>F</td>
</tr>
<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>100</td>
<td></td>
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</tbody>
</table>
SYLLABUS
EDUC 3333--METHODS AND MATERIALS IN ELEMENTARY CREATIVE ARTS
SPRING 2008

Textbook:

Attendance and Academic Dishonesty/Plagiarism Policy:
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Special Reminders:
No refund on dropped classes or complete withdrawal from school beginning January 16, 2008.
Final day to drop classes April 24, 2008.

Disclaimer:
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REFERENCES
Arts and Activities. Skokie, Ill.: Jones Pub. Co., etc.
## RUBRIC FOR ASSESSMENT

<table>
<thead>
<tr>
<th>Competency</th>
<th>How Content is Presented</th>
<th>How Competency is Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate will be able to identify the link between child development, curriculum, assessment practices and instruction. ACEI 2a,3a,4 O.G.C. 4, 7, 14, 15,</td>
<td>Content is presented through lectures, assigned readings, class discussions, simulations.</td>
<td>Competency is assessed through candidate development of creative arts lessons and teaching to peers; development of bulletin board display; Design of Interdisciplinary Unit; Assignments 1., 3.,</td>
</tr>
<tr>
<td>2. The candidate will be able to select materials, resources, and technology applicable to the creative arts and can create meaningful learning experiences (active engagement) for students of various differences. ACEI 3a,3b,3d,3e O.G.C. 3, 4,</td>
<td>Content is presented through lectures, assigned readings, class discussions, computer simulations, recordings.</td>
<td>Competency is assessed through candidate development of creative arts lessons, teaching to peers; development of bulletin board display; Design of Interdisciplinary Unit; Assignments 1., 2., 3., 5.,</td>
</tr>
<tr>
<td>3. The candidate will be able to use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, diversity, and motivation. ACEI 1, 2a,2f,3b O.G.C. 2, 5, 14,</td>
<td>Content is presented through lectures, assigned readings, class discussions, computer simulations, videos, and recordings.</td>
<td>Competency is assessed through candidate development of creative arts lessons, teaching to peers; development of bulletin board display; Design of Interdisciplinary Unit; Assignments 1., 3., 4.,</td>
</tr>
<tr>
<td>4. The candidate will be able to demonstrate a knowledge base related to the arts and the connections to historical events, societal influences, cultural influences and the development of civilization. ACEI 2l,3a,3d O.G.C. 1,</td>
<td>Content is presented through lectures, assigned research, peer presentations, videos.</td>
<td>Competency is assessed through candidate development of Interdisciplinary Unit; Assignments 1., 3., 4.,</td>
</tr>
</tbody>
</table>

Projects and assignments s will be scored using the following rubric:

- **3=Target (A)** -- displays extreme quality and accuracy of ideas, extensive investigation, excellent development of thoughts, organization and paragraphing, and excellent use of grammar, punctuation, and wording. Correct formatting.
- **2=Acceptable (B)** -- contains quality and accuracy of ideas, investigation, and development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording. Mostly correct formatting.
- **1=Unacceptable (F)** -- has little evidence of quality and accuracy of ideas, investigation, development of thoughts, organization and paragraphing, and use of grammar, punctuation, and wording; incorrect formatting.

*Students who receive a score of “0-1” will be given remediation and allowed to resubmit materials within time period designated by instructor.*
Art, Music, Drama/Movement
Peer Teaching LESSON CRITIQUE

This peer assessment should be thoughtful and give constructive evaluation for the lesson taught.

Date:___________________
Teacher:__________________________________________________________

Lesson Title or Topic:_____________________________________________________

Lesson plan developed according to format/clearly stated
   _____(a) State Competencies listed
   _____(b) Objectives written in measurable terms
   _____(c) List of materials and resources
   _____(d) Content integration
   _____(e) Introduction (gets attention)
   _____(f) Activity description/relate to prior knowledge
   _____(g) Modifications/accommodations for special needs or ESL
   _____(h) Assessment (measures completed objectives)
   _____(i) Reflection – discussion after the lesson-what to change?

(9 possible points)

   _____Lesson is developmentally appropriate. (3)
   _____Lesson integrates into other content areas. (4)
   _____Good use of materials/clean up planned. (2)
   _____Teacher is knowledgeable of topic and learners. (2)
   _____Activity well explained. Class understood directions. (4)
   _____Copies of activity made available to the class. (1)

   _____Total (25 possible)

Comments:_________________________________________________________________
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________________________________________________________________________
SYLLABUS
EDUC 3333--METHODS AND MATERIALS IN ELEMENTARY CREATIVE ARTS
SPRING 2008

LESSON PLAN FORMAT

DATE

NAME

TITLE OF LESSON

APPROXIMATE AGE/GRADE LEVEL

A. STATE COMPETENCIES

B. OBJECTIVE(S) OF LESSON
   a. Content area integration (art and history, music and language arts, etc.)

C. LIST OF MATERIALS/RESOURCES USED FOR LESSON
   a. Include a list of materials needed for lesson
   b. Estimate time involved for completion of lesson and created products
   c. List websites, book titles, all bibliographic references

D. INSTRUCTION
   a. INTRODUCTION
      What will students do today? Why do they need to know information or process?
   b. ACTIVITY DESCRIPTION
      Summarize
   c. CLOSURE
      Restate information

E. ASSESSMENT (should correlate with objectives)

F. MODIFICATIONS / ACCOMMODATIONS (at least 2)

G. REFLECTION (To be written after peer teaching exercise)
**SYLLABUS**

**EDUC 3333--METHODS AND MATERIALS IN ELEMENTARY CREATIVE ARTS**

**SPRING 2008**

**LESSON PLAN EXPLANATION**

Name ___________________________ Grade ______________________

Topic or Assignment #_______________________________

A. **State Competency** - This should be an exact copy of the required Oklahoma state competency that teachers are required to teach at specific grade levels. (Because each of the Oklahoma competencies have several aspects, you may choose only one or two rather than trying to teach all of the competencies in one class period.) This section of the lesson plan in some states or in some schools would be called the “Goal.”

B. **Objectives for this lesson** - State specifically what the student will know or be able to do when you have taught the lesson. For example:
   - The student will be able to spell 10 assigned science words at the fourth grade level of proficiency.
   - Or the student will be able to analyze the story grammar of a short story.
   - Or the student will be able to identify the causes of the War Between the States.

*Remember that objectives must be measurable. Bloom’s Taxonomy can help with measurable objectives.*

C. **Materials and Resources**—List the materials you will use to teach this lesson. Be sure to state the books, film, or Internet resources from which you will teach. Be specific as to page numbers, length of film, Website, etc. Use APA format to cite your sources.

D. **Instruction**
   a. **Introduction**—What student prior knowledge will you access? What activities will you use to access that knowledge? How will you find out what the student already knows about your information? (Pre-test, KWL, discussion?) How will you tie today’s lesson into previous lessons? How will you motivate the student to learn what you have to present in this lesson?
   b. **Instructional process**—What activities will you use to teach this lesson? What will you do or say? What will your students do or say? How long will this take? Have you broken up the lesson into segments? How will you monitor the learning process? **These activities MUST match your objectives.**
   c. **Closure**—This will end the lesson by reviewing the lesson taught, checking for understanding, asking questions, and student activities to reiterate the formation.

E. **Assessment** – How will you know the student learned what you thought you taught? (Test, skills sheet, physical task, project, etc.) Your **assessment must match the objectives.** Or you will have a spelling bee over the 10 words. Or you will have students write an essay over the concept reflected in the 10 words and check for the spelling of these words.)

F. **Modifications/Accommodations** – How will you adjust instruction and activities for those students unable to do regular course work? (Don’t tell me you will have them read the book in their own language unless you are sure they can read their own language!) State the reason for the modification (dyslexia, vision impairment, deaf, autistic, etc.) and how you will modify the lesson. **You should have at least 2 modifications or accommodations.**

G. **Reflection** - You cannot do this step until you have actually taught the lesson. At that time you should list the changes you must make because of time constraints, student abilities, or materials that were not adequate. Or perhaps you find that your teaching was not adequate and will do things differently next time you teach this same material.

**Handing in lesson plans that are copied directly from published materials or the Internet without citing sources and adapting them to your own situation will give you an automatic “F” in this class!**
## RUBRIC FOR LESSON PLAN EVALUATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDICATORS</strong></td>
<td><strong>Level of Competency 3</strong></td>
</tr>
<tr>
<td>Format</td>
<td>Lesson has appropriate content and grade level. Follows prescribed format accurately.</td>
</tr>
<tr>
<td>Assessment (Section E)</td>
<td>Assessment clearly stated and matches the objective(s).</td>
</tr>
<tr>
<td>Grammar/Usage/Spelling</td>
<td>Few (2 to 4) errors in grammar and usage and spelling.</td>
</tr>
<tr>
<td>State Competencies/PASS (Section A)</td>
<td>PASS competencies listed and match the objective(s).</td>
</tr>
<tr>
<td>Modifications/Accommodations (Section F)</td>
<td>Listed and appropriate for the lesson. Two examples given.</td>
</tr>
<tr>
<td>Objectives (Section B)</td>
<td>Objective(s) are listed and are measurable and appropriate</td>
</tr>
<tr>
<td>Instructions (Section D, a,b)</td>
<td>Appropriate contents and usage of instructions. Matches objective(s)</td>
</tr>
<tr>
<td>Closure (Section D,c)</td>
<td>Appropriate use and contents</td>
</tr>
<tr>
<td>Reflection (Section G) If Applicable.</td>
<td>Appropriate use and contents</td>
</tr>
<tr>
<td>Materials and Resources (Section C)</td>
<td>Listed and appropriate for the lesson</td>
</tr>
<tr>
<td>Attention getter (Section D,a)</td>
<td>Attention getter reaches out and significantly gets student attention, draws them into the lesson, and is appropriate for the lesson topic</td>
</tr>
<tr>
<td>Purpose (Section D,a)</td>
<td>Purpose significantly demonstrates to students how mastering the objectives of the lesson will benefit them in real life situations. Students will be able to make a direct connection to the lesson and themselves.</td>
</tr>
<tr>
<td>Activities (Section D,b)</td>
<td>Plan contains activities 3 or more activities</td>
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<tr>
<td>Multiple Intelligences (Section D,b)</td>
<td>Activities addresses 3 or more intelligences</td>
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</tbody>
</table>

**TOTALS**
INTERDISCIPLINARY UNIT

Scoring Rubric

NAME______________________________________

TOPIC________________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5 Above and Beyond Expected</td>
<td>2-4</td>
<td>0-1</td>
</tr>
<tr>
<td>Introduction</td>
<td>Excellent description of topic and the reasoning behind unit. 5 pts</td>
<td>Good description of topic with understandable reasoning. 2-4</td>
<td>Lacked an introduction or very unclear. 0-1</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Lesson plans meets format and activities are clearly described. 5 pts</td>
<td>Lesson plans meets format requirements with minimal clarification. 2-4</td>
<td>Lesson plans did not meet specified format or had unclear description. 0-1</td>
</tr>
<tr>
<td>Topic</td>
<td>Topic and activities are very appropriate to unit. 5 pts</td>
<td>Topic and activities are somewhat appropriate to unit. 2-4</td>
<td>Topic and activities were not appropriate to unit. 0-1</td>
</tr>
<tr>
<td>Technology</td>
<td>Extra work on appropriate technology/media was used in unit. 5 pts</td>
<td>Technology was used in unit. 2-4</td>
<td>Technology not appropriate to unit or no technology used. 0-1</td>
</tr>
<tr>
<td>Organization</td>
<td>Organized in creative/ attractive manner. Spelling/grammar with no mistakes. 5 pts</td>
<td>Organization with some creativity and very few mistakes. 2-4</td>
<td>Very little creative or attractive organization. Contains many spelling/grammar Mistakes. 0-1</td>
</tr>
<tr>
<td>TOTAL (25 pts possible)</td>
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Comments:__________________________________________________________________________
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RESOURCE FILE
Scoring Rubric

NAME______________________________________

FINAL SCORE__________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>Very well-organized in logical way with clearly marked, multiple categories and designed to expand</td>
<td>Organized and categorized and is current. Can be easily expanded</td>
<td>Lacks organization or categorization. File is limited with no expandable capabilities</td>
</tr>
<tr>
<td></td>
<td>5 pts</td>
<td>3 - 4</td>
<td>0 - 2</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Materials added to file are clear and useable and exceed required number.</td>
<td>Materials added to file are standard with some usability and required number</td>
<td>Materials added to file are limited in scope and usability and/or not required number included</td>
</tr>
<tr>
<td></td>
<td>5 pts</td>
<td>3 - 4</td>
<td>0 - 2</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>Resource file contains numerous technology resources</td>
<td>Resource file contains one technology resource</td>
<td>Resource file contains no technology</td>
</tr>
<tr>
<td></td>
<td>5 pts</td>
<td>3 - 4</td>
<td>0 - 2</td>
</tr>
<tr>
<td>REQUIRED ELEMENTS</td>
<td>File contains all required elements and all are clearly presented along with reflections of the assessed competencies</td>
<td>File contains most required elements and is clearly organized with some reflection of the assessed competencies</td>
<td>File does not contain required elements and has little or no reflection of the assessed competencies</td>
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<tr>
<td>AND REFLECTIONS</td>
<td>1________</td>
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<tr>
<td>TOTAL</td>
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<td>3 - 4</td>
<td>0 - 2</td>
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<tr>
<td>(20 pts possible)</td>
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Comments:___________________________________________________________________________
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CONCERNING COURSE REQUIREMENT 3. Class projects participation (attendance) (Competencies 1, 2, 3, 4)

A variety of hands-on class projects will occur during the semester.
Participation and involvement points will be divided between projects. (25 total possible points)
Some assignments have specific due dates, and some have open end dates, due by May 5, 2008.

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>POSS POINTS</td>
<td>DATE DUE</td>
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SYLLABUS
COURSE: FIELD EXPERIENCE PARCTICUM (EL.ED) Educ 3563
CREDIT HOURS: 3    HH 119
FALL, 2007
PROFESSOR: Dr. Russell M. Thatcher
OFFICE: HMH 113
OFFICE PHONE: 580-349-1412
E-MAIL: rmthatcher@opsu.edu
WEB PAGE: http://www.opsu.edu/education/Thatcher_Home_Page/dr__russell_m__thatcher.htm
OFFICE HOURS: M/W 8:30-11:00   Tuesday: 8:30-12:00 and 1:-2:30
TEXT: What to Do with the Kid Who, Kay Burke

COURSE DESCRIPTION

This course is designed to introduce candidates to contemporary concepts in elementary education and to provide opportunity through field experiences to examine, implement, and reflect upon various aspects of these concepts.

SPECIAL NEEDS STUDENTS

Requests for accommodations for disabilities should have been made prior to the start of the semester through the VPAA Office or the VPSA Office. However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor and appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

COURSE OBJECTIVES

Oklahoma Elementary Education Competencies (2,5,6,7,8,9,10,11,12,13,15)
Oklahoma General Competencies (1,2,3,4,5,6,7,8,12,14)
ACEI (1, 2, 3, 4, 5)

PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Journal Article Reports</td>
<td>100</td>
</tr>
<tr>
<td>Journals and Reflection</td>
<td>80</td>
</tr>
<tr>
<td>Micro-teaching sessions</td>
<td>P/F If not completed 10% of grade will be docked for each lesson</td>
</tr>
<tr>
<td>30 hours of observation</td>
<td>60</td>
</tr>
<tr>
<td>Attendance</td>
<td>75</td>
</tr>
</tbody>
</table>

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>84-91%</td>
</tr>
<tr>
<td>C</td>
<td>76-83%</td>
</tr>
<tr>
<td>D</td>
<td>68-76%</td>
</tr>
<tr>
<td>F</td>
<td>67-belown</td>
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</table>
ATTENDANCE

Attendance in class is required. One unexcused absence will be tolerated. More than one absence will automatically lower your class score by 5 points per absence. Unreasonable tardiness will result in 2% deduction from final grade per occurrence. IF YOU ARE ABSENT AND AN ARTICLE PRESENTATION IS DUE, THERE WILL BE NO MAKE UP FOR THAT.

LATE PROJECTS

All projects are due at the prescribed time. No project will be accepted late.

PROJECT DESCRIPTIONS AND COMPETENCIES ASSESSED

ARTICLE REPORTS—will be conducted on each chapter of the text. Candidates may select any topic within the chapter and find a journal article dealing with the topic. The reports will be oral and used for discussion purposes in class.

JOURNALS/REFLECTION—Candidates will maintain a daily journal of classroom activities and professional and intellectually reflect upon the activities. Journals will be brought to class on a weekly basis and subject to checking at any point. At two points during the semester journal summaries will be turned in. These summaries are not to exceed 8 pages.
   Journal 1—15 hours observed by March 3rd   Journal due March 8th
   Journal 2—15 hours observed by May 5th   Journal due May 10th

MICRO-TEACHING SESSIONS—Candidates will develop 2 full scale lesson plans in conjunction with the classroom teacher's focus and within or without the confines of methods courses currently taken. The plans will be taught in the classroom under the guidance of the mentor teacher and will have detailed reflections after the lesson is taught. The lesson plans and reflections summaries will be turned in for a grade. The first will be due by March 10th and the second by May 5th.

