George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ____ NEW  ____ MODIFY  ____ DELETE

Local Unit: College of Education and Human Development  Graduate Council Approval Date:

Course Abbreviation: EDCI  Course Number: 678

Full Course Title: Advanced Curriculum & Methods of Teaching, Elementary

Abbreviated Course Title (24 characters max.): Adv Curr & Meth Tchg Elem

Credit hours: 3  Program of Record: Education (EDUC)

Repeatable for Credit?  _X_ D=Yes, not within same term  Up to hours 3

____ T=Yes, within the same term  Up to hours

____ N=Cannot be repeated for credit

Grade Type:  _X_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)


Activity Code (please indicate):  _X_ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)

___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)

Catalog Credit Format 3:3:0  Course Level: GF(500-600)  _X_  GA(700+)

Maximum Enrollment: 25  For NEW courses, first term to be offered: Fall 2005

Prerequisites or corequisites: EDCI 577

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses:  
EDCI678 Advanced Curriculum & Methods of Teaching, Elementary (3:3:0). Extends principles of teaching and learning introduced in EDUC 577: Curriculum and Methods of Teaching, PK-12. Includes application of skills in discipline-specific methodology, communication, classroom management, and evaluation of student performance appropriate to elementary level.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:

Submitted by:  Libby Hall  email: lhall4@gmu.edu

Department/Program:  Education Mark Goor  Date: 5/2/05

College Committee:  Joan Isenberg  Date: 5/2/05

Graduate Council Representative:  Joan Isenberg  Date: 5/2/05
GEORGE MASON UNIVERSITY  
Course Coordination Form

Approval from other units: NONE

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
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<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: _______________________________ Date: __________

Graduate Council representative: ___________________________ Date: __________

Provost Office representative: _____________________________ Date: __________
EDCI 678: Advanced Curriculum & Methods of Teaching, Elementary
(3 credits)

Semester/Year
Days of Week/Time of Class
Location/Room of Course Meetings

Instructor: name
Phone: area code and work number
FAX: work
E-mail: work
Address: mailing address for work

Co-Instructor: name
Phone: area code and work number
FAX: work
E-mail: work
Address: mailing address for work

COURSE DESCRIPTION:
Extends the principles of teaching and learning introduced in EDUC 577: Curriculum and Methods of Teaching, PK-12. Includes application of skills in discipline-specific methodology, communication processes, classroom management, and evaluation of student performance. Assignments and exercises relevant to content appropriate at the elementary level.

PREREQUISITE:
EDCI 577: Curriculum and Methods of Teaching, PK-12

COURSE FORMAT:
Incorporates case studies, small and large group activities, role playing, guest lecturers, interactive technology, readings, observations, and reflections will help you learn how to apply theory to practice. For fieldwork, students will be paired with a mentor teacher in his or her area. The teaching methods, including for gifted and talented students and those students with disabling conditions, must be appropriate for the level of endorsement.

STUDENT OUTCOMES:

• Students will identify personal and professional strengths and weaknesses that may have an impact on their teaching K-12 students effectively.
• Students will study the following “best practices” in education: constructivism, authentic objectives and performance-based assessment, collaborative learning environments, special education inclusion, peer tutoring, modeling, and partnerships.

• Students will develop basic knowledge, skills, and understandings for planning and implementing instruction, evaluation, and assessment of individuals with diverse learning styles, abilities, gender, and cultural backgrounds.

• Students will identify and be able to meet the principles for beginning teachers as laid out in the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Virginia Department of Education goals (SOLs).

• Students will incorporate into lesson plans ways to motivate students to learn and techniques that will prevent classroom management problems.

• Students will explore a repertoire of classroom management theories and appropriate expectations for the developmental level of students by participating in a small group activity.

• Students will develop a knowledge of teaching through practice, observation, and reflection in simulated and field situations.

• Students will explore a variety of means of effective communication and collaboration with parents, administrators, and other personnel in their schools through role-playing activities.

• Students will develop a sense of personal and professional responsibility through use of resource materials, meetings, and professional organizations

PROFESSIONAL STANDARDS: The content and assignments of this course relate to the INTASC Principles.

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

Principle 1: Making content meaningful
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: Child development and learning theory
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: Learning styles/diversity
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Instructional strategies/problem solving
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Principle 5:** **Motivation and behavior**  
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

**Principle 6:** **Communication/knowledge**  
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle 7:** **Planning for instruction**  
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8:** **Assessment**  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Principle 9:** **Professional growth/reflection**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10:** **Interpersonal relationships**  
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:**


Each student will acquire a methodology textbook that pertains to her or his field.

