

LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

*rec'd at  
UWUCC mtg  
4-22-97*

UWUCC USE Only  
Number: 96-62  
Submission Date: \_\_\_\_\_  
Action-Date: App 4/22/97

*Senate App 9/9/97*

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Gail J. Gerlach Phone x2400  
Department Professional Studies in Education

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

       **COURSE** \_\_\_\_\_  
Suggested 20 character title  
       New Course\* \_\_\_\_\_  
Course Number and Full Title  
        Course Revision EL 257 Pedagogy I \_\_\_\_\_  
Course Number and Full Title  
       Liberal Studies Approval+ \_\_\_\_\_  
for new or existing course Course Number and Full Title  
       Course Deletion \_\_\_\_\_  
Course Number and Full Title  
       Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_ New Number and/or Full New Title  
       Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

       **PROGRAM:**        Major        Minor        Track  
       New Program\* \_\_\_\_\_  
Program Name  
        Program Revision\* Elementary Education \_\_\_\_\_  
Program Name  
       Program Deletion\* \_\_\_\_\_  
Program Name  
       Title Change \_\_\_\_\_  
Old Program Name

**III. Approvals (signatures and date)**

Benedette Cole Slaughter \_\_\_\_\_ New Program Name  
Department Curriculum Committee Richard D. Todd \_\_\_\_\_  
Department Chair  
Julius [Signature] \_\_\_\_\_  
College Curriculum Committee Julius [Signature] \_\_\_\_\_  
College Dean

+ Director of Liberal Studies (where applicable)      \*Provost (where applicable)

**2. A summary of the proposed revisions**

EL 257 (new course number) Pedagogy I  
Prerequisite: **Remove Junior status**

**3. Justification/rationale for the revision**

We have determined that students need the content of EL 257, especially unit and lesson planning, to apply to other methods courses prior to the junior year. The course is currently being offered to majors on the Sophomore Block.

In response to the committee, Admission to Teacher Certification should not be a prerequisite for EL 257. No major course includes this requirement for enrollment.

**4. The old syllabus of record**

El 356 Pedagogy I  
Prerequisite: Junior status

This prerequisite listing of junior status on the old syllabus is the only difference in the old and new syllabi.

**Part III Letters of Support**

No letters of support are necessary.

## Revised Syllabus

### EL 257 Pedagogy I

#### I. Catalog Description

EL 257 Pedagogy I

3 credits  
3 lecture hours  
(3c-3l-3sh)

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

#### II. Course Objectives

The student will:

1. Demonstrate understanding of several models for teaching which use varying techniques are based on psychological foundations of the teaching/learning process.
2. Demonstrate the ability to select appropriate models for particular learning outcomes.
3. Demonstrate competency in planning and teaching using appropriate models to present lessons.
4. Specify conditions deemed desirable because they promote student on-task behavior and facilitate effective and efficient instruction.
5. Describe the nature of dynamics of classroom climate as it relates to teacher expectations, motivation, use of time, teacher awareness, modeling, socioemotional-climate, and self-esteem.

#### III. Course Outline

##### Models of Teaching (26 hr.)

- A. Present and discuss selected models which could include, for example: (5 hr.)

1. Reflective (D. Cruickshank)
  2. Hunter Model (M. Hunter)
  3. Inductive (H. Taba)
  4. Concept Attainment (J. Bruner)
  5. Constructivist Model (J. Piaget, L. Vygotsky)
- B. Students demonstrate ability to select, plan, and teach mini-lessons from unit plans that are based on appropriate models. (21 hr.)

Classroom Climate (16 hr.)

- C. Present and discuss the following topics on classroom climate:
1. Analyzing classroom conditions (2 hr.)  
Students study a variety of ways to assess the classroom learning environment.
  2. Teacher expectations (2 hr.)
    - a. Teacher expectations as self-fulfilling prophecies
    - b. Communicating expectations to students
    - c. Basic teaching attitudes
    - d. Personal and social development of students
    - e. Other related issues deemed appropriate for instruction
  3. Motivation (2 hr.)
    - a. Basic motivational concepts
    - b. Intrinsic motivation
    - c. External motivation
    - d. Identifying motivational strategies
    - e. Student success relating to motivational strategies
  4. Use of time (2 hr.)
    - a. Strategies for organizing the instructional day
    - b. Organizing the curriculum for effective utilization of instructional time
  5. Teacher awareness (2 hr.)
    - a. Teacher-pupil interaction
    - b. Teacher power and its effect on student performance
    - c. How teacher awareness influences student achievement