ACADEMIC DISHONESTY POLICY: All work is to be completed by the individual student unless otherwise approved by the instructor. Cheating or falsifying requirements could result in failure of the course.

IMPORTANT UNIVERSITY DATES Attached is a copy of the University calendar for this semester. Please note the drop/add deadlines and all other important deadlines. These are final.

DISCLAIMER: This syllabus is not a contract and can be changed at the discretion of the instructor.


Field experiences are vital components in all teacher education programs at Oklahoma Panhandle State University. They allow candidates to gain firsthand knowledge of how learning and teaching methodologies are being utilized by classroom teachers and to recognize complexities of working with diverse children. The field experience practicum courses are meant to narrow the gap between theory and practice. It is designed to be a collaborative effort in which the mentor teacher(s) and university faculty work together in helping pre-service teacher education candidates make a smooth transition from the university classroom to the final phase in student internship.

The Practicum I course should be taken the semester after being admitted to the Teacher Education Program. The Practicum II course should be taken in any semester between the Practicum I semester and the student internship semester.

PROCEDURES

All OPSU candidates participating in the field experience practicum should:

1. Visit with the Field Placement Director with class schedule in hand to determine the school(s) the candidate will be working with for the semester.

2. The Field Placement Director will contact the principal who will assign a teacher as mentor.

3. Take your class schedule to the first class meeting with the OPSU faculty instructor so that a prescribed individual plan can be determined. If this is the 2nd practicum experience, bring your individualized plan from the 1st practicum experience.

4. Report to the school on an appointed day and time to meet the principal and/or mentor(s). The field experience schedule should be set at this time.

5. Be at the school(s) a maximum of three (3) hours per week for 10 weeks. (total of thirty (30) hours for the semester)

6. Participate in a variety of experiences within the classroom setting determined by the faculty instructor and mentor teacher.

7. Tutor an “at-risk” student.

8. Complete daily log sheets and daily journals to submit to the OPSU faculty instructor for designated times due.

9. Maintain strict confidentiality concerning students and student information.

RESPONSIBILITIES

The OPSU teacher candidate should:

1. Spend a maximum of three hours per week in the school and thirty hours during the semester.

2. Cooperate fully with mentor teacher(s).
3. Be aware of school policies and follow them.
4. Assist the mentor teacher whenever possible.
5. Follow the mentor teacher’s rules of conduct.
6. Assist students as determined by the mentor teacher(s).
7. Dress and act professionally.
8. Follow the individualized plan of activities provided by the university Practicum professor.
9. Keep a daily journal of events and activities during each visit.
10. Be aware that OPSU teacher candidates are public relations representatives of the university.
11. Plan and teach lessons prescribed by the individualized plan under direct supervision of the classroom teacher.
12. Be dependable, by arriving on time and being present on assigned days. Notify the mentor teacher when an absence is necessary.

The mentor teacher should:

1. Supervise teacher candidates as they assist with classes.
2. Explain purpose of activities.
3. Understand that teacher candidates are not trained to assume the responsibility of an entire classroom for a great length of time.
4. Provide opportunities to observe lesson planning and various uses of instructional materials and equipment.
5. Provide opportunities to learn about the major components of teaching.
6. Complete surveys, assessment of candidate, and certify attendance.
7. Provide direction to other teachers or sources to help the candidate complete his/her individualized plan.

OPSU university supervisor should:

1. Supervise experiences with periodical visits to the schools if necessary.
2. Provide information to help the candidates in their experiences.
3. Serve as a consultant for the schools and candidates.
4. Assess the candidate’s experiences through a variety of sources.
ASSESSMENT OF THE FIELD EXPERIENCE CANDIDATE

All candidates will maintain a daily journal documenting the observations and activities of each visit. Within the journal, the date and number of hours spent should be indicated. The journals will be given to the professor at designated times throughout the semester. A summary of the field experience will be turned in at the end of the semester.

The university professor and mentor teacher(s) will complete an assessment instrument concerning knowledge, skills, and dispositions of the candidate.

Assignments made by the university professor during the semester may be part of the assessment process.
FIELD EXPERIENCE PRACTICUM
INDIVIDUALIZED PLAN

PRACTICUM 1 OR II
NAME___________________________________       SEMESTER________________

Report observations/experiences in daily logs and the Field Experience Journal of checked items below.

___ Observe and describe an integrated reading/language arts program.

___ Diversity within a classroom---what modifications/accommodations were used for special needs, learning styles, and ESL.

___ Describe teacher classroom management style and discipline plan.

___ Describe the curriculum and methods used in the teaching of math and science.

___ Describe the types of technology used in classroom/school.

___ Describe the social studies curriculum.

___ Describe observations/experiences in the creative arts. Observe a play or band or choir practice.

___ Determine the variety of learning styles observed in the classroom of your mentor.

___ Determine development of 2 students using Piaget’s theories. Observe each for one day and report your observations.

___ Tutor an “at-risk” student indicated by the mentor teacher for number of hours determined by the professor and/or mentor teacher. This is your service learning project.

___ Teach at least 2 lessons.
FIELD EXPERIENCES

NAME__________________________________

List the courses in which you have previously finished field experience hours.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SCHOOL</th>
<th>SEMESTER/YEAR</th>
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</tbody>
</table>

NAME__________________________________

LIST THE COURSES YOU ARE CURRENTLY TAKING

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
IMPORTANT DATES

August 21—Final day to enroll or add a class
August 28—No refund on dropped courses after this date
November 6—Beginning of grade of W or F for dropped courses
November 20—Final day to drop or withdraw from a class
I. **General Information:**
School: Education  
Department: Education  
Course Number: EDUC 4173  
Credit Hours: 3  
Course Title: Materials and Methods of Teaching Elementary Science and Mathematics

II. **Instructor:**
Jana Peterson  
Office: HMH 103  
Telephone: 580-349-1536 or 1-800-664-OPSU,  
E-mail: jpeterson@opsu.edu  
FAX # 580-349-2302  
Office Hours: 8:30 am - 9:15 am MTWRF and 11:00 am - 11:50 am MWF  
Other office hours are by appointment only!

III. **Course Description:**
A study of the methods, materials, and classroom procedures as they relate to teaching mathematics and science in the elementary classroom.

IV. **Requirements for the Course:**
Admission into the Teacher Education Program.

V. **Textbooks:**
*Mathematics for Elementary Teachers: A Conceptual Approach*
by Albert B. Bennett, Jr. and L. Ted Nelson  
*Teaching Science to Children: An Inquiry Approach*
by Alfred E. Friedl and Trish Yourst Koontz

VI. **Goals and Objectives of EDUC 4173 Materials and Methods of Teaching Elementary Science and Mathematics:**
1. Science — Candidates know, understand, and use fundamental concepts in the subject matter of science — including physical, life, and earth and space sciences — as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, a the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. ACEI 2.2
2. Mathematics — Candidates know, understand, and use the major concepts, number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. ACEI 2.3
3. Health education — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. ACEI 2.6
4. Integrating and applying knowledge for instruction — Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals,, and community. ACEI 3.1
5. Adaptation to diverse students — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. ACEI 3.2
6. Development of critical thinking, problem solving, performance skills — Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills. ACEI 3.3
7. Active engagement in learning — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. ACEI 3.4
8. Communication to foster collaboration — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. ACEI 3.5

9. Assessment for instruction — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. ACEI 4

10. Practices and behaviors of developing career teachers — Candidates understand an apply practices and behaviors that are characteristic of developing career teachers. ACEI 5.1

11. Reflection and evaluation — Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seed out opportunities to grow professionally. ACEI 5.2

12. Collaboration with colleagues and the community — Candidates foster relationships with school colleagues and agencies in the larger community to support students’ learning and well-being. ACEI 5.4

VII. Assessment:

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>

Assessment will be monitored by:

A. **Math and Science Unit: 45%**
Each student will develop, present, test, and score, at minimum, one math and one science unit. (The number of units developed per student is contingent upon the class size.)

Format of the unit should follow the attached Lesson Plan Format, the unit and all materials utilized in the teaching, testing, and scoring, of This unit should be typed. The unit should contain the following:

1) lecture support material in the form of a study guide
2) clearly stated learning objectives for the study guide
3) at least 2 activities (with one of these activities integrating a health component in all science units) with full explanations such as:
   a) the age group to which the lesson is targeting
   b) clearly stated learning objectives for each activity
   c) a list of materials needed per student/group
   d) a complete set of instructions, written much like a cookbook is written
   e) activity work sheet(s)
   f) assessment for each activity using a variety of assessment tools
4) integration of math with science and other content areas throughout the unit
5) the use of technology by the students in at least two activities
6) an exam covering the unit, with an assessment rubric
7) an illustration of a bulletin board concerning the unit (one of these will be created and displayed)
8) a bibliography of resources

B. **Exam: 20%**
Each student will be required to take and pass a competency examination in his/her subject area. The competency examination will be written at the eighth grade level and will meet the specific OSAT test competencies and ACEI standards. This test is designed to demonstrate that the teacher candidate has the content knowledge necessary to become “Competent, Caring, and Committed” teachers. You will be required to make a score of 80% or better on this exam. Failure to do so will result in a course grade of no higher than a D. You will not receive a passing grade of a C or better until you have passed the competency exam. You may only take this exam twice during the period of the
course. The results of this exam can be used by the candidate as evidence of Portfolio Competency # 1 if desired.

C. **Bulletin Board: 20%**
The student will create, at minimum, one bulletin board concerning either math or science on the elementary level. (The number of bulletin boards created by the student is contingent upon class size.)

D. **Textbook Evaluation: 5%**
Students will visit a state curriculum center to preview and evaluate various science and math textbooks with materials. The student will review two math and two science textbooks and write a minimum of two pros and two cons for choosing each book to be used in his/her classroom.

E. **Article Review: 10%**
The student will read a professional journal article about science or math education. The student will then write a brief summary and critique of the article. The summary is to be at minimum two pages, and at maximum five pages. The summary is to be typed, double-spaced, size 12 font with one inch margins. A copy of the article is to be attached to the review.

F. **Final Exam**
This exam is comprehensive and will be discussed further in class.

The final exam is scheduled for **Tuesday, December 11 from 6:00 - 8:30 pm in HmH 207.**

VIII. **Attendance and Cheating Policy:**
Attendance is **mandatory** and will be monitored each class period. The student is responsible for signing the roll sheet each class period. If you fail to sign the roll sheet before you exit the classroom, it will be counted as an absence.

Students are expected to arrive on time and to remain for the entire lecture. Respect for the instructor, fellow classmates, and oneself is expected. Exiting the classroom early is disruptive and unacceptable. The only exception to this is unexpected illness. Any early exit will be counted as an absence and a letter of explanation and a request to re-enter the classroom is required.

All students are expected to do their own work, both at home and in the classroom. Any sort of cheating will not be tolerated. Anyone caught cheating will receive a zero for that assignment and will be reported to the office of the Vice President of Academic Affairs.

IX. **Plagiarism/Academic Dishonesty:**
Any act that meets the definition on plagiarism based upon the definition and guidelines proposed in the General Catalog or Student handbook will result in a grade of zero for the assignment and a report to the Dean of Academic Affairs for review and any further disciplinary action determined there. Plagiarism is defined as: “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional web) work, structure, or ideas, in whole or in part, without adequate acknowledgment of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

X. **Statement of Academic Accommodation:**
Disabilities: **Request for accommodation for disabilities should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities: or the Vice President for Student Affairs Office (physical, i.e. mobility, vision, hearing).** However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor (and appropriate VP) of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.
XI. Tobacco Use in Public Places
In accordance with the State Smoking Places Act, the University has established a Smoking in Public Places Policy. All buildings owned or operated by OPSU will be free from tobacco use.
Definitions: “Building” is defined for the purpose of this policy as an enclosed, indoor area owned or operated by OPSU and used by the general public, serving as a place of work for university employees or a meeting place for a public body (as defined in the Open Meeting Act OS 25, Section 304), including but not limited to offices, classrooms, laboratories, libraries, auditoriums, arenas, theaters, performance/exhibit halls, museums, meeting rooms, cafeterias, and restaurants.
“Tobacco use” means the carrying by a person of a lighted cigar, cigarette, pipe or other lighted smoking device, and chewing smokeless tobacco.
Signs will be posted at all entrances to university buildings stating that the buildings are tobacco free. Faculty, staff, or students within the building may ask any person using tobacco in the building to refrain.
The above does not apply to: (1) any employee housing or residence facility owned or operated by the University, (2) outdoor areas unless specifically designated as non-smoking areas and which are ventilated to the outdoors.
Budget unit heads or their designees will disseminate this policy to all employees within their area of responsibility. Please direct concerns regarding this policy or its implementation through normal supervisory channels for resolution.
A smoking room shall be in a location which is fully enclosed, directly exhausted to the outside, under negative air pressure so smoke cannot escape when a door is opened, and no air is re-circulated to nonsmoking areas of the building. No smoking exhaust shall be located within twenty-five (25) feet of any entrance, exit or air intake.
No smoking shall be allowed within twenty-five (25) feet of an entrance or exit of any building owned or operated by OPSU.

XII. Disclaimer:
The content of this syllabus is intended to provide the student with pertinent information about this course and may be altered as needed by the instructor. In other words, this is NOT a contract.

XIII. Significant Dates:
August 21 This is the final day to add a class or change a section
August 28 No refunds after this date
November 5 This is the last day to withdraw with a “W”
November 20 This is the last day to withdraw from a class with a “WF” or a “WP”
LESSON PLAN FORMAT

Name:

Grade Level / Subject:

Topic:

Objectives (P.A.S.S.):

Instruction:

1. Introduction —
   This can be a time to grab students’ attention / motivation about the content
   OR build background information for new content OR review previous
   information OR state the purpose for learning the concept.

2. Instructional Process —
   The meat of the lesson that describes what the teacher and students will be
   doing / saying.

   * You should make the topics fit your grade level in elementary or assigned math class
     in secondary level.
   * List the state competency for mat at your level for which you plan is designed.
   * List specific objectives for which your lesson is designed.
   * List the materials you will use. Be specific by titles where applicable.
   * Describe the activities you will use.
   * Describe your assessment for mastery of the objectives you listed.
   * Describe modifications you will have to make for your specific class.
   * Teach the class and then write a reflection on your success or needed changes.

3. Closure —
   The ending of the lesson that could include a question / answer period over
   the material covered, a review from the teacher, or a student activity that helps
   with solidifying the understanding of the material.

Assessment — This could include guided / independent practices OR the testing of information
covered OR a student activity that is assessed by a rubric. How do you plan to assess
the expectations of the objectives? How do you determine that the students have
learned?

Modifications / Accommodations — How to modify for ELL and special needs students.

