

**THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF TEACHER PREPARATION AND SPECIAL EDUCATION**

**COURSE SYLLABUS
TRED 207: Teaching and Learning II
Summer, 2006
August 7-24, 10AM - 4PM**



COURSE INSTRUCTORS

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GSEHD MISSION STATEMENT

The Graduate School of Education and Human Development at the George Washington University is committed to providing the highest quality educational services to its students. We develop innovative research programs, contribute in diverse ways to local communities and the nation, and actively participate in the international community of scholarship. Our unique location in the nation's capital, which is a vibrant, multi-cultural and multi-national center, offers a broad range of resources and opportunities to our diverse students and faculty. We believe that continuous self-examination and improvement are fundamental to the education and human development profession.

BRIDGING CONCEPTS & UNIVERSAL DESIGN

There are four bridging concepts that are derived from the GSEHD's Mission: Community Service, Research and Scholarship, Reflective Practice, and Educational Leadership. The bridging concepts will be integrated throughout the course through course assignments, discussions, and class participation. This course incorporates the principles of universal design (UD) for learning and instruction. The central practical premise of UD is that curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities and disabilities in widely varied learning contexts.

SECONDARY EDUCATION MISSION STATEMENT

Secondary school teaching is socially significant, intellectually serious work for resourceful, intelligent, and caring professionals. Secondary Education graduate students become part of a diverse community of scholars and teachers dedicated to the improvement of teaching and learning in public schools. The Secondary Education program consists of a comprehensive and innovative series of experiences designed to develop the skills and concepts essential for effective teaching. The program stresses an integrated university-public school approach to the preparation of future teachers, underscoring GWU's commitment to teaching in a collaborative social context.

Students entering the program are well-educated content specialists. As graduates of the program they become: **competent scholars, reflective practitioners, effective and concerned teachers,**

emerging leaders, collaborative partners, and informed advocates.

COURSE DESCRIPTION

This course provides an overview of the principles of teaching, learning, and related research. The class will review specific models of teaching and classroom management, explore the dynamic nature of the teaching/learning process, and identify issues in secondary education and contemporary high schools.

COURSE PURPOSE

The purpose of this course is to present secondary level teaching and classroom management techniques for initiating, guiding, and evaluating learning activities. The course is designed for prospective secondary teachers who are competent in their discipline, but who need to define their own teaching philosophy and style.

OVERARCHING QUESTION:

What roles do instructional and classroom discipline models play in the teaching/learning process:

1. What are the models of teaching?
2. What are the models of classroom discipline?
3. How are the models of teaching applied in designing, planning, implementing and assessing instruction?
4. What are the strengths and limitations of each model of teaching and classroom discipline?
5. How can the models of teaching and classroom discipline be applied to meet the diverse needs of students?

COURSE OBJECTIVES

At the completion of this course, students will be able to:

- state a personal philosophy of teaching;
- define, describe, and practice models of teaching;
- analyze and utilize a variety of classroom management techniques;
- evaluate a variety of teaching behaviors, classroom strategies, and modes of instructional delivery;
- identify issues in becoming a teacher
- relate instructional models and strategies to meet the diverse needs of the culturally, linguistically and exceptional students

STANDARDS ADDRESSED

- National Council for the Accreditation of Teacher Education (NCATE): <http://www.ncate.org>
- Interstate New Teacher Assessment and Support Consortiums (INTASC) Model Standards for Beginning Teachers: <http://www.ccsso.org>
- Technology Standards (ISTE) <http://cnets.iste.org>

STANDARDS AND OBJECTIVES ADDRESSED

Objective	GSEHD Bridging Concept	INTASC	ISTE
1	Reflective Practice/Leadership	1,2,9,11	V
2	Leadership	3	V

3	Research and Scholarship	1,2,4,5,6,7	II, V
4	Research and Scholarship	1,4,5,11	II, V
5	Research and Scholarship	1,3,6,12	V
6	Reflective Practice	9,12	V
7	Research and Scholarship	1,9,12	V

EXPECTATIONS FOR USE OF TECHNOLOGY

The instructional delivery methods include (1) a combination of in-class activities including demonstrations, role playing and simulation, debates and discussions, critique and problem solving, case studies, roles playing, and small group exercises; (2) videotaped student teaching presentations followed by feedback from peers and professors, and (3) the expectation that each student will incorporate technology into their presentation(s) as appropriate, which can include PowerPoint, video-clips, or on-line links. Students are expected to supply their own blank videotapes for the microteaching sessions, which they will take home after the session for independent analysis.

