LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 92-31
Action: App
Date: 4/20/93
Senate App 5/4/93

CURRICULUM PROPOSAL COVER SHEET
University–Wide Undergraduate Curriculum Committee

I. **Title/Author of Change**

Course/Program Title: ___EL 357 – Pedagogy II___

Suggested 20 Character Course Title: _____

Department: _Professional Studies in Education_

Contact Person: __Gail J. Gerlach__

II. **If a course, is it being Proposed for:**

_____ Course Revision/Approval Only

_____ Course Revision/Approval and Liberal Studies Approval

_____ Liberal Studies Approval Only (course previously has been approved by the University Senate)

__X__ Course Description Change

III. **Approvals**

_____ _____
Department Curriculum Committee   Department Chairperson

_____ _____
College Curriculum Committee   College Dean *

_____ _____
Director of Liberal Studies   Provost (where applicable)
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. **Timetable**

Date Submitted
to LSC: _____

to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

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Part II   Description of Curriculum Change

Request is for a revised course description which deletes statements about the sequence of Pedagogy I and Pedagogy II.

1. Revision

    EL 357   Pedagogy II   3c-01-3 sh

    Prerequisite: Junior Status

    Principles based on classroom experience will be incorporated into the course. Instruction will include: classroom management skills, integration of computers in the elementary curriculum, contemporary issues in education, the role of research in elementary classroom teaching, and teacher professionalism during and after field experiences.

2. Summary and Rationale

    The revision will eliminate the sequence of Pedagogy I (EL 356) and Pedagogy II (EL 357). The course content of Pedagogy II can be taught without depending on the content of Pedagogy I. The elimination of the sequence for Pedagogy I and Pedagogy II will give the department greater flexibility in scheduling of students during the junior year. Without this flexibility, most juniors would have their field experience during the spring semester. This would create an inability to offer a well-supervised junior field experience.

    Originally, when these courses were designed, the department planned to change the junior field experience to require less faculty supervision. This has not occurred. The Elementary Education program has been commended for the strength of its field experiences in the initial review of its program by NCATE (National Council for the Accreditation of Teacher Education).

    The current course description for EL 357 Pedagogy II includes the identical description as proposed for the revision, except an introductory statement says, "This course is designed to follow Pedagogy I. Selected topics that were introduced in Pedagogy I will be extended. Additional topics will be presented."

Part III   Current Syllabi for EL 356 Pedagogy I and EL 357 Pedagogy II are attached

Catalog Description

EL 357   Pedagogy II   3c-01-3 sh

Prerequisite: Junior Status

Principles based on classroom experience will be incorporated into the course.
Instruction will include: classroom management skills, integration of computers
in the elementary curriculum, contemporary issues in education, the role of
research in elementary classroom teaching, and teacher professionalism during
and after field experiences.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EL 356 - Pedagogy I   3 credits

Prerequisites: junior status

     Competencies specific to the science of teaching will be
introduced in this course. Students will become familiar with the
fundamentals of teaching across all content area subject matter at the
elementary level. Areas that will be explored include models of
teaching, including unit and lesson planning, and creating a classroom
environment that is conducive to learning.

II. COURSE OBJECTIVES
    This course will be presented in modules. Objectives are specified
for each module.

    Upon successful completion of this course, the student will be able
to:

Models of Teaching
A. demonstrate understanding of several models for teaching which use
varying techniques and are based on psychological foundations of the
teaching/learning process.

B. demonstrate the ability to select appropriate models for particular
learning outcomes.

C. demonstrate competency in planning and teaching using appropriate
models to present lesson(s).

Classroom Climate
D. specify conditions deemed desirable because they promote student
on-task behavior and facilitate effective and efficient instruction.

E. describe the nature and dynamics of classroom climate as it relates
to (1) teacher expectations, (2) motivation, (3) use of time, (4)
teacher awareness, (5) modeling, and (6) socioemotional-climate.

II. COURSE OUTLINE

    An outline is specified for each module.

Models of Teaching

    A. Present and discuss selected models which could include, for
        example:
        1. Reflective (Donald Cruickshank)
        2. Hunter Model (Madeline Hunter)
        3. Inductive (Hilda Taba)

4. Concept Attainment (Jerome Bruner)
5. Advance Organizer (David Ausubel)

Inherent in the presentation and discussion are the issues of appropriate selection and lesson and unit planning.

B. Students demonstrate ability to select, plan, and teach (a) mini-lesson(s) (video taped) using (an) appropriate model(s).