Reflection — What changes because of time constraints, students’ participation, or materials used
could be done next time to improve or change the outcome of the lesson?
# Rubric for Lesson Plan Evaluation

**Presenters Name:** _____________________________________________  **Date:** ______________

**Topic of Presentation:** _____________________________________________________________

<table>
<thead>
<tr>
<th>Score</th>
<th>Indicators</th>
<th>Level of Competency 3</th>
<th>Level of Competency 2</th>
<th>Level of Competency 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Lesson has appropriate content and grade level. Follows prescribed format accurately.</td>
<td>Content or grade level somewhat appropriate. Follows format but was unclear.</td>
<td>Content or grade level inappropriate. Format was not followed.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is clearly stated and matches the objective(s)</td>
<td>Assessment is not clearly stated or does not match the objective(s)</td>
<td>Assessment does not match the objective(s) or are not listed.</td>
<td></td>
</tr>
<tr>
<td>Grammar / Usage / Spelling</td>
<td>Few (2 to 4) errors in grammar and usage and spelling</td>
<td>Few (4 to 6) errors in grammar and usage and spelling</td>
<td>Errors in grammar and usage and spelling are numerous</td>
<td></td>
</tr>
<tr>
<td>State Competencies PASS</td>
<td>PASS Competencies are listed and match the objective(s)</td>
<td>PASS Competencies are listed and somewhat match the objective(s)</td>
<td>PASS Competencies do not match the objective(s) or are not listed.</td>
<td></td>
</tr>
<tr>
<td>Modifications / Accommodations</td>
<td>Listed and appropriate for the lesson. Two examples are given.</td>
<td>Listed and somewhat appropriate for the lesson. One example is given.</td>
<td>Are not listed or are not appropriate for the lesson. No example.</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>The objective(s) are listed and are measurable and appropriate.</td>
<td>The objective(s) are listed and are somewhat measurable and appropriate.</td>
<td>The objective(s) are not appropriate or are not listed.</td>
<td></td>
</tr>
<tr>
<td>Instructions</td>
<td>Appropriate in content and usage of instruction. Matches the objective(s)</td>
<td>Somewhat appropriate in content and usage of instruction. Somewhat matches the objective(s)</td>
<td>Content and usage of instruction are inappropriate. Does not match the objective(s)</td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td>Appropriate use and contents</td>
<td>Somewhat appropriate use and contents</td>
<td>Inappropriate use and or contents</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Appropriate use and contents</td>
<td>Somewhat appropriate use and contents</td>
<td>Inappropriate use and or contents</td>
<td></td>
</tr>
<tr>
<td>Materials and Resources</td>
<td>Listed and appropriate for the lesson</td>
<td>Listed and somewhat appropriate for the lesson</td>
<td>Not listed or not appropriate for the lesson</td>
<td></td>
</tr>
</tbody>
</table>
# Rubric for Lesson Plan Presentation

**Presenters Name:** ________________________________  **Date:** ______________

**Topic of Presentation:** ____________________________________________________________

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Level of Competency</th>
<th>Level of Competency</th>
<th>Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>3</strong> Target</td>
<td><strong>2</strong> Acceptable</td>
<td><strong>1</strong> Weak or Unacceptable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>score</th>
<th>Poise</th>
<th>The bearing of head or body; carriage</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td>Confidence</td>
<td>The state of feeling sure</td>
</tr>
<tr>
<td>score</td>
<td>Knowledge</td>
<td>Having acquaintance or clear perception of the facts</td>
</tr>
<tr>
<td>score</td>
<td>Preparedness</td>
<td>the state of being prepared; ready to perform or present</td>
</tr>
<tr>
<td>score</td>
<td>Flow</td>
<td>To manifest smoothness, continuity, and ease of presentation</td>
</tr>
<tr>
<td>score</td>
<td>Opening</td>
<td>Beginning commencement</td>
</tr>
<tr>
<td>score</td>
<td>Closing</td>
<td>Bringing to an end; summation of the presentation</td>
</tr>
</tbody>
</table>

The above indicators have been defined using Webster’s Dictionary.
### Rubric for Bulletin Board Evaluation

**Presenters Name:** _____________________________________________  **Date:** ______________

**Topic of the Bulletin Board:** __________________________________________________________

<table>
<thead>
<tr>
<th>Score</th>
<th>Indicators</th>
<th>Level of Competency 3 (5 to 4 points)</th>
<th>Level of Competency 2 (3 to 2 points)</th>
<th>Level of Competency 1 (1 to 0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic is reflected in the design</td>
<td>Strongly reflected</td>
<td>Moderately reflected</td>
<td>Poorly reflected</td>
</tr>
<tr>
<td></td>
<td>Information is accurate</td>
<td>completely accurate</td>
<td>Mostly accurate</td>
<td>Rarely accurate</td>
</tr>
<tr>
<td></td>
<td>All words are correctly spelled</td>
<td>No mis-spelled words</td>
<td>1 - 2 mis-spelled words</td>
<td>3 or more mis-spelled words</td>
</tr>
<tr>
<td></td>
<td>It is colorful and eye-catching</td>
<td>Strongly colorful and eye-catching</td>
<td>Moderately colorful and eye-catching</td>
<td>Hardly colorful and eye-catching</td>
</tr>
</tbody>
</table>
SYLLABUS
COURSE: METHODS AND MATERIALS IN ELEM. LANGUAGE ARTS (EDUC4223)
CREDIT HOURS: 3
SPRING, 2008
PROFESSOR: Dr. Russell M. Thatcher
OFFICE: HMH 113
OFFICE PHONE: 580-349-1412
E-MAIL: rmthatcher@opsu.edu
OFFICE HOURS: M 8:00-12:00 Tuesday/Thursday 8:00-11:00

Roe, Betty; Ross, Elinor Integrating Language Arts Through Literature and Thematic Units. Prentice Hall. (2006). rental;
Language Arts. Macmillan/McGraw Hill. (2005) Elem. Student Textbook. rental; and

COURSE DESCRIPTION:
Those admitted to the Teacher Education Program and enrolled in this class will investigate various methods of teaching reading and the other language arts, review materials that have been effectively used in classrooms, and learn how to organize an effective language arts program. The course aligns with the Oklahoma Competencies for Teacher Licensure and the ACEI professional standards.

KNOWLEDGE BASE
Both theoretical and practical aspects of pedagogy as it applies to the language arts will be presented. Learning styles that are most effective for teaching all aspects of the language arts (reading, writing, speaking, and listening) will be examined.

STATEMENT OF ACADEMIC OR PHYSICAL ACCOMMODATIONS
Requests for accommodations should be made prior to the start of the semester through the VP of Academic Affairs. If you have a special need that requires special accommodations, the professor will work with you to provide a fair opportunity to perform in the class. Please advise the professor of such needs at some point after the first scheduled class period.

DIVERSITY
Diversity issues are discussed in this course as they apply to reading and language development. Issues of dialect and English as a second language are discussed.

TECHNOLOGY
The place of technology in the development of reading and writing skills, as well as the use of programs using technology that might be found in the public school classroom will be discussed.

PEDAGOGY
Kinds of teaching strategies/models used in this course will include professor presentations, candidate presentations, class discussion, collaborative group work, observation, and writing.
ATTENDANCE

Attendance in class is required. One absence will be tolerated. More than one absence will automatically lower your final score by 8% per absence. There will be no further unexcused absences. You will be held accountable for attendance in this class. Unreasonable tardiness will result in 2% deduction from final grade per occurrence. IF YOU ARE SCHEDULED FOR A PRESENTATION AND MISS, THERE WILL BE NO MAKE UP OF THE PRESENTATION.

LATE PROJECTS

Projects will be received late up to 1 week of the original due date. No project will be received past this deadline. 20% of the raw score will be deducted from late projects. Final projects must be turned in on or before the last scheduled day of regular class time. Failure to turn this project in on time will result in a “0” for the project. The only exceptions will be for extreme emergencies with a validation for the emergency.

PLAGIARISM:
Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program. **Your work may not be copied from the Internet or from other sources without proper citing of the work.** Penalty for doing so will be an automatic “F” grade for the course.

Cheating/Academic Dishonesty is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

DISCLAIMER
This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

COURSE OBJECTIVES:
In addition to the standards set by the ACEI/NCATE language arts program, the course follows those standards set for the Oklahoma General Competencies for Licensure and Certification for Elementary Education, and Competencies Listed by the International Reading Association and National Council of Teachers of English for use by classroom teachers.

ACEI Standards:
2b1: English language arts—
Candidates demonstrate a high level of competence in the use of the English language arts;
Candidates know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills;
Candidates help students successfully apply their developing
skills to many different situations, materials, and ideas.

**SPECIFIC OBJECTIVES FOR THIS CLASS:**
Teacher Candidates in this class develop an understanding of
- Reading, Writing, Speaking, and Listening as the English Language Arts
- The Reading/Writing Connection
- The Use of the Six Trait Writing Plan
- The use of Prior Knowledge to elicit meaning from text
- Ways to develop a meaningful Vocabulary
- Ways to Improve Comprehension Strategies
- A knowledge of Current Materials and Methodology for Teaching Integrated
  Language Arts
- Ways to develop speaking and listening skills
- The Use of Technology in reading and writing instruction
- Methods of Assessment of Language Arts Proficiencies

**ASSESSED ACTIVITIES** (Include but are not limited to the following)
- Develop two language arts lessons plans
- Teach 2 micro-lessons
- Develop a comprehensive integrated language arts unit
- Develop a writer’s workshop for 4th grade
- Prepare and deliver an oral interpretation presentation of poetry and prose
- Develop a puppet theater for speaking skills

**BIBLIOGRAPHY**

Burns, Paul; Roe, Betty; Smith, Sandy. *Teaching Reading in Today’s Elementary Schools.* Houghton Mifflin. (2002)


**KEY DATES**

Jan. 21—MLK Day no school
Jan. 23—final day to enroll or add a class
Jan. 30—No refund on dropped courses after this date
Jan. 31—Beginning of grade of W for dropped courses
March 17-21—spring break
March 24—Easter break
April 11—beginning day of grade W or F for dropped courses
April 24—final day to drop or withdraw from a class
May 13-16—final exams
May 17—Commencement
SYLLABUS
EDUC 4273-Elementary Field Experience Practicum II
Fall 2007

General Information:

School: Education
Department: Education
Course Number: EDUC 4273
Hours Credit: 3
Course Title: Elementary Field Experience Practicum II

Instructor:

Mr. Jerry Mihelic, Instructor
Office: HMH 112
Telephone: 580-349-1438 or 1-800-644-OPSU ext. 1438
Office Hours: Mon. & Wed. 8:30 to 10:00, 2:30 to 3:30
Tues. & Thurs. 9:15 to 10:00, 1:15 to 3:00
Email: jmihelic@opsu.edu

Course Description:

The 2\textsuperscript{nd} practicum will further involve candidates in the school setting. 30 hours will be spent in the school setting with a maximum of 3\textsuperscript{rd} hours per week.

Course Competencies:

ACEI  Association for Childhood Education International
OKGC  Oklahoma General Competencies for Teacher Licensure and Certification

1. The student will experience real world school communities and the teaching profession, develop levels of competence and confidence in working with school children, and practice professional scholarship and behavior.(OKGC #5,9) (ACEI # 1,3.1,3.2, 3.3, 3.4,3.5)
2. The student will become familiar with school policies such as working hours, lesson planning, and other responsibilities as they affect teachers.(OKGC #15)
3. (ACEI #5.1,5.4)
4. The student will conceptualize and predict the interaction of influencing variables in teaching and learning.(OKGC #5) (ACEI # 1)
Course Competencies:

5. The student will use a variety of communication techniques including technology, assessments strategies, and motivation/management techniques.(OKGC #6) (ACEI # 4.5.2.5.3)
6. The student will teach a minimum of two planned lessons in the classroom. (ACEI #1, 3.1,3.2, 3.3,3.4,4)
7. The student will understand the importance of knowledge in legal issues concerning teaching.(OKGC #13) (ACEI #5.1,5.2)
8. The student will understand and adapt to educational professional standards in the teaching field.(OKGC #15) (ACEI # 1, 5.1)

Assessments:
Assignments should be typed and turned in when due or may reflect on grade.

1. **Journal/Summary of Field Experiences (90 pts.)**
Candidates will keep a journal of experiences in the field for each day and turn into professor at specified times. Candidates will follow their individual plans for the 30 hours of field experiences and turn in a summary paper of the semester. Refer to diagnostic sheet and the practicum handbook.

2. **Court Case Study (20 pts.)**
Candidates will report on a case study concerning school court cases.

3. **Professional Conduct of Educators Reports (40 pts.)**
Candidates will read and report on examples of professional conduct of educators. (10 pts. each for a total of 40 pts.) 4 X 10 = 40 pts.

4. **Final (30 pts.)**
Candidate will answer questions on a final exam which will include material covered in class.

5. **Class Participation (32 pts)**
This is an upper level course. Much of the content of this class will be discussed in class. Participation and attendance of this class is crucial to the success of the candidate.

6. **Lesson Presentation (20 pts)**
Candidates will be required to teach two lessons in the public schools. One of these lessons will first be presented to the class in which the class will do a peer evaluation to help the candidate refine his or her skills.
**Note-** All paper work for field experience must be completed and turned into the Field Placement Director in order to receive a final grade for this course.

*Course Scoring*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal/Summary of Field Experiences</td>
<td>90 pts</td>
</tr>
<tr>
<td>Court Case Study</td>
<td>20 pts</td>
</tr>
<tr>
<td>Professional Conduct of Educators Reports</td>
<td>40 pts</td>
</tr>
<tr>
<td>Final</td>
<td>30 pts</td>
</tr>
<tr>
<td>Class Participation</td>
<td>32 pts</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>232 pts</td>
</tr>
</tbody>
</table>

Grading Scale

- 232-216 A
- 215-197 B
- 196-179 C
- 178-159 D
- 158 and below F

**Textbook:**

None.

**Knowledge Base:**

This course provides a pre-service of experiences involving participation in the education of public school students. This course can be related to the OPSU Teacher Education Program’s conceptual framework as one of the pillars in the picture of the Gateway to the Future.
Attendance and Academic Dishonesty/Plagiarism Policy:

Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade by 10%. Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Late Assignments:

Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

Attendance: Attendance in class is required.

Attendance will be taken and will affect the student’s final grade by 10%. Grades will be adjusted because of excessive absences (over 2). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

Statement of Academic Accommodations:

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.
Special Reminders:

No refund on dropped classes after August 28, 2007. No refund on complete withdrawals after August 28, 2007. Beginning Day of Grade or “W” or “F” for dropped course(s) is November 6, 2007. Final day to drop classes is November 20, 2007.

Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.
COURSE DESCRIPTION

In this course you will examine various approaches to classroom management paying particular attention to positive classroom techniques and management strategies. You will develop your own set of techniques for managing behavior in the classroom. The techniques will deal with both student behavior and the general flow of the teaching/learning atmosphere of the classroom.

ATTENDANCE

Attendance in class is required. There will be no unexcused absences allowed. Excused absences need the approval of the professor, confirmation of a physician, or other legitimate documentation concerning the legitimacy of the absence. Course grade will be docked 5% for every unexcused absence. Tardies will penalize your grade by 2% per occurrence.

SPECIAL NEEDS STUDENTS

If you feel that you have a special need that requires special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such a disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

ACEI STANDARDS: 1, 3.4, 5.3, 5.4
COURSE OBJECTIVES (Competencies)

1. The candidate understands the essential nature and importance of interaction and communication with students, parents, community members and colleagues. (OKEE 2)

2. The candidate understands appropriate classroom management systems and discipline practices. (OKEE 9)

3. The candidate creates an environment that facilitates learning experiences which make subject matter meaningful to students. (OKEE 11)

4. The candidate develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC 6)

5. The candidate uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus providing opportunities for success. (OKGC 5)

PROJECT 1 (One copy of the project must be turned in to the instructor and will not be returned.)
The candidate will develop a complete discipline plan for the class he/she will be teaching. The candidate will first consult the texts for the various theories and models and then consult sources in the library. Perhaps the student likes one model. He/she may want to elaborate more on it. He/she may want to borrow ideas from several models. The model must include expectations of the teacher, the students, the administration and the parents. The candidate will include his/her statements on how to deal with disruptive behaviors from minor to major infractions. Part A will be a comparison and contrast of at least two models. (Harry Wong’s Classroom Management is not a discipline style and cannot be used as a model for this project.)
The student will conduct research to gain more insights of the models and will critique them. Part B will be the student’s model. Part C will be a defense of the model. All three parts must be THOROUGHLY documented. Realize this is not an opinion paper. Do not over rely on a single source. Appropriate documentation in APA or similar style will be used. This project will run 5-6 pages (Do not go over and do no go under). (Competencies assessed: 1, 2, 3, 4)

PROJECT 2 The candidate will develop a classroom management plan that he/she would implement the first day of school. The candidate is to describe the logistics of the classroom including seating arrangement, computer setup, learning centers, bulletin boards, expectations of students, the schedule for the
whole day including all activities he/she will be doing, etc. The candidate will need to include how he/she will introduce himself/herself to the children, how he/she will dress, how the class will operate during teaching sessions (full group and small groups), how the children will get information if the teacher is busy, and other general items which deal with managing the classroom. The candidate will need to use texts and other materials for gaining this information. This project should be 5-6 pages and documented in APA style (Do not go over and do no go under). **Do not include any portion of your discipline plan in this project.** (Competencies assessed: 1, 2, 3, 4)

**OTHER REQUIREMENTS**

1. Class participation required
2. Video journal with notes and commentary
3. Reaction paper to “What to Do with the Kid Who …”
4. Scenario Assessment (final synthesis and application of course content) (#3 and #4 are at the discretion of the instructor.)

Projects and other requirements are due on the appointed date without exception. A 10% per day penalty will be assessed to late projects up to 3 days, after which no credit will be given. Please take this seriously. You cannot receive your license without credit for this course. This course only lasts four weeks, and this necessitates promptness on the projects. If you are involved in extracurricular university activities or conflicting course requirements that necessitate your absence, you are still required to have all assignments turned in on time. If your assignment is not turned in at the appropriate time, it will incur the late penalties and/or no credit if past the late turn in date.

**STYLE**

Projects will be submitted using 10 or 12 point text in Arial, Times Roman, or similar font (no bold faced or fancy fonts). Other fonts or size type will incur a 10% deduction for the project.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
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<tr>
<td>B</td>
<td>84-91%</td>
</tr>
<tr>
<td>C</td>
<td>76-83%</td>
</tr>
<tr>
<td>D</td>
<td>68-76%</td>
</tr>
<tr>
<td>F</td>
<td>67-below</td>
</tr>
</tbody>
</table>

**Assessment Values**

What to do ............... 10%
Video journal .......... 10%
Participation .......... 10%
Discipline plan ........ 35%
Management plan...... 35%

ACADEMIC DISHONESTY POLICY: All work is to be completed by the individual student unless otherwise approved by the instructor. Cheating or falsifying requirements could result in failure of the course.

DISCLAIMER: This syllabus is not a contract and can be changed at the discretion of the instructor.

IMPORTANT UNIVERSITY DATES Attached is a copy of the University calendar for this semester. Please note the drop/add deadlines and all other important deadlines. These are final.