REQUIRED TEXTBOOKS

Eggen & Kauchak (2005). Strategies for teachers. (5th ed.). Boston: Allyn & Bacon.
 Publication Manual of the American Psychological Association (4th ed.). (1995). Washington, DC: American Psychological Association. (Recommended)

REQUIRED MATERIALS:

- Handouts as assigned
- One 90 minute VHS videotape
- One 3 ring binder (large!)

COURSE REQUIREMENTS

- Prompt attendance and active participation in all class sessions
- Design, implementation and analysis of micro-teaching lessons
- Completion of written and reading assignments
- Final examination
- You are allowed one (1) excused absence
- Four (4) tardies equal one (1) absence
- More than one unexcused absence will result in a lower grade for the course

EVALUATION CRITERIA

Microteaching Packets	45%
Contemporary Education Issues Research Assignment	10%
Cooperative Learning Lesson Plans / Reflective Packets	15%
Learning Logs	10%
Final examination	20%

COURSE ASSIGNMENTS

1. *Microteaching/Reflective Packets:*

For the direct instruction, concept attainment and lecture-discussion models of teaching, students will plan and deliver a micro teaching lesson. Microteaching lessons should be approximately 20 minutes long and relevant to the student's certification area. For each microteaching lesson, students will complete a Reflective Teaching Packet, consisting of the original lesson plan, the feedback forms from peers, and a 3-5 page typewritten self-analysis of the lesson.

**** Microteaching will take place each WEDNESDAY throughout TRED 207. ****

REFLECTIVE PACKETS DUE:

**Direct Instruction (DI) Packet, Thursday, August 10
Concept Attainment (CA) Packet, Thursday, August 17
Lecture-Discussion (L-D) Packet, Thursday, August 24**

2. *Cooperative Learning and Reflective Packet:*

Students in small groups will prepare and teach a 1 hour 15 minute (maximum) cooperative learning lesson on an assigned model of classroom discipline from the Charles text. Each group will hand in a lesson plan at the beginning of the lesson. Each individual group member will write a reflective self-analysis of the lesson. Additional instructions will be provided when groups are designated. Groups will also be required to use power point for some aspect of their lesson.

COOPERATIVE LESSON DUE:

Canter	Monday 8/15	Coloroso	Monday 8/22
Jones	Tuesday 8/16	Charles	Tuesday 8/23
Gordan	Thursday 8/18		

3. *Learning Logs:*

A learning log can be a summary of what you learned; however it often includes your opinions, feedback about the lesson, related issues, and any thoughts or feelings you would like to share. It is more formal than a journal, but it will not be graded as a formal piece of writing. It is a mechanism for you to reflect on your own learning in this course. Logs are usually 2-3 pages typed, double-spaced. A learning log is a place for you to reflect on what you are learning and how it may affect your teaching and your thinking about teaching. The purpose of the learning log is to help you integrate new information into your existing schema about the teaching/learning process.

**DUE: Thursday, August 10
Thursday, August 17
Thursday, August 24**

4. *Contemporary Education Issues Research Assignment:*

Looking at the following six topics (see below) in education, choose three that most interest you and identify and read *three* documents/articles that distinctly reflect *each of your three selected themes*. Use the annotated bibliography from to summarize your three articles and be prepared to share with the cohort.

TOPIC EXAMPLES: **Teacher Education**
 Teacher Expectations
 Motivation
 Diversity
 Student Learning
 Standards Based Education
 Standardized Testing
 NCLB
 Or Education Topic of Choice

DUE: Tuesday, August 22

5. *Final Exam:*

The final exam will be distributed on the first day of class. It consists of three questions that reflect a keen synthesis of the information, techniques, strategies, and models presented in class. It is our expectation that with an advanced knowledge of the course's cumulative exam students will develop a greater sense of awareness of the course's curriculum and objectives, and therefore carefully monitor one's own learning.

DUE: Monday, August 28

All assignments are expected by 5 pm on the due date listed in the course assignments. Assignments are to be delivered to the DTPSE receptionist located on the 4th floor of 2134 G St. Late assignments will not be accepted and therefore will receive no credit.

Assignment Format

Students are expected to adhere to the following guidelines for written assignments:

- All assignments should be on standard-sized, white paper unless otherwise specified.
- All assignments should be typed in 12 point Times New Roman font.
- Double-spacing should be used on all paragraph-formatted text.
- Margins should be a minimum of 1 inch at the top, bottom, right, and left.
- Page numbers should be listed on the bottom center of each page.
- Assignments should be held together by a staple in the upper left-hand corner. No notebooks or cover sheet protectors should be used.
- A heading should be present on the top right corner of the first page of the assignment—this does not need to be double-spaced.
Name
Date
Assignment Title
- **Students are expected to keep a copy of all assignments.**