Classroom Climate

C. Present and discuss the following topics on classroom climate:
1. Analyzing classroom conditions
   Students study a variety of ways to assess the classroom learning environment.

2. Teacher expectations
   a. Teacher expectations as self-fulfilling prophecies
   b. Communicating expectations to students
   c. Basic teacher attitudes
   d. Personal and social development of students
   e. Other related issues deemed appropriate for instruction

3. Motivation
   a. Basic motivational concepts
   b. Intrinsic motivation
   c. Extrinsic motivation
   d. Identifying motivational strategies
   e. Student success relating to motivational strategies

4. Use of time
   a. Strategies for organizing the instructional day
   b. Organizing the curriculum for effective utilization of instructional time

5. Teacher awareness
   a. Teacher-pupil interaction
   b. Teacher power and its effect upon student performance
   c. How teacher awareness influences student achievement

6. Modeling
   a. The teacher as a value communicator
   b. Teaching through modeling

7. Socioemotional climate
   a. Fostering interpersonal relationships between students in the classroom
   b. Teacher-pupil relationships: social and academic
   c. Communicating empathic understanding
   d. Reality therapy - a dynamic of understanding human behavior

8. Self-esteem
   a. self-esteem and its components
   b. ways to promote self-esteem in pupils

IV. EVALUATION METHODS

   The final grade for the course will be a compilation of grades earned for each module. The components will be evaluated as follows:

   A. Models of teaching
       (Could be among the following)
       1. quality of written lesson plans
       2. demonstration of attained competencies of teaching (video taped)
       3. written test
       4. summaries of readings

   B. Classroom climate
       Students will be given a situational essay in which they will apply course content.

V. REQUIRED TEXTBOOK

   Textbook to be selected by individual instructors

VII. BIBLIOGRAPHY

   Models of Teaching

   Brandt, R. (1985). On teaching and supervising: A conversation with Madeline Hunter. Educational Leadership, 42(5), 61 - 66.

   Cooper, J. M. (1986). Classroom teaching skills (3rd ed.). Boston: D.C. Heath.

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   Eby, J. W. (1992). Reflective planning, teaching, and evaluation for the elementary school. New York: Macmillan.

   Hunter, M. (1985). What's wrong with Madeline Hunter? Educational Leadership, 42(5), 57 - 60.

   Joyce, B., & Weil, M. (1986). Models of teaching (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Kyriacou, C. , & McKelvey, J. (1985). An exploration of individual differences in 'effective' teaching. _Educational Review_, _37_(1), 13 - 17.

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Sparks-Langer, G. M., Colton, A. B. (1991). Synthesis of research on teachers' reflective thinking. _Educational Leadership_, _48_(6), 37 - 44.

Weil, M., Joyce, B., & Kluwin, B. (1978). _Personal models of teaching: Expanding your teaching repertoire_. Englewood Cliffs: Prentice-Hall.

Classroom Climate

Beane, J. A., & Lipke, R. P. (1986). _Self-concept, self esteem and the curriculum_ (2nd ed.). New York: Teachers College

Borich, G. D. (1992). _Effective teaching methods_ (2nd ed.). New York: Macmillan.

Cooper, J. M. (1986). _Classroom teaching skills_ (3rd ed.). Boston: D.C. Heath.

Eby, J. W. (1992). _Reflective planning, teaching, and evaluation for the elementary school_. New York: Macmillan.

Good, T. L., & Brophy, J. W. (1991). _Looking into classrooms_. (5th ed.). New York: Harper Collins.

Kellough, R. D., & Roberts, P. L. (1991). _A resource guide for elementary school teaching: Planning for competence_ (2nd ed.). New York: Macmillan.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EL 357 - Pedagogy II   3 credits

Prerequisites: Pedagogy I; junior status

~~This course is designed to follow Pedagogy I. Selected topics that were introduced in Pedagogy I will be extended. Additional topics will be presented.~~ Principles based on classroom experience will be incorporated into the course. Instruction will include: classroom management skills, integration of computers in the elementary curriculum, contemporary issues in education, the role of research in elementary classroom teaching, and teacher professionalism during and after field experiences.

II. COURSE OBJECTIVES

This course will be presented in modules. Objectives are specified for each module.

Upon successful completion of this course, the student will be able to:

Classroom Management Skills
A. define the term "classroom management" to differentiate the instructional and managerial dimensions of teaching, and emphasize the importance of effective classroom management.
B. to analyze existing classroom conditions and to identify managerial problems, potential managerial problems, and desirable conditions.
C. To identify managerial strategies believed to be effective.