BIBLIOGRAPHY


IMPORTANT DATES

August 21—Final day to enroll or add a class
August 28—No refund on dropped courses after this date
November 6—Beginning of grade of W or F for dropped courses
November 20—Final day to drop or withdraw from a class
Education 4313 - Educational Psychology - Fall 2007

I. General Information:

School: Education
Department: Education
Course Number: Education 4313
Credit Hours: 3
Course Title: Educational Psychology
W 6: - 8:30 p.m. Hamilton Hall 108

II. Instructor:

Loyet Shafer, Ph. D.
Professor of Education
Office: Hamilton Hall 134
Phone: 580-349-1424
email: loyet@opsu.edu
loyet@ptsi.net
Office Hours: M 9:00 - 12:00
W 12:30 - 3:30
R 2:30 - 4:00
F 9:00 - 12:00

office hours subject to supervision duties
other times by appointment

III. Course Description:

This course is designed to promote more effective teaching through an understanding of psychological principles. This course will cover teaching as a profession by addressing qualities of good teachers, including personal qualities, psychological and philosophical approaches to teaching and classroom management. It will also cover issues of multicultural education, diversity, memory, learning theory and motivation.

IV. Course Competencies:

Upon completion of the course, students will:
1. Demonstrate an understanding of how psychology and teaching are related; (OKGC 2,3,5,7,12)
2. Demonstrate an understanding of the concepts and principles of human development issues of uniqueness of individuals; (OKGC 2,5,7)
3. Demonstrate an understanding of cognitive and personality development including differences among people based on gender, culture, exceptionalities, and socioeconomic status; (OKGC 2,3,5,7,12)
4. Demonstrate an understanding of behaviorism and social learning theory including differences among people based on race, gender, culture, religion, sexual orientation, and socioeconomic status; (OKGC 12)
5. Demonstrate an understanding of instructional models including issues of all types of diversity which affect meaning, learning and motivation; (OKGC 3,4)
6. Understand concepts related to the diversity of teaching including cultural differences of students and exceptional differences of students; (OKGC 2,7)
7. Identify differences in individual motivation with focus on all issues of diversity because they affect meaning and motivation and demonstrate an understanding of classroom management which takes into account the diversity - including the uniqueness - of individuals. (OKGC 2,3,5)
V. **Course Requirements:**
   A. Students will be required to read the textbook.
   B. Students will be required to take a minimum of four examinations covering major
divisions of the textbook. Additional quizzes may be scheduled throughout the semester.
   C. Students will be required to submit writing samples during the semester.
   D. Students will be required to complete 2 project presentations.
   D. Students will be required to complete an Assessment Project.
   E. Students will be required to write a paper on issues of Multicultural Education.

VI. **Assessment:** Students will be assessed based on class participation through verbalization,
completion of projects, required papers, quizzes, and examinations.
   1. Each paper and/or test will have equal weight for determination of grades.
   2. Grading will be based on a **percentage of accrued points** using the following scale:
       
       | Percentage | Grade |
       |------------|-------|
       | 100 - 90   | A     |
       | 89 - 80    | B     |
       | 79 - 69    | C     |
       | 68 - 59    | D     |
       | Below 59   | F     |

VII. **Textbook:** (required) Psychology Applied to Teaching (Snowman & Biehler) 11E

VIII. **Knowledge Base:**
The Education Candidate must have met all requirements for admittance to the Teacher
Education program. Psychology students will be admitted as approved by Dr. Shafer and/or Dr.
Wayne Stewart, Dean of Education.

IX. **Attendance and Cheating Policy:**
   Attendance will be taken; when students miss class they will be responsible for content
missed; any work (including tests) to be made up **must be completed within one week of
absence** unless other arrangements are made with Dr. Shafer. If a student misses 40% or more
of class they will be required to complete the class with an ‘I’ or an ‘F’.
   Anyone caught cheating will receive a zero (0) for that assignment, flunk this course, and
be subject to dismissal from the Teacher Education Program.

X. **Statement of Accommodations for Special Needs Students**
   Requests for accommodations for special needs should have been made prior to the start
of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning
disabilities or the Vice President for Student Affairs Office (physical, i.e., mobility, vision,
hearing). However, if you have a special need and desire accommodations, the instructor will
work with you to provide reasonable accommodation to ensure that you have a fair opportunity
to perform well in this class. Please advise Dr. Shafer and the appropriate VP of such disability and
the desired accommodation at some point **before, during, or immediately after the first
scheduled class period.** (From the office of the VP of Academic Affairs)
XI. Statement of Plagiarism/Academic Honesty

“Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgment of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test”. You are directed to the General Catalog and/or the Student Handbook for a list of specific items that constitute plagiarism. (From the office of the VP of Academic Affairs)

XII. Special Dates to Remember

August 21 - Final day to enroll or add a class.
August 28 - No Refund on courses dropped after this date.
August 29 - Beginning day for Automatic Grade of “W” for dropped courses.
September 3 - Labor Day Holiday
October 18 - 19 - Fall Break
November 6 - Beginning day of “W” or “F” for courses dropped.
November 20 - Final day to drop or withdraw from a class.
November 21 - 24 - Thanksgiving Holiday
December 10 -13 Finals Week
Final Exam - Wednesday, December 13, 6:00p

XIII. Statement of Disclaimer from Shafer

This syllabus is written and provided to you so you may have the best possible idea of what is expected from the Educational Psychology class. While it is written in good faith, please be advised that it is in no way to be construed to be a contract. Many things can happen during the course of the semester that may impact our schedule and class. If events dictate, the contents of this syllabus are subject to change at any time.
XI. Bibliography


a: Multicultural issues from the perspective of the classroom teacher. Students will be asked to respond to issues of multicultural education in three parts; a) *without resorting to using* experts within the school system the student must list and describe three ways in which the classroom teacher can assess the extent of a child’s difficulties with the English language; b) the student will then list and describe three ways in which the classroom teacher can, *either personally or within the classroom*, help the child improve language skills; c) the student will also list and describe 5 plans (lesson plans and/or activities) for incorporating multiculturalism into the class room; **OR**

b: The Effects of Poverty on Education. A more complete format for this paper will be presented during class.

2. The second paper is a statement of the student’s personal philosophy of teaching; the paper will be written in format appropriate for inclusion in the student’s OPSU Teacher Education Program portfolio.
FORMAT FOR EDUCATIONAL PHILOSOPHY

I. Brief Statement of Philosophy
   Begin with direct statement of philosophy; briefly define philosophy.

II. Curriculum Issues
   Connect Philosophical stance directly with influence on curriculum.

III. Individual Student
   Connect philosophical stance directly with how specific philosophy will impact the way
   you deal with students.

IV. Classroom Management Issues
   Connect philosophical stance directly with how that philosophy defines your approach to
   managing a classroom.

V. Summary Statement
   Briefly restate and summarize points of your writing.

TIPS

Use examples: “media centers will ...”; “hands-on learning involving manipulatives”.

Work to balance sentence length; avoid sentences that are too long and rambling, or short and
choppy.

Utilize professional wording at all times: avoid colloquialisms and slang language. Use
professional “buzzwords” - adaptation, integrated curriculum, discovery, sensory, etc.

Write as though you are speaking to an interview team - NOT TO A TEACHER!
FORMAT FOR ASSESSMENT PROJECT

I. GATHERING DATA
   A. The class will be divided into working groups.
   B. Each student in each group will prepare a minimum of six questions per chapter of the examination.
   C. Groups will meet to evaluate and edit individual questions.
   D. After questions are edited, Group will put all revised questions on disk:
      (Disks must contain demographic info (# of Group, names of members) as well as questions)
   E. Disks will then be given to Assessment Committee.
   F. Each group member will write a brief (1 paragraph) paper noting whether or not specific members met group responsibilities.

II. ASSESSMENT COMMITTEE DUTIES
   A. Assessment Committee (AC) will transfer all data from disks to Assessment disk and return Group disk to Group.
   B. AC will edit all questions and determine which will be included in the exam.
   C. AC will write exam and prepare (copy/staple/etc.) exams, bonus questions, if any, study guides, if any, and answer keys.
   D. After exams are graded and recorded, AC will review exam with the class, answer any questions, including justifying answers and point basis.

III. EVALUATION AND ASSESSMENT OF PROJECT
   A. Students not on Assessment Committee will take exam and be awarded points for correct answers.
   B. Students on Assessment Committee will NOT take exam and will be awarded points based on :
      1. Number of points of total exam excluding any bonus points:
         example: if exam = 48 pts. and has a bonus question worth 5 pts., Committee members will be eligible for maximum of 48 pts.)
      2. Assessment committee members will write a brief paper (not to exceed 1 page typewritten) consisting of three parts:
         1. Minor part will address individual member activity; specifically, whether any member(s) did not contribute appropriately including making committee meetings;
         2. Major part will be a reflection paper relative to the project including but not limited to what was learned, what proved surprising, what proved valuable to your learning about planning and making exams, what you would do differently next time, etc.
         3. Candidate will answer the following question: “Should this project be repeated for future classes?”

★★ BE ADVISED: Committee members who are evaluated poorly by their committee member peers will lose points on the Professor’s evaluation!
Discuss three benefits of “team teaching” approach.

Comment on what you learned (remembered) about student’s schedule for day at school; how will remembering student schedule affect your teaching?

Comment on any undesirable practice of teacher that you saw; how did this teacher behavior affect student learning? How will you avoid this behavior?

Comment on most desirable practice of teacher that you saw; how did this teacher behavior affect student learning? How can you replicate this behavior?

Look at required lesson plan format; briefly describe how you saw (or did not see) teachers following this type of format (albeit they did it less formally than you may be required academically).

Comment on general value of field trip.
  a. describe any other event/behavior you saw and learned from
  b. should trip be replicated for other students? Why? Why not?
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<th>How Competency is Assessed</th>
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<td>Content will be presented through lecture, class discussion and video. Material will be introduced with a pretest. Pretest items will be incorporated into unit testing with item analysis done to determine improvement rate after instruction.</td>
<td>Students will attend class and attendance will be taken with limits set on classes missed. Students will participate in class discussions; instructor will call upon students to ensure their participation and to evaluate their competency with material presented. Material from lecture, textbook and videos will be included in tests over content area. Questions from the pretest will be incorporated into the unit testing.</td>
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<td>Upon completion of the course, students will demonstrate an understanding of the concepts and principles of human development. (OKGC 2,5,7) (OKEE 5,11,15)</td>
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OKGC – Oklahoma General Competencies for Teacher Licensure and Certification
OKEM – Oklahoma Competencies for Licensure and Certification – Elementary Mathematics
OKES – Oklahoma Competencies for Licensure and Certification – Elementary Science
ACEI – Association for Childhood Education International

Matrix for Assessment - Educational Psychology
Upon completion of the course, students will demonstrate an understanding of behaviorism and social learning theory. (OKGE 12) (OKEE 5,11,15)

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<td>Upon completion of the course, students will be able to identify differences in individual motivation and demonstrate an understanding of classroom management. (OKGE 2,3,5) (OKEE 5,7,11)</td>
<td>Content will be presented through lecture and class discussion. Material will be introduced with a pretest. Pretest items will be used to determine improvement rate after instruction.</td>
<td>Students will attend class and attendance will be taken with limits set on classes missed. Students will participate in class discussions; instructor will call upon students to ensure their participation to evaluate their competency with material presented. Material from lecture and text will be included in tests over content area. Pretest items will be incorporated into unit testing.</td>
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Upon completion of the course, students will understand concepts related to the diversity of teaching including cultural differences of students and exceptional differences of students. (OKGE 2,7) (OKEE 5,11,15) | Content will be presented through lecture and class discussion. Material will be introduced with a pretest. Pretest items will be used to determine improvement rate. Students will be required to complete 2 term papers, one developing a personal philosophy of education and the second addressing multicultural issues from the perspective of the classroom teacher. | Students will attend class and attendance will be taken with limits set on classes missed. Students will participate in class discussions; instructor will call upon students to ensure their participation to evaluate their competency with material presented. Material from lecture and text will be included in tests over content area. Pretest items will be incorporated into unit testing after instruction. The educational philosophy paper will be assessed in terms of the student’s ability to clearly develop a personal philosophy of education. The multicultural paper will be evaluated on the basis of the student’s ability to develop and delineate: 1) a process to evaluate their students’ ability and proficiency with the English language; 2) ways to help students improve proficiency within the classroom environment; and, 3) lesson plans and/or activities that promote value of and tolerance for cultural diversity. |

*Students taking Education 4313 - Educational Psychology will be assessed on a basis of total accumulated points as outlined in the Syllabus; students will be presumed to have an acceptable, beginning level of competency if the course is passed with a grade of 69% or greater.*
I. **General Information:**

School: Education  
Department: Education  
Course Number: Education 4322001  
Course Title: Method & Materials of Secondary Teaching  
Hours Credit: 2  
W 6:00 - 8:30 p, Hamilton Hall 110

II. **Instructor:**

Loyet Shafer, Ph. D.  
Associate Professor of Education  
Office: Hamilton Hall 134  
Phone: 580-349-1424  
e-mail: loyet@opsu.edu  
loyet@ptsi.net  
Office Hours:  
M 9:00 - 12:00  
W 12:30- 3:30  
R 2:30 -4:00p  
F 9:00 -12.00  
Other hours by appointment  
Office hours subject to supervision duties

III. **Course Description:**

This course is designed to provide instruction and practice relative to effective teaching procedures and appropriate learning activities in the secondary schools. Teaching models and instructional alternatives will be explored. Issues of appropriate assessment and classroom management will be studied.

IV. **Course Competencies:**

Upon completion of the course, candidates will be able to:

1. Construct, for their disciplines, a Unit Plan containing lesson plans appropriate to the intellectual, emotional and social developmental stages of secondary students and based on requirements of the Oklahoma Pass Skills (state curriculum requirements from other states will be considered on an individual basis if the candidate does not plan to teach in the State of Oklahoma.). (OKGC 1,2,3,4,5,7)

2. Compare and contrast the benefits of the teaching alternatives: Presentation, Discussion, Independent Study and Individualized Instruction; (OKGC 3,4,5,6,12)

3. Complete effective assessment strategies for secondary students based on both authentic and performance based assessment as well as identify ways to utilization formative and summative assessment. (OKGC 7,8)

4. Distinguish instruction based on teaching models of Cooperative Leaning, Discovery Learning, Constructivism and Direct Instruction; (OKGC 3,4,5)

5. Demonstrate an understanding, through the use of individual journals, the effective use of the practice of reflective teaching. (OKGC 7,9,12)

6. Candidates will be required to identify the national SPA for their disciplines and relate those competencies to lesson planning and teaching.* (OKGC 1,7,9,12)

*Because the course composition, in terms of candidates, changes each semester, the Oklahoma General Competencies are included in this syllabus, and candidates become individually responsible for reporting on the competencies for their individual
Course Requirements:

A. Candidates will be required to read the assigned instructional material.
B. Candidates will be required to complete a Unit teaching plan pertaining to one major concept in their discipline; Unit plan will contain three individual lesson plans;
C. Candidates will be required to label lesson plans according to the identifiers:
   1) Discovery based learning; 2) Direct Instruction; 3) Constructivism; 4) Cooperative learning.
D. Candidates will be required to plan a minimum of three assessments for one lesson plan.
E. Candidates will be required to keep a Reflective Journal.
F. Candidates will be required to complete a minimum of 16 hours in assigned secondary classrooms of their disciplines; the 16 hours may be accrued at no more than 2 hours per week.

VI. Assessment

Students will be assessed based on completion of the:

1. Unit plan with lesson plans (400 points);
2. Required assessments (300 pts.)
3. Reflective Journal (100 pts.)
4. Completion of the practicum hours in public schools. (200 pts.)

Assessment issues of interest:

★ All lesson plans must be written in the format required by OPSU Education Department and include Oklahoma Pass Skills.
★ Unit with lesson plans must be based upon approved (current or recently past) Oklahoma Curriculum materials; if you have any questions about curriculum materials, please see me individually.
★ The Unit and individual lesson plans must be labeled with the course name, grade level and projected size of the class for which you are preparing.
★ All assignments must be typed; each page should be numbered and include a running header that includes candidate’s name and name of the assignment; the reflective journal must be typed and handed in to me in an individual folder - except for what you personally reveal during class discussions will be kept confidential.

Grading will be based on a percentage of accrued points using the following scale:

100 - 90 = A
89 - 80 = B
79 - 69 = C
68 - 59 = D
Below 59 = F

VII. Textbook: No Specific Textbook is required for this course; Dr. Shafer will provide references for specific readings. (See Attached Bibliography)
VIII. **Knowledge Base:**  
Methods and Materials for Secondary Teaching is a required course for secondary candidates in the Professional Education Curriculum. This is their introduction to the planning and practice of professional teaching and is intended to reinforce and refine all the concepts and knowledge base from all courses taken, both subject area and professional education, at this juncture in their education. For developing teachers this course facilitates the understanding that both teaching and learning are life-long, continuous, complex endeavors for which the professional is accountable.

IX. **Attendance and Cheating Policy:**  
Attendance will be taken for purposes of University record keeping; when students miss class they will be responsible for content missed; any work to be made up must be completed within one week of absence unless other arrangements are made with Dr. Shafer.

Anyone caught cheating will receive a zero (0) for that assignment, flunk this course, and be subject to dismissal from the Teacher Education Program.