6. Modeling (2 hr.)
  - a. The teacher as a value communicator
  - b. Teaching through modeling
  
7. Socioemotional climate (2 hr.)
  - a. Fostering interpersonal relationships between students in the classroom
  - b. Teacher-student relationships: social and academic
  - c. Communicating empathic understanding
  - d. Reality therapy - a dynamic of understanding human behavior
  
8. Self-esteem (2 hr.)
  - a. Self-esteem and its components
  - b. Ways to promote self-esteem in students

#### 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

- |     |    |   |
|-----|----|---|
| 50% | 1. | Quality of written lesson and unit plans - 100 pt.                      |
| 10% | 2. | Demonstration of attained competencies of teaching(videotaped) - 20 pt. |
| 15% | 3. | Written test - 30 pt.   |
| 10% | 4. | Summaries of readings - 20 pt.  |

##### B. Classroom Climate

- |     |    |  |
|-----|----|--|
| 15% | 1. | Students will be given a situational essay in which they will apply course content. - 30 pt. |
|-----|----|--|

##### Grading Scale

Points	Percentage	Grade
180-200	90-100%	A
160-179	80-89%	B
140-159	70-79%	C
120-139	60-69%	D
119 or below	59% or below	F

## V. Required Textbooks

Eby, J. W., & Kujawa, E. (1994). Reflective planning, teaching, and evaluation: K-12. New York: Merrill.

Silverman, R., Welty, W. & Lyon, S. (1992). Case studies for teacher problem solving. New York: McGraw-Hill.

### Supplemental Reading

Instructor and student selected articles from contemporary professional journals, such as the Phi Delta Kappan and Educational Leadership.

## VI. Bibliography

Borich, G. D. (1996). Effective teaching methods (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Good, T. L., & Brophy, J. E. (1996). Looking in Classrooms (7th ed.). New York: Harper & Row.

Cangelosi, J. S. (1992). Systematic teaching strategies. New York: Longman.

Chiarelott, L., Davidman, L., & Ryan, K. (1994). Lenses on teaching (2nd ed.). Fort Worth, TX: Harcourt Brace.

Cruickshank, D. R. (1985). Models for preparation of America's teachers. Bloomington, IN: Phi Delta Kappa.

Eby, J. W. (1997). Reflective planning, teaching, and evaluation for the elementary school (2nd ed.). New York: Macmillan.

Henderson, J. G. (1992). Reflective teaching: Becoming an inquiring educator. New York: Macmillan.

Kellough, R. D., & Roberts, P. L. (1994). A resource guide for elementary school teaching: Planning for competence (3rd ed.). New York: Macmillan.

Articles from contemporary professional journals, such as the Phi Delta Kappan and Educational Leadership.

## Old Syllabus

### EL 356 Pedagogy I

#### I. Catalog Description

EL 356 Pedagogy I

3c-01-3sh

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 lesson and unit planning, and creating a classroom environment that is conducive to learning.

#### II. Course Objectives

1. Demonstrate understanding of several models for teaching which use varying techniques and are based on psychological foundations of the teaching/learning process.
2. Demonstrate the ability to select appropriate models for particular learning outcomes.
3. Demonstrate competency in planning and teaching using appropriate models to present lessons.
4. Specify conditions deemed desirable because they promote student on-task behavior and facilitate effective and efficient instruction.
5. Describe the nature of dynamics of classroom climate as it relates to teacher expectations, motivation, use of time, teacher awareness, modeling, socioemotional-climate, and self-esteem.

#### III. Course Outline

##### Models of Teaching (23 hours)

- A. Present and discuss selected models which could include, for example:
  1. Reflective (D. Cruickshank)
  2. Hunter Model (M. Hunter)
  3. Inductive (H. Taba)

4. **Concept Attainment (J. Bruner)**
  5. **Advance Organizer (David Ausubel)**
- B. Students demonstrate ability to select, plan, and teach (a) mini-lesson(s) (video taped) using (an) appropriate model(s).**

**Classroom Climate (22 hours)**

- 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 teaching 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. **External 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 on 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-student 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 students

#### 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 Textbooks

Good, T. L., & Brophy, J. W. (1987). Looking into classrooms (4<sup>th</sup> ed.). New York: Harper & Row.

##### Supplemental Reading

Instructor and student selected articles from contemporary professional journals, such as the Phi Delta Kappan and Educational Leadership.

## VI. Bibliography

Cangelosi, J. S. (1992). Systematic teaching strategies. New York: Longman.

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

Cruickshank, D. R. (1985). Models for preparation of America's teachers. Bloomington, IN: Phi Delta Kappa.

Joyce, B., & Weil, M. Models of teaching (3<sup>rd</sup> ed.). Englewood Cliffs, NY: Prentice Hall  
Articles from contemporary professional journals, such as the Phi Delta Kappan and Educational Leadership.