Integration of Computers in the Elementary Curriculum
D. apply computer-assisted instruction to the curriculum.
E. summarize current research related to computer-assisted instruction
F. evaluate software for instructional use.
G. apply telecommunications to the curriculum.

Contemporary Issues in Education
H. discuss selected contemporary topics in education and their implications for instruction.

I. identify sources of information that a teacher can utilize to become aware of current issues.

Research as a Tool for Teachers
J. appreciate the importance of research as a basis for teaching.
K. understand the basic concepts of classroom action research.
L. discuss the basic concepts of action research design.
M. describe a classroom problem from an action research perspective.
N. design a classroom action research project to address a hypothetical classroom problem.

<u>Teacher Professionalism</u>
O. discuss teacher professionalism as it relates to the following
    issues: ethical behavior, appropriate dress; interactions with
    school personnel (aide(s), secretary(ies), principal(s),
    teachers, custodian(s), and the cooperating teacher);
    interactions with parents; and, assumption of responsibilities,
    including taking initiative.

III. COURSE OUTLINE
      An outline is specified for each module.

A. Classroom Management Skills
    Resource persons, such as classroom teachers and school
    administrators should be utilized for presentations in this
    module.
    1. organizing your classroom
        a. physical space
        b. rules and procedures
        c. planning, organizing, and teaching
    2. maintaining good student behavior
        Discipline approaches: LEAST; Assertive Discipline;
                                Control Theory in the Classroom
    3. evaluating your classroom - organization and management

B. Integration of Computers in the Elementary Curriculum
    1. computer-assisted instruction, including current research
    2. software evaluation
    3. telecommunications in the curriculum

C. Contemporary Issues in Education
    One hour will be devoted to each contemporary issue. The topics
    will change each semester as new issues are presented in the
    literature. Sample topics are cooperative learning and students
    at risk.

D. Research as a Tool for Teachers
    1. Research as a tool for teachers.
        Basic concepts of action research.
        Designing classroom action research.

    2. Analysis of classroom problems.
        Using action research to address classroom problems.

E. Teacher Professionalism
    Resource persons will present issues in a round table format.
    These persons can include cooperating teachers, principals,
    parents, and former student teachers. Topics related to
    teacher professionalism will be discussed. These can
    include: ethical behavior, appropriate dress; interactions
    with school personnel, such as aides(s), secretary(ies),
    principal(s), teachers, custodian(s) and the cooperating
    teacher; interactions with parents; assumption of
    responsibilities, including taking initiative.

IV. EVALUATION METHODS
The final grade for the course will be a compilation of grades earned for each module. The modules will be evaluated as follows.

Classroom Management Skills
Students will be given a situational essay in which they will apply course content.

Integration of Computers in the Elementary Curriculum
A. quiz - application of computer-assisted instruction and research
B. quality, completeness of software evaluation
C. quality of discussion of the application of telecommunication to the curriculum

Contemporary Issues in Education
A. quality of summary of and reaction to one article about a contemporary issue in elementary education

Research as a Tool for Teachers
The primary basis for evaluation for the objectives covered under this topic will be a 2-3 page action research plan comprised of the following components:

1. A rationale for the action research plan.
2. A problem analysis statement.
3. A problem diagnosis statement.
4. A description of the proposed diagnosis verification procedures.
5. A description of the proposed remediation procedures.
6. A description of the evaluation procedures.

This paper will be evaluated for evidence that the objectives listed above have been met.

Teacher professionalism
1. evidence of understanding through discussion

V. REQUIRED TEXT

Textbook to be selected by individual instructors

VII. BIBLIOGRAPHY

Classroom Management Skills

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Cooper, J. M. (1986). Classroom teaching skills (3rd ed.). Boston: D. C. Heath.

Curwin, R. L., & Mendler, A. (1980). The discipline book: A complete guide to school and classroom management. Reston, VA: Reston.

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Evertson, C. M. and others. (1989). Classroom management for elementary teachers (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

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Contemporary Issues in Education

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Shanker, A. (1985). The making of a profession. <u>American Educator</u>, Fall, 17-26.

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Bolin, F. S. (1988). Helping student teachers think about teaching. <u>Journal of Teacher Education</u>, <u>39</u>(2), 48 - 54.

Cattermole, J., & Robinson, N. (1985). Effective home/school communication - from the parents' perspective. <u>Phi Delta Kappan</u>, <u>67</u>(1), 48 - 50.

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