X. **Statement of Accommodations for Special Needs Students**  
Requests for accommodations for special needs should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities or the Vice President for Student Affairs Office (physical, i.e., mobility, vision, hearing). However, if you have a special need and desire accommodations, the instructor will work with you to provide reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise Dr. Shafer and the appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period. (From the office of the VP of Academic Affairs)

XI. **Statement of Plagiarism/Academic Honesty**  
“Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgment of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test”. You are directed to the General Catalog and/or the Student Handbook for a list of specific items that constitute plagiarism. (From the office of the VP of Academic Affairs)

XII. **Special Dates to Remember**  
- **August 21** - Final day to enroll or add a class.
- **August 28** - Refund on courses dropped after this date.
- **August 29** - Beginning Day for Automatic Grade of “W” for Dropped Courses  
- **October 18 - 19**  
  - **Fall Break**
- **November 6** - Beginning day for Automatic Grade of “W” or “F” for Dropped Courses  
- **November 20** - Final day to drop or withdraw from a class.  
- **November 21 - 23** Thanksgiving Vacation
- **December 10 - 13** - Final Week  
  - Tuesday, December 11 8:30 p.m. - Final Exam

XIII. **Statement of Disclaimer from Shafer**
This syllabus is written and provided to you so you may have the best possible idea of what is expected from the class. While it is written in good faith, please be advised that it is in no way to be construed to be a contract. Many things can happen during the course of the semester that may impact our schedule and class. If events dictate, the contents of this syllabus are subject to change at any time.

XIV. Subject - Reflections on Life (and teaching)

1. Our lives are shaped by those who love us as well as those who refuse to love us.
   Karl Menninger (1893-1990) Psychiatrist

2. Blessed are those who heal of us self-despisings. Of all services which can be done to man, I know of none more precious.
   William Hale White (1831-1913) Write

3. The freethinking of one age is the common sense of the next.
   Matthew Arnold (1822-1888) Poet and Critic

Bargaining Concessions: “What is it now?” Garrett asked his 5-year-old son Brad who’d just let loose another string of unintelligible cries and wails. Brad pouted as he held on to his father’s hand while they walked through the store.

This was the time of year the store had everything on sale, and it was wall-to-wall shoppers. Garrett hoped to find a few bargains in the tool section. He’d promised to take Brad to a movie if he behaved well in the store. But ever since they’d arrived, all Brad had done was whine and cling, making it impossible for Garrett to find what he wanted.

“I don’t think you’re holding up your end of the bargain, buddy,” said Garrett. “We had a deal. Remember?”

Brad nodded sullenly.

Garrett noticed Brad’s shoelaces undone and kneeled down to tie them. Brad sniffled and grasped the sleeve of his father’s sweatshirt, holding on for security.

While Garrett was still on his knees, he noticed the chaos around them. Shoppers nudged and pushed one another in an effort to get through the aisles; an hysterical mother called out for a lost child; a display of boxed items suddenly tumbled to the floor because a distracted customer wheeled a cart into it. And Garrett kept getting hit in the shoulders or head with purses and bags as people brushed past him.

From that vantage point, Garrett realized how unfriendly these surroundings would appear to a young child. He felt bad for not having been more sympathetic to his son’s plight and realized that Brad had been a champ in trying to brave his way through it.

“Hey, what do you say we get out of here and do this shopping another time?”

“Are you sure, Daddy?” Brad looked up at his father, trying to gauge why the plan was changing.

Garrett picked up his son and placed him on his shoulders. “Yup. Positive. Let’s go see that movie.”

Adapted from Seeds of Greatness, Denis Waitley, Pocket Books
XV. Bibliography


SYLLABUS
COURSE: METHODS AND MATERIALS IN ELEM. SOCIAL STUDIES (EDUC 4323)
CREDIT HOURS: 3
FALL, 2007
PROFESSOR: Dr. Russell M. Thatcher
OFFICE: HMH 113
OFFICE PHONE: 580-349-1412
E-MAIL: rmthatcher@opsu.edu  WebPage: http://www.opsu.edu/education/Thatcher_Home_Page/dr__russell_m__thatcher.htm
OFFICE HOURS: M/W 8:30-11:00  Tuesday: 8:30-12:00 and 1:30-2:30
TEXT: Teaching and Learning Elementary Social Studies by Arthur K. Ellis

COURSE DESCRIPTION
This course will concentrate on the objectives, methods, and procedures for teaching social studies in the elementary grades.

SPECIAL NEEDS STUDENTS
If you feel that you have a special need which requires special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such a disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

COURSE OBJECTIVES (Competencies)
1. The candidate understands the role of the teaching profession in curriculum change and school improvement. (OKEE 4)
2. The candidate creates an environment that facilitates learning experiences which make subject matter meaningful to students. (OKEE 11)
3. The candidate understands interdisciplinary teaching and collaboration. (OKEE14)
4. The candidate understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (OKGC 1)
5. The candidate plans instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology. (OKGC 4)
6. The candidate plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences and the community, and adapts instruction based upon assessment and reflection. (OKGC 7)
7. The candidate understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum. (OKGC 14)
8. The candidate will be able to identify his/her philosophical approach to education as it relates to Social Studies.
9. The candidate will be able to compare and contrast material from the text with what is taking place in a functioning classroom.

10. The candidate will understand the role of moral/values education in the social studies program and will be able to incorporate such into the curriculum.

**OKKEE**—Oklahoma Competencies for Teacher Licensure and Certification Elementary Education

**OKGC**—Oklahoma General Competencies for Teacher Licensure and Certification

**PERFORMANCE ASSESSMENT**

In this course students will be building a Social Studies Portfolio through the development of various projects and presentations. Each component of the portfolio will be a part of the student's assessment and will correlate with the Oklahoma Professional Education Competencies for Licensure and Certification, the Oklahoma General Competencies for Teacher Licensure and Certification, and course competencies.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>84-91%</td>
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<tr>
<td>C</td>
<td>76-83%</td>
</tr>
<tr>
<td>D</td>
<td>68-76%</td>
</tr>
<tr>
<td>F</td>
<td>67-below</td>
</tr>
</tbody>
</table>

**ATTENDANCE**

Attendance in class is required. Two absences will be tolerated. More than two absences will automatically lower your final score by 8% per absence. There will be no further unexcused absences. You will be held accountable for attendance in this class. Unreasonable tardiness will result in 2% deduction from final grade per occurrence. IF YOU ARE SCHEDULED FOR A PRESENTATION AND MISS, THERE WILL BE NO MAKE UP OF THE PRESENTATION.

**LATE PROJECTS**

Projects will be received late up to 1 week of the original due date. No project will be received past this deadline. 20% of the raw score will be deducted from late projects. Final projects must be turned in on or before the last scheduled day of regular class time. Failure to turn this project in on time will result in a "0" for the project. The only exceptions will be for extreme emergencies with a validation for the emergency.

**PROJECT DESCRIPTIONS AND COMPETENCIES ASSESSED**

**Role of technology/technology find in the social studies program**

The candidate will be able to give concrete examples of how the technology may be used by both teacher and learner to enhance learning outcomes as they apply to students of varying abilities. Students will research top-notch technology (videos, D-ROM, internet sites, software programs, etc) that can be used in the elementary social studies program and include a description of the finds and where they can be found. Students will bring the finds to class and share. Students
must have at least 10 finds (2 videos, 2 CD-ROMs, 5 web sites, 1 interactive program).  
(Assessed competencies: 2, 3, 5) (ACEI:3.5)

Learning centers

The candidate will develop two learning centers with a minimum of 5 activities each which will 
concentrate on reinforcing classroom learning at varying levels of ability.  
(Assessed competencies: 2, 4, 5, 6) (ACEI: 3.5)

Bulletin boards

The candidate will develop three bulletin boards that not only enhance the ambiance of the 
classroom but also interact with the learner for purposes of reinforcing the teaching/learning 
process.  One bulletin board will concentrate on Oklahoma history.  
(Assessed competencies: 2, 4, 5, 6) (ACEI: 3.5)

Social studies unit

Candidates will design a social studies unit that will contain at least 3 lesson plans, one bulletin 
board and one learning center.  The unit will integrate more than one content area and will 
include descriptions of all activities and work sheets.  Technology must also be integrated in the 
unit plan.  The unit will incorporate a webquest to enhance an “authentic leaning” environment.  
(Assessed competencies: 2, 3, 4, 5, 6, 7, 9) (ACEI: 1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)

Constructivist Lesson

The candidates will design a lesson in the constructivist learning style.  In the context of this 
lesson the candidate will be conscious that the learner must be an active, meaning maker in the 
process of the lesson.  The lesson must make sure the learner is socially engaged throughout the 
process.  The lesson can focus on some component of Oklahoma history.  
ACEI: 1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)

People Profile and People profile lesson

Part A.  The candidate will research the background of an Oklahoma historical figure or event and 
develop a full scale outline completely documented with a bibliography.  (Four pages single 
spaced)

Part B.  From this research the candidate will develop a full scale lesson plan and present the 
lesson in a micro teaching session before his/her peers and/or an elementary classroom.  The 
lesson must contain technology components.  
(Assessed competencies: 2, 3, 4, 5, 6, 7, 9) 
ACEI: 1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2)

Jigsaw lessons

The student will work in a collaborative effort with his/her peers for two projects:  1)  The students 
will organize as an elementary school textbook adoption committee.  As a group they will 
examine several curricula.  After fully analyzing the curricula, they will come before the class to 
make recommendations for adoption with their arguments  2)  The students will also be organized 
into collaborative groups to research and report on assigned issues in social studies education 
and curriculum.  
(Assessed competencies:  1, 3, 6, 9) (ACEI: 5.1, 5.4)
**Morals/values micro teaching lesson**

The student will research and develop a micro lesson dealing with morals/values. Specific attention will be given to what can be taught in the public arena. The lesson will be given before peers and/or in an elementary classroom. The lesson must contain technology components.

**Assessed competencies:** 2, 4, 5, 6, 8, 9, 10  
**ACEI:** 1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.2

**ACADEMIC DISHONESTY POLICY:** All work is to be completed by the individual student unless otherwise approved by the instructor. Cheating or falsifying requirements could result in failure of the course.

**DISCLAIMER:** This syllabus is not a contract and can be changed at the discretion of the instructor.

**IMPORTANT UNIVERSITY DATES** Attached is a copy of the University calendar for this semester. Please note the drop/add and withdraw deadlines and all other important deadlines. These are final.
BIBLIOGRAPHY


Fritzer, Penelope.  Social Studies Content for Elementary and Middle School Teachers.  Boston: Allyn and Bacon, 2002.


PEOPLE PROFILE PROJECT

When you teach you will find that you are often required to teach topics on concepts, skills, and content for which you do not have a depth of knowledge or understanding. Fortunately, over your high school and college years you have developed research skills that you will use as you prepare to teach new topics or to update the knowledge you do have on a topic. We call all of this gaining background knowledge.

This background knowledge not only informs you but also allows you to determine what information can be shared with students and how to present this information in a series of daily lessons.

The People Profile Project involves two broad events: research and lesson preparation. Phase 1 is your research step. This step will involve a) assembling resources on the person, b) reading about a person and the times in which he/she lived, c) taking notes, d) assembling your ideas into a detailed outline. Phase 2 will be the creation of just one lesson you could teach (you'll probably see many you could teach) related to the person you selected.

Phase I

1. Select one person as your choice for the People Profile Project.
2. Use a variety of resources (biographies, encyclopedias, magazines, newspapers, video tapes, and the internet) to explore the life of the person you selected.
3. Compile a biographical outline (3 ½-4 pages) on this person's life. Include as much information as you can about the person as well as information related to the times in which he/she lived. Certainly highlight his/her contribution and its impact.
4. **Use headings in your outline to show the various major divisions of the person's life and times.**
5. Include a reference page in MLA or APA style.
6. Hand in two typed copies. Your papers should have a cover page that includes the title, your name, the course name and number, and the date.
6. Your paper will be evaluated using the criteria on the pages that follow.
Phase II

Once a teacher has the background knowledge, he/she can prepare to teach a series of lessons about the life and times of a selected person. As you found out from your research, there is a LOT of information that you could teach; and it would take more than one lesson to accomplish the task. For this phase just select one area of the person's life you found most interesting and prepare one lesson on that part only.

1. Select just a slice of the person's life.
2. Create a lesson.
3. Write your plan to follow the plan format you will receive. Include any handouts you would give your students.
4. Your plan will be evaluated using the criteria you will receive. The criteria sheet must be attached to your plan.
<table>
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<th>Criteria Sheet for People Profile Research Paper</th>
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<tr>
<td>Name________________________</td>
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<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>Provides an understanding</td>
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<tr>
<td>Of the person's life</td>
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<tr>
<td>Topic and subtopics indicate</td>
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<td>A substantive manner</td>
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<tr>
<td>Contribution of the person's life</td>
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<td>Described in depth</td>
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<td>STRUCTURE/ORGANIZATION</td>
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<td>Introduction or transitions to all major</td>
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<td>Sections set expectations</td>
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<td>Balance among the various types</td>
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<td>Of sources used</td>
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<td>Outline organized in some logical</td>
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<td>Flows smoothly from subtopic to</td>
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<tr>
<td>5</td>
</tr>
</tbody>
</table>
Social Studies Unit

A unit is a group of lessons which are linked together by a subject area and topic. Each lesson in the unit lays a foundation of skills, content, processes, or concepts for the next lesson in the unit. For example, to teach third graders about the scientific reason Oklahoma has four seasons, you could develop a series of lessons on the topic of seasons which is part of the third grade science curriculum. The unit of lessons might look like this:

Lesson 1. Our place in the universe, revolution, and rotation
Lesson 2. Tilt of the axis, the equator and other zones
Lesson 3. Direct and indirect light rays
Lesson 4. How revolution, tilt, and direct and indirect light rays result in Oklahoma having four seasons
Lesson 5. How our place in the solar system creates our favorite Seasons.

Your unit will include:

1. Purpose for your unit - Why is this topic important for students to learn? Why is this important to students' future learning? How does this topic fit the state social studies standards (cite these verbatim).

2. Instructional Goals (objectives) - What is the overall goal(s) for this unit?

3. Grade Level for which the strand is intended.

4. Lesson Plans - You must have three to five lesson plans. These will include:

   A. One lesson that integrates another content area into the unit.
   B. One lesson that integrates the use of electronic technologies into the strand. Electronic technologies are items such as: TV, VHS, computer, digital cameras, slides, audio cassettes, 16mm film, and/or filmstrips. Try to use current technologies if possible.
   C. One lesson which demonstrates constructive methodology.

5. Handouts - Include copies of the handouts and/or worksheets that you will give to your students or use as resources for yourself.
Cite the sources of each handout on the handout itself (These are ones you copied from a published source or from the net. These can also be ones that you adapted/modified from another source).

6. Your final product must be presented professionally: typed, pages numbered, section headings bold faced, etc. Do not put lessons into plastic sleeves. Please submit two copies of your unit plan.

Your unit will be original. It will not come from canned curricular guides.
Oklahoma Panhandle State University
Teacher Education Program
Lesson Plan Format
Methods & Materials

List the Subject or Title of the Lesson

Name
Grade Level
Topic or Assignment #

A. State Competency - This should be an exact copy of the required Oklahoma state competency that teachers are required to teach at specific grade levels. (Because each of the Oklahoma competencies have several aspects, you may choose only one or two rather than trying to teach all of the competency in one class period.) This section of the lesson plan in some states or in some schools would be called the “Goal.”

B. Objectives for this lesson - State specifically what the student will know or be able to do when you have taught the lesson (For example: The student will be able to spell 10 assigned science words at the fourth grade level of proficiency. Or the student will be able to analyze the story grammar of a short story. Or the student will be able to identify the causes of the War Between the States.) Remember that objectives must be measurable. Bloom’s Taxonomy can help with measurable objectives.

C. Materials and Resources—List the materials you will use to teach this lesson. Be sure to state the books, film, or Internet resources from which you will teach. (Be specific as to page numbers, length of film, Website, etc. Use APA format to cite your sources.)

D. Instruction

a. Introduction – What student prior knowledge will you access? What activities will you use to access that knowledge? How will you find out what the student already knows about your information? (pre-test, KWL, discussion?) How will you tie today’s lesson into previous lessons? How will you motivate the student to learn what you have to present in this lesson?

b. Instructional process—What activities will you use to teach this lesson? What will you do or say? What will your students do or say? How long will this take? Have you broken up the lesson into segments? How will you monitor the learning process? These activities MUST match your objectives.

c. Assessment – How will you know the student learned what you thought you taught? (Test, skills sheet, physical task, project, etc.) Your assessment must match the objectives. (For instance, you will give a written test over the 10 science words. Or you will have a spelling bee over the 10 words. Or you will have students write an essay over the concept reflected in the 10 words and check for the spelling of these words.)

d. Modifications/Accommodations – How will you adjust instruction
and activities for those students unable to do regular course work? (Don’t tell me you will have them read the book in their own language unless you are sure they can read their own language!) State the reason for the modification (dyslexia, vision impairment, deaf, autistic, etc.) and how you will modify the lesson. **You should have at least 2 modifications or accommodations.**

e. Closure – This will end the lesson by reviewing the lesson taught, checking for understanding, asking questions, and student activities to reiterate the information.

f. Reflection - **You cannot do this step until you have actually taught the lesson.** At that time you should list the changes you must make because of time constraints, student abilities, or materials that were not adequate. Or perhaps you find that your teaching was not adequate and will do things differently next time you teach this same material.

**Handing in lesson plans that are copied directly from published materials or the Internet without citing sources and adapting them to your own situation will give you an automatic “F” in this class!**

REQUIRED FOR ALL LESSONS PLANS FOR DR. THATCHER

The introduction will always contain and attention getter and a purpose given to the students.

The instructional process will include a minimum of three activities. The activities will meet a minimum of 3 different levels of intelligence according to Howard Gardner’s theory.
<table>
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<td>Learning center enhances unit</td>
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<tr>
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<tr>
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**Assessment**

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**Modifications**

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**Other**

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<td>0</td>
<td>Webquest does not properly address the five components</td>
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</tr>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
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</table>
# LESSON PLAN

## SCORING RUBRIC

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Score</th>
<th>Grade level stated</th>
<th>Topic stated</th>
<th>A. Objectives adequate and in behavioral terms</th>
<th>B. State competencies</th>
<th>C. Materials adequate Sources properly cited</th>
<th>D. Instruction</th>
<th>E. Assessment</th>
<th>F. Modifications/Accommodations</th>
<th>G. Reflection</th>
<th>H. Technology usage</th>
<th>Overall quality of plan</th>
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<td>C. Materials adequate Sources properly cited</td>
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<td>a. Introduction</td>
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<td>Attention getter gets attention</td>
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<td>b. Instructional process</td>
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<tr>
<td>Lesson has sufficient amount of activities, guided practice, independent practice, technology usage, cooperative learning activities, etc.</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>Lesson does not have a sufficient amount of these items.</td>
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<tr>
<td>d. Multiple intelligences/modalities addressed at least in three ways</td>
<td>3</td>
<td>2</td>
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<td>MI/modalities do not meet the minimum</td>
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<td>e. Closure focuses on objectives</td>
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<td>F. Modifications/Accommodations</td>
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<td>Mod/Acc meet needs of diverse Students</td>
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<tr>
<td>G. Reflection is plausible</td>
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<td>H. Technology usage</td>
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</tbody>
</table>
IMPORTANT DATES

August 21—Final day to enroll or add a class
August 28—No refund on dropped courses after this date
November 6—Beginning of grade of W or F for dropped courses
November 20—Final day to drop or withdraw from a class
SYLLABUS
COURSE:  EDUCATIONAL TECHNOLOGY (EDUC 4333)
CREDIT HOURS:  3  CLASS TIME:  TR 11:-12:15  HMH 119
FALL, 2007
PROFESSOR:  Dr. Russell M. Thatcher
OFFICE:  HMH 112
OFFICE PHONE:  580-349-1412
E-MAIL:  rmthatcher@opsu.edu
WEB PAGE:  http://www.opsu.edu/education/Thatcher_Home_Page/dr__russell_m__thatcher.htm
OFFICE HOURS:  M/W 8:30-11:00  Tuesday:  8:30-12:00 and 1:-2:30

TEXT:  none

COURSE DESCRIPTION

This course introduces the essentials of microcomputers and their adaptation to the K-12 curriculum. Emphasis is placed on word processing, database, spreadsheet, software evaluation, presentation software, and telecommunications.

SPECIAL NEEDS STUDENTS

Requests for accommodations for disabilities should have been made prior to the start of the semester through the VPAA Office or the VPSA Office. However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor and appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

COURSE OBJECTIVES (Competencies)

1. The teacher understands the selection and use of materials, resources, and technology appropriate to individual differences. (OKEE #10)

2. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (OKGC #1)

3. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology. (OKGC #4)

4. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences and the community; and adapts instruction based upon assessment and reflection. (OKGC #7)

5. The teacher understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum. (OKGC #14)

6. Teachers will be able to utilize and integrate into the classroom various software programs that include word processing, database, spreadsheet, telecommunications, presentation ware and educational software.
7. Teachers will gain an awareness of the components and costs necessary to implement an adequate technology for their classrooms.

8. Teachers will gain enough knowledge to in-service other teachers in the basics of computer/classroom integration.

**OKEE**-Oklahoma Competencies for Teacher Licensure and Certification Elementary Education

**OKGC**-Oklahoma General Competencies for Teacher Licensure and Certification

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**PERFORMANCE ASSESSMENT**

In this course students will be building an Educational Technology Portfolio through the development of various projects. Each component of the portfolio will be a part of your assessment and will correlate with the Oklahoma Professional Education Competencies for Licensure and Certification, the Oklahoma General Competencies for Teacher Licensure and Certification, and course competencies.

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**GRADING SCALE**

A  92-100
B  84-91
C  76-83
D  68-75
F  67-below

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**ATTENDANCE**

Attendance is required. The class periods will consist of instruction, demonstration, practice, and the production of projects. Two absences will be allowed. Grades will be lowered by 5% per occurrence beyond the two allowed absences. Excused absences for emergencies must be cleared through the instructor. Validation of the excuse will be required. Excessive absence will result in failure of the course. If projects are turned in before the scheduled time, you may be excused from class until the beginning of the next project. Under no circumstance will anyone be excused without having the current project submitted for grading.

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**COURSE PROJECTS AND REQUIREMENTS**

<table>
<thead>
<tr>
<th>Project</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>Database (10%)</td>
</tr>
<tr>
<td>Project 2</td>
<td>Spreadsheet (10%)</td>
</tr>
<tr>
<td>Project 3</td>
<td>Front Page (10%)</td>
</tr>
<tr>
<td>Project 4</td>
<td>E-Portfolio (10%)</td>
</tr>
<tr>
<td>Project 5</td>
<td>PowerPoint (15%)</td>
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<tr>
<td>Project 6</td>
<td>Software Evaluation (10%)</td>
</tr>
<tr>
<td>Project 7</td>
<td>Power Point Game (10%)</td>
</tr>
<tr>
<td>Project 8</td>
<td>Web Quest (25%)</td>
</tr>
</tbody>
</table>

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**Resubmission of Projects**

Projects that receive a C+ or lower may be resubmitted once for reevaluation. Grades on resubmission are averaged with the original score. Resubmission is to be within one week of the
return of the project. Original project and score sheet must accompany the resubmitted project.

Late Projects

Projects will be received late up to two weeks of the original due date. No project will be received past this deadline, and a score of "0" will be recorded. 10% of the raw score will be deducted from late projects. This does not apply to the final project which is due on or before the designated due date. Failure to turn this project in on time will result in a "0" for the final project. The only exceptions will be for extreme emergencies with a validation for the emergency. If you are involved in extracurricular university activities or conflicting course requirements which necessitate your absence, you are still required to have all assignments turned in on time. If your assignment is not turned in at the appropriate time, it will incur the late penalties and/or no credit if past the late turn in date.

STYLE

Projects will be submitted using 10 or 12 point text in Arial, Times Roman, or similar font (no bold faced or fancy fonts). Other fonts or size type will incur a 10% deduction for the project.

ACEI STANDARDS: 1, 2, 3, 4

PROJECT DESCRIPTIONS

Project 1 (Database)

Project 1 will concentrate on integrating technology into the student learning environment. You will create a database that will enrich student learning. In addition to the database you will write a word processing document describing the lesson and usage of the database. This will include the lesson plan, objectives, and activities to be used with the database. (Assessed competencies: 1,2,3,4,5,6)

Project 2 (Spreadsheet)

Project 2 will also concentrate on integrating technology into the student learning environment. You will create a spreadsheet that will enrich student learning. In addition to the spreadsheet you will create a word processing document describing the lesson and usage of the spreadsheet. This will include the lesson plan, objectives, and activities to be used with the spreadsheet. (Assessed competencies: 1,2,3,4,5,6)

Project 3 (FrontPage)

Project 3 is an exercise in building webpage development skills. You will create an active webpage for a real or imaginary classroom. Along with this webpage you will create a lesson plan which actively uses one of the links of the page for active learning. (Assessed competencies: 1,2,3,4,5,6)

Project 4 (E-Portfolio)

You will develop an electronic portfolio which will encompass a wide variety of lessons and activities which evidence your level of competency in the teaching field. (Assessed competencies: 1,2,3,4,5,6)
Project 5 (Power Point)

You will develop a Power Point presentation within the confines of a developed lesson plan. The presentation will illustrate how students can display their learning experiences and use the technology instructionally. Presentations will be delivered in the ITV room in order to expose you to and give you practice working on the technology available there. (Assessed competencies: 1,2,3,4,5,6)

Project 6 (Software Evaluation)

You will develop an evaluation instrument that will effectively give you a tool to examine various software applications. You will examine at least three applications and in a word processing document make recommendations to a building principal. (Assessed competencies: 1,3,4,7,8)

Project 7 (Power Point Game)

You will develop a Power Point presentation which incorporates some game type presentation (Jeopardy, Hollywood Squares, etc) that will reinforce some concept you have in a lesson plan. (Assessed competencies: 1,2,3,4,5,6)

Project 8 (Web Quest)

This project will tie together all you have been working on in the course. You will develop a comprehensive plan for integrating microcomputers into the instructional curriculum. You will generate an online project for a predetermined class level. The plan will cover all instructional aspects for a selected topic. (Assessed competencies: 1,2,3,4,5,6,7,8)

SCORE SHEETS

Score sheets will be used as an assessment tool for each project. At the beginning of each project you will receive the score sheet for that project. On it you will find the grading criteria. It is strongly recommended that you carefully review the sheet and compare it with your project to see that you have covered all the areas that will be graded.

ACADEMIC DISHONESTY POLICY: All work is to be completed by the individual student unless otherwise approved by the instructor. Cheating or falsifying requirements could result in failure of the course.

DISCLAIMER: This syllabus is not a contract and can be changed at the discretion of the instructor.
BIBLIOGRAPHY


Roblyer, M. D., Jack Edwards and Mary Anne Havriluk Integrating Educational


Oklahoma Panhandle State University
Teacher Education Program
Lesson Plan Format
Methods & Materials

List the Subject or Title of the Lesson

Name
Grade Level
Topic or Assignment #

A. **State Competency** - This should be an exact copy of the required Oklahoma state competency that teachers are required to teach at specific grade levels. (Because each of the Oklahoma competencies have several aspects, you may choose only one or two rather than trying to teach all of the competency in one class period.) This section of the lesson plan in some states or in some schools would be called the “Goal.”

B. **Objectives for this lesson** - State specifically what the student will know or be able to do when you have taught the lesson (For example: The student will be able to spell 10 assigned science words at the fourth grade level of proficiency. Or the student will be able to analyze the story grammar of a short story. Or the student will be able to identify the causes of the War Between the States.) Remember that objectives must be measurable. Bloom’s Taxonomy can help with measurable objectives.

C. **Materials and Resources**—List the materials you will use to teach this lesson. Be sure to state the books, film, or Internet resources from which you will teach. (Be specific as to page numbers, length of film, Website, etc. Use APA format to cite your sources.)

D. **Instruction**

   a. **Introduction** – What student prior knowledge will you access? What activities will you use to access that knowledge? How will you find out what the student already knows about your information? (pre-test, KWL, discussion?) How will you tie today’s lesson into previous lessons? How will you motivate the student to learn what you have to present in this lesson?

   b. **Instructional process**—What activities will you use to teach this lesson? What will you do or say? What will your students do or say? How long will this take? Have you broken up the lesson into segments? How will you monitor the learning process? **These activities MUST match your objectives.**
c. Assessment – How will you know the student learned what you thought you taught? (Test, skills sheet, physical task, project, etc.) Your assessment must match the objectives. (For instance, you will give a written test over the 10 science words. Or you will have a spelling bee over the 10 words. Or you will have students write an essay over the concept reflected in the 10 words and check for the spelling of these words.)

d. Modifications/Accommodations – How will you adjust instruction and activities for those students unable to do regular course work? (Don’t tell me you will have them read the book in their own language unless you are sure they can read their own language!) State the reason for the modification (dyslexia, vision impairment, deaf, autistic, etc.) and how you will modify the lesson. You should have at least 2 modifications or accommodations.

e. Closure – This will end the lesson by reviewing the lesson taught, checking for understanding, asking questions, and student activities to reiterate the information.

f. Reflection - You cannot do this step until you have actually taught the lesson. At that time you should list the changes you must make because of time constraints, student abilities, or materials that were not adequate. Or perhaps you find that your teaching was not adequate and will do things differently next time you teach this same material.

**Handing in lesson plans that are copied directly from published materials or the Internet without citing sources and adapting them to your own situation will give you an automatic “F” in this class!**

REQUIRED FOR ALL LESSONS PLANS FOR DR. THATCHER

The introduction will always contain an attention getter and a purpose given to the students.

The instructional process will include a minimum of three activities. The activities will meet a minimum of 3 different levels of intelligence according to Howard Gardner’s theory.

IMPORTANT DATES

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August 28—No refund on dropped courses after this date
November 6—Beginning of grade of W or F for dropped courses
November 20—Final day to drop or withdraw from a class
SYLLABUS
EDUC 4362-Educational Tests and Measurements
Fall 2007

General Information:

School: Education  Department: Education
Course Number: EDUC 4362  Hours Credit: 2
Course Title: Educational Tests and Measurements

Instructor:

Mr. Jerry Mihelic
Office: HMH 112
Telephone: 580-349-1438 or 1-800-644-OPSU ext. 1438
Office Hours: Mon. & Wed. 8:30 to 10:00, 2:30 to 3:30
Tues. & Thurs. 9:15 to 10:00, 1:15 to 3:00
Email: jmihelic@opsu.edu

Course Description:

This course contains principles and techniques of measuring educational attainment; essay and objective tests and their construction; standard scores and grading systems; standardized tests; and use of educational research.

Teacher candidates will learn to manage testing and evaluation in the classroom as well as to understand standardized testing concepts. Teacher candidates will learn to construct and administer teacher-made test and learn how to evaluate standardized tests and interpret scores.

Course Competencies:

ACEI  Association for Childhood Education International
OKGC  Oklahoma General Competencies for Teacher Licensure and Certification

1. The student will understand and use a variety of assessment strategies, evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner. (OKGC #7,8) (ACEI #4, 5.2)
2. The student will develop knowledge of and uses of communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC #6) (ACEI #3.5, 5.3, 5.4)
3. The student will understand the curriculum integration process and will use a variety of instructional strategies to encourage student’s development of critical thinking, problem solving, performance skills and effective use of technology. (OKGC #4,7) (ACEI # 1, 3.1, 3.3)

4. The student will plan instruction based upon curriculum goals, knowledge of teaching/learning process, subject matter, student’s abilities and differences, and the community, and adapt instruction based upon assessment and reflection. (OKGC #7) (ACEI # 1, 3.1, 3.2, 4)

5. The student will understand and use a variety of strategies to (a) select methods of assessments appropriate to each of the subject matter areas and to the age, development, and diversity of students, (b) interpret and communicate assessment results accurately and ethically, and integrate information gained from assessments into instructional plans. (OKGC #2,6,7,8) (ACEI # 3.2, 3.5, 5.2, 5.3)

6. The student will understand and recall the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher. (OKGC #13) (ACEI #5.1)

7. The student will understand and recall the basic language of testing and statistical terms and their meanings in relation to the interpretation and use of standardized tests. (OKGC #1,7) (ACEI #4)

8. The student will understand the study of student development can be obtained through direct, guided observations; focused inquiry through data collection and systematic analysis; self-study of interaction with students. (OKGC #7,8) (ACEI #4, 5.2)

Assessments:

Assignments should be typed and turned in when due or it will reflect on your grade.

1. **Test construction and performance assessment (Assessment Project)**
   (50 pts)
   Two Parts to this assignment.
   1) **Traditional paper/pencil test** – Choose a topic from your subject area/level and construct a traditional paper/pencil test using multiple-choice, true false, matching, fill in the blank, and essay items. (4 of each type) 4 X 5 = 20 Last page should include the answers to your questions (key)
   2) **Performance Project** – Plan a performance project for your subject/level. Include specific instructions for the project you will assign (with objectives). Include the rubrics you will use for scoring on the performance.

2. **Teacher Worksample Assessment Plan** (50 pts.)
   Candidates will develop an assessment plan over a unit of study following teacher worksample formatting.
3. **Grade book (50 pts.)**
   Candidates will set up a grade book (either computer or by hand); assign four (4) different objectives per period / subject area and their grades. You will need to include 4 class periods/subject areas. For each period/subject area use 15 students. Specify a scoring scale.

4. **Final (50 pts.)**
   Candidates will complete a final examination to include information in textbook as well as shared in class.

5. **Class Participation (32 pts)**
   This is an upper level course. Much of the content of this class will be discussed in class. Participation and attendance of this class is crucial to the success of the candidate.

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**Course Scoring**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
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<td>Class Participation</td>
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<tr>
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- 232-216 = A
- 215-197 = B
- 196-179 = C
- 178-159 = D
- 158 and below = F

**Late Assignments:** Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

**Attendance:** Attendance in class is required. Attendance will be taken and will affect the student’s final grade by 10%. Grades will be adjusted because of excessive absences (over 2). If extraordinary circumstances are involved, please call or e-mail me as soon as possible.

**Textbook:**
Educational Testing and Measurement by Kubiszyn & Borich
Knowledge Base:
This course provides knowledge base for candidates that prepares them to manage testing and evaluation in the classroom. This course is part of the last step of Pedagogy in the gateway of success in the Teacher Education Program.

Academic Dishonesty/Plagiarism Policy:
Cheating/Academic Dishonesty/Plagiarism is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Statement of Academic Accommodations:
Disabilities: Requests for accommodations for disabilities should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities) or the Vice President for Student Affairs Office (physical, i.e. mobility, vision, hearing). However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor and appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

Procedures for addressing disabled students’ needs are found in the Policy and Procedure manual for Accommodation for Students with Disabilities. The instructor should make an effort to accommodate the student first. Should that not succeed, the instructor should contact the counseling center for advice and/or assistance. Also, please feel free to contact the office of the VPAA and/or VPSA.

Special Reminders:
No refund on dropped classes after August 28, 2007. No refund on complete withdrawals after August 28, 2007. Beginning Day of Grade or “W” or “F” for dropped course(s) is November 6, 2007. Final day to drop classes is November 20, 2007.
Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

EDUC 4362– Test and Measurements – Fall 2007
Tentative Schedule for Assignments

Aug. 20  Syllabus and Schedule
Aug. 21  Chapters 1/2
Aug. 22  Chapters 11/3  Discussion about Grade Book Assignment-6 Traits
Aug. 23  Chapters 4/5
Aug. 24  No Class – 9:00 to Noon Intern Seminar with Dr. Stewart
Aug. 27  Chapters 6
Aug. 28  Chapters 7/8
Aug. 29  Chapters 9/10  Grade Book Assignment Due
Aug. 30  Chapter 12/13/14  Discussion about Test Construction Assignment
Sept. 3  No Class Labor Day
Sept. 4  Chapters 15/16/17  Discussion about Assessment Plan Assignment
Sept. 5  Chapter 18
Sept. 6  Chapter 19  Test Construction Assignment Due
Sept. 7  No Class - 9:00 to Noon Intern Seminar with OEA
Sept. 10 Chapters 20/21
Sept. 11 Chapter 22  Assessment Plan Assignment Due
Sept. 12 Guest Speaker ??
Sept. 13 Final
Bibliography:


SYLLABUS
EDUC 4433-Classroom Management & Assessment Part II
Spring 2008

General Information:

School: Education
Course Number: EDUC 4433
Course Title: Classroom Management & Assessment Part II
Department: Education
Hours Credit: 3

Instructor:

Mr. Jerry Mihelic
Office: HMH 112
Telephone: 580-349-1438 or 1-800-644-OPSU ext. 1438
Office Hours: Mon. & Wed. 8:30 to 10:00, Wed. 1:15 to 2:30
Tues. & Thurs. 8:30 to 10:00, 1:15 to 3:00
-Note: Please do not drive in just to see me. If you are making a special trip in to see me, call ahead of time. Occasionally, I might be in a meeting or at a school visiting during my office hours.
Email: jmihelic@opsu.edu

Course Description:

This course contains principles and techniques of measuring educational attainment; essay and objective tests and their construction; standard scores and grading systems; standardized tests; and use of educational research.

Teacher candidates will learn to manage testing and evaluation in the classroom as well as to understand standardized testing concepts. Teacher candidates will learn to construct and administer teacher-made test and learn how to evaluate standardized tests and interpret scores.
Course Competencies:

ACEI  Association for Childhood Education International
OKGC  Oklahoma General Competencies for Teacher Licensure and Certification

1. The student will understand and use a variety of assessment strategies, evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner. (OKGC #7,8) (ACEI #4, 5.2)

2. The student will develop knowledge of and uses of communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC #6) (ACEI #3.5, 5.3, 5.4)

3. The student will understand the curriculum integration process and will use a variety of instructional strategies to encourage student’s development of critical thinking, problem solving, performance skills and effective use of technology. (OKGC #4,7) (ACEI #1. 3.1, 3.3)

4. The student will plan instruction based upon curriculum goals, knowledge of teaching/learning process, subject matter, student’s abilities and differences, and the community, and adapt instruction based upon assessment and reflection. (OKGC #7) (ACEI #1, 3.1, 3.2, 4)

5. The student will understand and use a variety of strategies to (a) select methods of assessments appropriate to each of the subject matter areas and to the age, development, and diversity of students, (b) interpret and communicate assessment results accurately and ethically, and integrate information gained from assessments into instructional plans. (OKGC #2,6,7,8) (ACEI # 3.2, 3.5, 5.2, 5.3)

6. The student will understand and recall the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher. (OKGC #13) (ACEI #5.1)

7. The student will understand and recall the basic language of testing and statistical terms and their meanings in relation to the interpretation and use of standardized tests. (OKGC #1,7) (ACEI #4)

8. The student will understand the study of student development can be obtained through direct, guided observations; focused inquiry through data collection and systematic analysis; self-study of interaction with students. (OKGC #7,8) (ACEI #4, 5.2)
Assessments:

Assignments should be typed and turned in when due or it will reflect on your grade.

1. Test construction and performance assessment (Assessment Project) (50 pts) Due May 12

   Two Parts to this assignment.
   1) Traditional paper/pencil test – Choose a topic from your subject area/level and construct a traditional paper/pencil test using multiple-choice, true false, matching, fill in the blank, and essay items. (4 of each type) \( 4 \times 5 = 20 \) Last page should include the answers to your questions (key)
   2) Performance Project – Plan a performance project for your subject/level. Include specific instructions for the project you will assign (with objectives). Include the rubrics you will use for scoring on the performance.

2. Teacher Worksample Assessment Plan (25 pts.) Due May 5

   Candidates will develop an assessment plan over a unit of study following teacher worksample formatting.

3. Grade book (50 pts.) Due April 28

   Candidates will set up a grade book (either computer or by hand); assign four (4) different objectives per period / subject area and their grades. You will need to include 4 class periods/subject areas. For each period/subject area use 15 students. Specify a scoring scale.

4. Final (50 pts.)

   Candidates will complete a final examination to include information in textbook as well as shared in class.

Course Scoring

<table>
<thead>
<tr>
<th>Assessment Project</th>
<th>50 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan</td>
<td>25 pts</td>
</tr>
<tr>
<td>Grade Book</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final</td>
<td>50 pts</td>
</tr>
</tbody>
</table>

Total 175 pts

175-158 A
158-140 B
139-123 C
122-105 D
104 and below F

This grade in Part II will count as 1/3 of your total grade for the class. Part I = 2/3 and Part II =1/3.
Late Assignments: Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

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Textbook: Educational Testing and Measurement by Kubiszyn & Borich

Knowledge Base: This course provides knowledge base for candidates that prepares them to manage testing and evaluation in the classroom. This course is part of the last step of Pedagogy in the gateway of success in the Teacher Education Program.

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Special Reminders:

No refund on dropped classes after Jan 30. Beginning Day of Grade of “W” On dropped courses Jan 31. Beginning Day of “W” or “F” for dropped course(s) is April 11. **Final day to drop classes is May 17.**

Disclaimer:

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<tr>
<th>Course Competency</th>
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<th>How student learning will be assessed</th>
</tr>
</thead>
<tbody>
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<td>1. The student will understand and use a variety of assessment strategies, evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner. (OKGC #7,8) (ACEI #4, 5.2)</td>
<td>Class lecture, textbook readings, classroom discussion, and power point presentations.</td>
<td>Examination, class discussions, assessment plan assignment,</td>
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</tbody>
</table>
SYLLABUS
COURSE: ELEMENTARY CLASSROOM MANAGEMENT AND ASSESSMENT (EDUC 4433)
PART 1 Elementary Classroom Management
CREDIT HOURS: 3 Class time: 2:30-5:00 M HMH 127
SPRING, 2008
PROFESSOR: Dr. Russell M. Thatcher
OFFICE: HMH 113
OFFICE PHONE: 580-349-1412
E-MAIL: rmthatcher@opsu.edu
OFFICE HOURS: M 8:00-12:00 Tuesday/Thursday 8:00-11:00

TEXTS: What to do with the Kid Who. . .(Burke), Assertive Discipline (Canter),
Building Classroom Discipline (Charles) and First Days of School (Wong).

COURSE DESCRIPTION

In this course you will examine various approaches to classroom management
paying particular attention to positive classroom techniques and management
strategies. You will develop your own set of techniques for managing behavior
in the classroom. The techniques will deal with both student behavior and the
general flow of the teaching/learning atmosphere of the classroom.

ATTENDANCE

Attendance in class is required. There will be no unexcused absences allowed.
Excused absences need the approval of the professor, conformation of a
physician, or other legitimate documentation concerning the legitimacy of the
absence. Course grade will be docked 5% for every unexcused absence.
Tardies will penalize your grade by 2% per occurrence.

SPECIAL NEEDS STUDENTS

If you feel that you have a special need that requires special accommodations,
the instructor will work with you to provide a reasonable accommodation to
ensure that you have a fair opportunity to perform in this class. Please advise
the instructor of such a disability and the desired accommodation at some point
before, during, or immediately after the first scheduled class period.

COURSE OBJECTIVES (Oklahoma Competencies and ACEI Standards)

1. The candidate understands the essential nature and importance of interaction
and communication with students, parents, community members and colleagues.  
(OKGC 6,9,10; ACEI 3.4,5.3,5.4)

2. The candidate understands appropriate classroom management systems and discipline practices.  (OKGC 5; ACEI 1)

3. The candidate creates an environment that facilitates learning experiences which make subject matter meaningful to students.  (OKGC 1,2,3,5; ACEI 1)

4. The candidate develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.  (OKGC 6)

5. The candidate uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus providing opportunities for success.  (OKGC 5; ACEI 1, 3.4)

**PROJECT 1** (One copy of the project must be turned in to the instructor and will not be returned.)
The candidate will develop a complete discipline plan for the class he/she will be teaching. The candidate will first consult the texts for the various theories and models and then consult sources in the library. Perhaps the student likes one model. He/she may want to elaborate more on it. He/she may want to borrow ideas from several models. The model must include expectations of the teacher, the students, the administration and the parents. The candidate will include his/her statements on how to deal with disruptive behaviors from minor to major infractions. Part A will be a comparison and contrast of at least two models.  
(Harry Wong’s Classroom Management is not a discipline style and cannot be used as a model for this project.)
The student will conduct research to gain more insights of the models and will critique them. Part B will be the student’s model. Part C will be a defense of the model. All three parts must be THOROUGHLY documented. Realize this is not an opinion paper. Do not over rely on a single source. Appropriate documentation in APA or similar style will be used. This project will run 5-6 pages (Do not go over and do no go under).  (Competencies assessed:  1, 2, 3, 4,5; ACEI 1, 3.4, 5.3, 5.4)  

**PROJECT 2** The candidate will develop a classroom management plan that he/she would implement the first day of school. The candidate is to describe the logistics of the classroom including seating arrangement, computer setup, learning centers, bulletin boards, expectations of students, the schedule for the whole day including all activities he/she will be doing, etc. The candidate will need to include how he/she will introduce himself/herself to the children, how he/she will dress, how the class will operate during teaching sessions (full group and small groups), how the children will get information if the teacher is busy,
and other general items which deal with managing the classroom. The candidate will need to use texts and other materials for gaining this information. This project should be 5-6 pages and documented in APA style (Do not go over and do no go under). **Do not include any portion of your discipline plan in this project.** (Competencies assessed: 1, 2, 3, 4; ACEI 1, 3.4, 5.3, 5.4)

**OTHER REQUIREMENTS**

1. Class participation required
2. Video journal with notes and commentary
3. Reaction paper to “What to Do with the Kid Who …”
4. Scenario Assessment (final synthesis and application of course content)
   (#3 and #4 are at the discretion of the instructor.)

Projects and other requirements are due on the appointed date without exception. A 10% per day penalty will be assessed to late projects up to 3 days, after which no credit will be given. Please take this seriously. You cannot receive your license without credit for this course. This course only lasts four weeks, and this necessitates promptness on the projects. If you are involved in extracurricular university activities or conflicting course requirements that necessitate your absence, you are still required to have all assignments turned in on time. If your assignment is not turned in at the appropriate time, it will incur the late penalties and/or no credit if past the late turn in date.

**STYLE**

Projects will be submitted using 10 or 12 point text in Arial, Times Roman, or similar font (no bold faced or fancy fonts). Other fonts or size type will incur a 10% deduction for the project.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>84-91%</td>
</tr>
<tr>
<td>C</td>
<td>76-83%</td>
</tr>
<tr>
<td>D</td>
<td>68-76%</td>
</tr>
<tr>
<td>F</td>
<td>67-below</td>
</tr>
</tbody>
</table>

**Assessment Values**

- What to do .......... 10%
- Video journal ........ 10%
- Participation .......... 10%
- Discipline plan .......... 35%
- Management plan...... 35%
ACADEMIC DISHONESTY POLICY: All work is to be completed by the individual student unless otherwise approved by the instructor. Cheating or falsifying requirements could result in failure of the course.

DISCLAIMER: This syllabus is not a contract and can be changed at the discretion of the instructor.

IMPORTANT UNIVERSITY DATES Attached is a copy of the University calendar for this semester. Please note the drop/add deadlines and all other important deadlines. These are final.

BIBLIOGRAPHY


**KEY DATES**

Jan. 21—MLK Day no school  
Jan. 23—final day to enroll or add a class  
Jan. 30—No refund on dropped courses after this date  
Jan. 31—Beginning of grade of W for dropped courses  
March 17-21—spring break  
March 24—Easter break  
April 11—beginning day of grade W or F for dropped courses  
April 24—final day to drop or withdraw from a class  
May 13-16—final exams  
May 17—Commencement
I. General Information:

School: Education  Department: Education  
Course Number: EDUC 4450  Hours Credit: 9  
Course Title: Student Teaching in the Elementary Schools

II. Instructor:

Dr. R. Wayne Stewart, Dean of Education, Director of Student Teaching  
Office: HMH 123  Telephone: 580-349-1408 or 1-800-664-OPSU ext. 1408  
Office Hours: 8A.M. to 5P.M. Monday through Friday  
Email: rwstewart@opsu.edu

II. Course Description:

Designed to give each prospective teacher observations and practical experiences in classroom instruction at the elementary level under the guidance and supervision of a successful classroom teacher in a public school. The assignment will be for a period of twelve (12) weeks.

III. Course Competencies:

The student:

1. Understands his/her role and the variety of approaches to the organization of elementary schools. (OKEE)
2. Understands the essential nature and importance of interaction and communication with students, parents, community members and colleagues. (OKEE)
3. Models the role of the lifelong learner. (OKEE)
4. Understands the role of the teaching profession in curriculum change and school improvement. (OKEE)
5. Understands the link between child development, curriculum, and instruction. (OKEE)
6. Understands and uses a variety of strategies to (a) select methods of assessment appropriate to each of the subject matter areas and to the age, development, and characteristics of students, (b) interpret and communicate assessment results accurately and ethically, and (c) integrate information gained from assessments into instructional plans. (OKEE)
7. Has knowledge of current research findings about teaching and learning. (OKEE)
8. Analyzes his/her teaching practices through a variety of techniques. (OKEE)
9. Understands appropriate classroom management systems and discipline practices. (OKEE)
10. Understands the selection and use of materials, resources, and technology appropriate to individual differences. (OKEE)
11. Creates an environment that facilitates learning experiences that make subject matter meaningful to students. (OKEE)
12. Understands the subject matter areas common to the elementary curriculum and the integration of those subject matter areas. (OKEE)
13. Facilitates learning groups as appropriate to the needs and/or interests of students and the goals of the lesson. (OKEE)
14. Understands interdisciplinary teaching and collaboration. (OKEE)
15. Understands that all students can develop proficiencies in the Oklahoma core curriculum. (OKEE)
16. Understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (OKGC)
17. Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary. (OKGC)
18. Understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. (OKGC)
19. Understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology. (OKGC)
20. Uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success. (OKGC)
21. Develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC)
22. Plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community, and adapts instruction based upon assessment and reflection. (OKGC)
23. Understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner. (OKGC)
24. Evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. (OKGC)
25. Fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well being. (OKGC)
26. Shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum. (OKGC)
27. Understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development. (OKGC)
28. Understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher. (OKGC)
29. Understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum. (OKGC)
30. Understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies. (OKGC)

OKEE—OKLAHOMA COMPETENCIES FOR LICENSURE AND CERTIFICATION ELEMENTARY EDUCATION
OKGC—OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

IV. Requirements for the course

1. The student teacher is required to complete the components of the August Experience.
2. The student teacher is required to teach a minimum of 135 hours, as well as observe and assist the cooperating teacher.
3. The student teacher is required to participate in all school activities in which his/her cooperating teacher is required to participate.
4. The student teacher is required to keep a log of the number of hours taught, observed, and assisted for each week.
5. The student teacher is required to notify the Director of Student Teaching about his/her teaching schedule for the coming week. These notices are to be in the School of Education office on Wednesday for the coming week. This information may be mailed, faxed, hand delivered, or sent by email.
6. The student teacher is required to complete lesson plans on a daily/weekly basis and to present the current lesson plan to the cooperating teacher and/or university supervisor prior to an evaluation. All lesson plans are to be brought to the mid-term seminar.
7. The student teacher is required to attend both the mid-term seminar and the final portfolio review. Failure to attend the final portfolio review will result in a failing grade for the course.
V. Assessment

Since this class is of a “mentorship” style, the content knowledge needed by the student to fulfill the above competencies has come from previous courses. Assessment of these competencies will take place through the evaluations from the public school cooperating teachers, the university supervisors, and the Director of Student Teaching. The Director of Student Teaching will assign the final grade for the student teacher after careful consideration of evaluations given by the cooperating teacher(s), administrators, and university supervisors. The following scale will be used:

- 20% Evaluation(s) by the cooperating teacher(s)
- 20% Evaluation(s) by the university supervisor(s)
- 10% Attendance at required seminars
- 10% Demonstrated responsibility in returning weekly teaching schedules and other required information to the Director of Student Teaching
- 40% Final Portfolio Review (Criteria for the portfolio is presented in the Student Portfolio Handbook received by the student in the Introduction to Education class)

VI. Textbook:
None required

VII. Knowledge Base:

This course is the capstone course of the Elementary Education Degree Program.

VIII. Attendance and Academic Dishonesty/Plagiarism Policy:

Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Student teachers are expected to be in the classroom every day. Any absences must be reported to the school to which the student teacher is assigned as well as to the Director of Student Teaching. More than three (3) absences for any reason may result in an extension of the student teaching period or in a failing grade for the course. The extension, if granted, may be at the same location or another, and may consist of one (1) to twelve (12) weeks depending upon the circumstances.

IX. Statement of Academic Accommodations

If any member of the class feels that he / she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.
X. **Course Outline and Schedule**

The student teacher will report to his/her assigned school on a date approximately four weeks from the beginning of the semester. The date for the mid-term seminar will be approximately six weeks from the first day of the student teaching assignment. This date will fluctuate depending upon activities, holidays, etc., but will be set prior to the student teacher reporting to his/her assignment. The final portfolio review will take place during the regularly scheduled “finals week” of the university. The student teacher will be given a list of dates and times from which he/she may choose for their final portfolio review. This selection will take place during the mid-term seminar.

XI. **Special Reminders:**

- No refund on dropped classes or complete withdrawal after August 28, 2007.
- Final day to drop a class November 19, 2007.
- No refund on dropped classes or complete withdrawal after August 28, 2007.
- Final day to drop a class November 19, 2007.

XII. **Bibliography**


I. General Information:

School: Education  Department: Education
Course Number: EDUC 4720  Hours Credit: 9
Course Title: Student Teaching in the Secondary Schools

II. Instructor:

Dr. R. Wayne Stewart, Dean of Education, Director of Student Teaching
Office: HMH 123  Telephone: 580-349-1408 or 1-800-664-OPSU, ext. 1408
Office Hours: 8A.M. to 5P.M. Monday through Friday
Email: rwstewart@opsu.edu

II. Course Description:

Designed to give each prospective teacher observations and practical experiences in classroom instruction at the secondary level under the guidance and supervision of a successful classroom teacher in a public school. The assignment will be for a period of twelve (12) weeks.

III. Course Competencies:

The student:

1. Understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (OKGC)
2. Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary. (OKGC)
3. Understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. (OKGC)
4. Understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology. (OKGC)
5. Uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success. (OKGC)
6. Develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC)
7. Plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community, and adapts instruction based upon assessment and reflection. (OKGC)
8. Understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner. (OKGC)
9. Evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. (OKGC)
10. Fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well being. (OKGC)
11. Shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum. (OKGC)
12. Understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development. (OKGC)

13. Understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher. (OKGC)

14. Understands, and is able to develop instructional strategies/plans based on the Oklahoma core curriculum. (OKGC)

15. Understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies. (OKGC)

16. Competencies for individual areas

OKGC—OKLAHOMA GENERAL COMPETENCIES FOR TEACHER LICENSURE AND CERTIFICATION

IV. Requirements for the course

1. The student teacher is required to teach a minimum of 135 hours, as well as observe and assist the cooperating teacher.

2. The student teacher is required to participate in all school activities in which his/her cooperating teacher is required to participate.

3. The student teacher is required to keep a log of the number of hours taught, observed, and assisted for each week.

4. The student teacher is required to notify the Director of Student Teaching about his/her teaching schedule for the coming week. These notices are to be in the School of Education office on Wednesday for the coming week. This information may be mailed, faxed, hand delivered, or sent by email.

5. The student teacher is required to complete lesson plans on a daily/weekly basis and to present the current lesson plan to the cooperating teacher and/or university supervisor prior to an evaluation. All lesson plans are to be brought to the midterm seminar.

6. The student teacher is required to attend both the midterm seminar and the final portfolio review. Failure to attend the final portfolio review will result in a failing grade for the course.

V. Assessment

Since this class is of a “mentorship” style, the content knowledge needed by the student to fulfill the above competencies has come from previous courses. Assessment of these competencies will take place through the evaluations from the public school cooperating teachers, the university supervisors, and the Director of Student Teaching. The Director of Student Teaching will assign the final grade for the student teacher after careful consideration of evaluations given by the cooperating teacher(s), administrators, and university supervisors. The following scale will be used:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Evaluation(s) by the cooperating teacher(s)</td>
</tr>
<tr>
<td>20%</td>
<td>Evaluation(s) by the university supervisor(s)</td>
</tr>
<tr>
<td>10%</td>
<td>Attendance at required seminars</td>
</tr>
<tr>
<td>10%</td>
<td>Demonstrated responsibility in returning weekly teaching schedules and other required information to the Director of Student Teaching</td>
</tr>
<tr>
<td>40%</td>
<td>Final Portfolio Review (Criteria for the portfolio is presented in the Student Portfolio Handbook received by the student in the Introduction to Education class.)</td>
</tr>
</tbody>
</table>

VI. Textbook: None required

VII. Knowledge Base:

This is the capstone course of all secondary education degree programs.
VIII. Attendance and Academic Dishonesty/Plagiarism Policy:

Cheating/Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

Cheating/Academic Dishonesty/Plagiarism is defined as “Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

Student teachers are expected to be in the classroom every day. Any absences must be reported to the school to which the student teacher is assigned as well as to the Director of Student Teaching. More than three (3) absences for any reason may result in an extension of the student teaching period or in a failing grade for the course. The extension, if granted, may be at the same location or another, and may consist of one (1) to twelve (12) weeks depending upon the circumstances.

IX. Statement of Academic Accommodations

If any member of the class feels that he / she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class.

Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

X. Course Outline and Schedule

The student teacher will report to his/her assigned school on a date approximately four weeks from the beginning of the semester. The date for the mid-term seminar will be approximately six weeks from the first day of the student teaching assignment. This date will fluctuate depending upon activities, holidays, etc., but will be set prior to the student teacher reporting to his/her assignment. The final portfolio review will take place during the regularly scheduled “finals week” of the university. The student teacher will be given a list of dates and times from which he/she may choose for their final portfolio review. This selection will take place during the mid-term seminar.

XI. Special Reminders:

No refund on dropped classes or complete withdrawal after August 28, 2007.
Final day to drop a class November 19, 2007

XII. Bibliography


SYLLABUS
EDUC 4750 Student Teaching in the Elementary / Secondary Schools
Fall 2007

I. General Information:

School: Education
Department: Education
Course Number: EDUC 4750
Hours Credit: 9
Course Title: Student Teaching in the Elementary/Secondary Schools

II. Instructor:

Dr. R. Wayne Stewart, Dean of Education, Director of Student Teaching
Office: HMH 123  Telephone: 580-349-1408 or 1-800-664-OPSU, ext. 1408
Office Hours: 8A.M. to 5P.M. Monday through Friday
Email: rwstewart@opsu.edu

II. Course Description:

Designed to give each prospective teacher observations and practical experiences in classroom instruction at the secondary/elementary level under the guidance and supervision of a successful classroom teacher in a public school. The assignment will be for a period of twelve (12) weeks.

III. Course Competencies:

The student:

1. Understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (OKGC)
2. Understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary. (OKGC)
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16. Competencies for individual areas

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IV. Requirements for the course
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6. The student teacher is required to attend both the mid-term seminar and the final portfolio review. Failure to attend the final portfolio review will result in a failing grade for the course

V. Assessment
Since this class is of a “mentorship” style, the content knowledge needed by the student to fulfill the above competencies has come from previous courses. Assessment of these competencies will take place through the evaluations from the public school cooperating teachers, the university supervisors, and the Director of Student Teaching. The Director of Student Teaching will assign the final grade for the student teacher after careful consideration of evaluations given by the cooperating teacher(s), administrators, and university supervisors. The following scale will be used:

20% Evaluation(s) by the cooperating teacher(s)
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10% Attendance at required seminars
10% Demonstrated responsibility in returning weekly teaching schedules and other required information to the Director of Student Teaching
40% Final Portfolio Review (Criteria for the portfolio is presented in the Student Portfolio Handbook received by the student in the Introduction to Education class.)

VI. Textbook: None required

VII. Knowledge Base:
This is the capstone course of all secondary education degree programs.
VIII. Attendance and Academic Dishonesty/Plagiarism Policy:

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X. Course Outline and Schedule

The student teacher will report to his/her assigned school on a date approximately four weeks from the beginning of the semester. The date for the mid-term seminar will be approximately six weeks from the first day of the student teaching assignment. This date will fluctuate depending upon activities, holidays, etc., but will be set prior to the student teacher reporting to his/her assignment. The final portfolio review will take place during the regularly scheduled “finals week” of the university. The student teacher will be given a list of dates and times from which he/she may choose for their final portfolio review. This selection will take place during the mid-term seminar.

XI. Special Reminders:

No refund on dropped classes or complete withdrawal after August 28, 2007.
Final day to drop a class November 19, 2007

XII. Bibliography


HPER 4032 Course Syllabus
Methods and Materials of Teaching Physical Education in Elementary Schools
Fall, 2007

SCHOOL:    Education
CREDIT HOURS:    2
TIME:   Monday & Wednesday 8:00 – 8:50 a.m.
LOCATION:   Noble Center

INSTRUCTOR:  Darren Randall
      Office: HMH 135
      Email:  drandall@opsu.edu
      Phone: Access through OPSU switchboard.

TEXTBOOK

COURSE DESCRIPTION
Theory course dealing with techniques and procedures of teaching. Focus will be on current issues and concerns of the students during their field experience in the public schools. Emphasis will be placed on effective teaching strategies, non-physical education teacher application, basic classroom management, discipline theory and practices, inclusion activities, and educational technology applications. Students will observe and practice teaching among peers and be exposed to classroom management and instructional theories through mandatory hours of physical education clinical experience (5 hours elementary – 5 hours secondary).

ELEMENTARY STANDARDS
Standard 2.6  Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Standard 2.7  Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

AAHPERD/NASPE STANDARDS AND OUTCOMES
Teacher candidates will:
      1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.
      1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles).
1.5 Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.

1.6 Demonstrate knowledge of approved state and national content standards and local program goals.

2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.

2.2 Understand the biological, psychological, sociological, experiential, and environment factors (e.g. neurological development, physique, gender socio-economic status) that impact developmental readiness to learn and refine movement skills.

2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

3.1 Identify, select, and implement appropriate instruction that is sensitive to students’ strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).

STATEMENT OF ACADEMIC ACCOMMODATIONS
If any member of the class has a disability and needs special accommodations, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodation either before, during, or immediately after the first scheduled class period.

ASSESSMENT AND GRADING
Assessment in this course will be determined by quizzes, class participation, attendance, and exams. There will also be possible article reviews and class reflections. A total points system will be used to determine final grades.

ATTENDANCE POLICY
Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade.

ACADEMIC DISHONESTY/PLAGIARISM POLICY
Cheating, academic dishonesty, and/or plagiarism will not be tolerated. Anyone caught cheating or assisting with cheating will be removed from the class and will lose the opportunity of admission into the OPSU Teacher Education Program.

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Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.
DISCLAIMER
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TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
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<tbody>
<tr>
<td>August 15</td>
<td>Introduction of Course</td>
</tr>
<tr>
<td>August 20</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>August 22</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>August 27</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>August 29</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 3</td>
<td><strong>NO CLASS</strong>: Labor Day</td>
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<tr>
<td>September 5</td>
<td>Chapter 4; Review for Test</td>
</tr>
<tr>
<td>September 10</td>
<td>TEST: Chapters 1-4</td>
</tr>
<tr>
<td>September 12</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>September 17</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>September 19</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>September 24</td>
<td>Chapter 9; Review for Test</td>
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<tr>
<td>September 26</td>
<td>TEST: Chapters 5, 6, 7, 9</td>
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<tr>
<td>October 1</td>
<td>Chapter 10</td>
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<td>October 3</td>
<td>Chapter 10</td>
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<td>October 8</td>
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<td>Chapter 12</td>
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<tr>
<td>October 15</td>
<td>Chapter 12</td>
</tr>
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<td>October 17</td>
<td>Chapter 12; Review for Test</td>
</tr>
<tr>
<td>October 22</td>
<td>TEST: Chapters 10-12</td>
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<tr>
<td>October 24</td>
<td>Chapter 13</td>
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<td>October 29</td>
<td>Chapter 15</td>
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<td>Chapter 17</td>
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<td>November 7</td>
<td>Chapter 17</td>
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<tr>
<td>November 12</td>
<td>Chapter 18</td>
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<tr>
<td>November 14</td>
<td>Chapter 18; Review for Test</td>
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<tr>
<td>November 19</td>
<td>TEST: Chapters 13, 15, 17, 18</td>
</tr>
<tr>
<td>November 21</td>
<td><strong>NO CLASS</strong>: Thanksgiving</td>
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<tr>
<td>November 26</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>November 28</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>December 3</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>December 5</td>
<td>Chapter 22; Review for Test</td>
</tr>
<tr>
<td>December 12, 8 a.m.</td>
<td><strong>FINAL EXAM</strong>: Chapters 21-22</td>
</tr>
</tbody>
</table>
TEXTBOOK
There is no textbook required for this course.

COURSE DESCRIPTION
This course focuses on practical application in secondary physical education theories. The course will focus on the necessary understanding involved in meeting the needs of secondary students in the demographic which are not reached by the public organizational structure of athletics and sports. Secondary (7-12) developmentally appropriate knowledge and theory will be emphasized.

TOPICS OF STUDY AND CONSIDERATION
- History and Philosophy of Physical Education
- Nutrition
- Varied health-related topics
- Current PE/activity issues in secondary education
- Organization of Classes
- Behavior Management Models
- Community Understanding of PE Programs
- Communication
- Instructional Goals and Assessment
- Short and Long-term Goals for Students
- Safety and Legal Issues
- Demonstration and Explanation of PE Concepts
- Direct and Indirect Instructional Formats
- Appropriate and Inappropriate Assessment
AAHPERD/NASPE STANDARDS AND OUTCOMES

Teacher candidates will:

1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.

1.2 Demonstrate competent motor skill performance in a variety of physical activities.

1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, and skill improvement principles).

1.5 Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.

1.6 Demonstrate knowledge of approved state and national content standards and local program goals.

2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

4.5 Develop an effective behavior management plan.

5.4 Describe and implement strategies to enhance communication among students in physical activity settings.

6.1 Identify, develop, and implement appropriate program and instructional goals.

6.2 Develop long and short-term plans that are linked to both program and instructional goals, and student needs.

6.3 Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.

6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.

6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.

6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.

6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.

6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.

6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.

6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.

7.2 Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).
7.3 Interpret and use learning and performance data to make informed curricular and/or instructional decisions.

7.4 Interpret and use performance data to inform curricular and instructional decisions.

8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, the setting of teaching goals, and implementation of change.

8.2 Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.

8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.

9.1 Demonstrate knowledge of current technologies and their application in physical education.

9.2 Design, develop, and implement student learning activities that integrate information technology.

9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.

STATEMENT OF ACADEMIC ACCOMMODATIONS
If any member of the class has a disability and needs special accommodations, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodation either before, during, or immediately after the first scheduled class period.

ASSESSMENT AND GRADING
Assessment in this course will be determined by quizzes, class participation, attendance, and exams. There will also be possible article reviews and class reflections. A total points system will be used to determine final grades. Students are expected to participate in ten hours of in-school experience/teaching. Please note, no late work will be accepted. Also, no assignments will be accepted via email.

ATTENDANCE POLICY
Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student’s final grade. More than five absences will result in the deduction of the final grade by one letter. Eight absences will result in a two letter grade deduction.

ACADEMIC DISHONESTY/PLAGIARISM POLICY
Cheating, academic dishonesty, and/or plagiarism will not be tolerated. Anyone caught cheating or assisting with cheating will be removed from the class and will lose the opportunity of admission into the OPSU Teacher Education Program.

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