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS, EVALUATION CRITERIA, AND GRADING SCALE:**

1. **Case Studies:** The case analysis serves as a means for you to demonstrate your understanding of the intersection of learning theory with pedagogical issues. Cases allow you to examine multiple perspectives on problems students experience in their schooling. Case studies also give you a chance to practice approaches a thoughtful and ethically principled teacher would use to solve these problems. In case analyses, we always hold the teacher responsible for students’ success. If students are not doing well, it is the teacher’s task to figure out
the mismatch between the teaching and learning that may be preventing the student(s) from being successful. This way of thinking will become second nature, so that when faced with problems in your own classroom, you can ask, “What might I do differently to help this student be successful?” Your case analysis should include two parts:

A. A problem statement (1 paragraph) that describes what you think the teacher’s responsibility is in the case— that is, how the teacher contributes to the problem, what role the teacher is playing in the case, which is (potentially) putting his/her students at risk, etc. You will demonstrate that you understand the learning theories we are reading about by adding direct quotes from the case studies and the textbook to support your perspective on the problem.

B. An action plan (1 page) that will give details on how you think the teacher could solve her/his problem. Please also use direct quotes from the textbook in your action plan as you discuss specific approaches that authors of our readings feel will help the student(s).

C. Case analyses, which include both a problem statement and the action plan, are due the day we discuss the case.

2. Out-of-Class Sessions:

A. On-line discussion of the Marsha Warren Case Study
B. Field experience—Observe another teacher in your school for a minimum of three hours and write a 1-3 page analysis of your observation.
C. Work with a mentor teacher in your field for a minimum of three hours. Write about this experience in an Observation Paper not to exceed five pages.

3. Classroom Participation: Due to the importance of lecture and classroom participation to your total learning experience, students are to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 10% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance); you are still responsible for completing all assignments and readings for the next class.

5. Unit Plan: Unit Plan – Fully develop a unit plan that will be implemented in your current classroom with the current students whom you are teaching. Incorporate at least 3 of the interactive aspects of teaching as discussed in Arends (Chap. 7-12). Develop comprehensive assessment and evaluation components. Highlight how technology is to be integrated in delivering the instructional plan. Include specific modifications that address special needs of selected students.

6. Teaching Philosophy Paper:
   a. If you have a philosophy paper from another course: Use a word processed version of this philosophy and turn on the tracking tool. Revise and edit this original philosophy based on key learnings from this course. For example, add information about the integrative aspects of teaching that you feel most exemplify your teaching philosophy. Address your beliefs about working with diverse learners. Include real-life experiences from your teaching to date. The edits/additions should focus primarily on aspects of the philosophy related to teaching.
   b. If you do not have a current written teaching philosophy: Word process your current philosophy of teaching being sure to include the integrative aspects of teaching that you feel most exemplify your teaching philosophy. Address your beliefs about working with diverse learners. Include real-life experiences from your teaching to date.

*Performance-Based Assessment – Philosophy Paper Rubric Applies
Grading Policy

Case Studies 30%
Class Participation 10%
Field Experience 5%
Observation Paper 5%
Unit Plan 25%
Teaching Philosophy Paper 10%
Integrative Aspects of Teaching Tool Kit 15%

**TOTAL:** 100 points

Grading Scale

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

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE:

#1  Course Overview
Classroom Management
Introduction to Case Studies
(Read Arends, Chap. 5—Complete classroom management survey charts and role playing skits)
Review Integrative Aspect of Teaching 2-sided guides development in EDCI 577

#2 Classroom Management Small Group Presentations
(Read Arends, Chap. 6)

#3 Assessment and Evaluation
(Read Rich Thorp Case Study and write a Problem/Solution Paper; read Arends Chap. 7-8)

#4 Integrative Aspects of Teaching
Due: Rich Thorpe Case Study
(Read Arends Chap. 9-10)

#5 Integrative Aspects of Teaching
Jigsaw Exercise
(Read Arends Chap. 11-12)

#6 Integrative Aspects of Teaching
Due: Field Experience Paper
(Read Arends, Chap. 3)

#7 Teacher Planning
Individual Lesson Plans vs. Unit Plans
(Read Arends, Chap. 4)

#8 Classrooms as Learning Communities
Guest Lecturer: “The Teacher and the Law” and “What Administrators Want To See When They Observe Classrooms”
(Read the Marsha Warren Case Study)

#9 Online Discussion of the Marsha Warren Case Study
(Complete the Observation Paper)

#10 Guest Expert Speaker—“Smart Boards, Technology in the Classroom”
Due: Observation Paper
(Read Arends, Chap. 13)

#11 School Leadership and Collaboration
(Complete Unit Plans and Teaching Philosophy)
Papers)

#12  Unit Plan/Philosophy Presentations

#13  Unit Plan/Philosophy Presentations

#14  The Value of Reflective Teaching
Due: Unit Plans/Teaching Philosophy Papers

ASSIGNMENT RUBRICS

Rubric for Participation

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<thead>
<tr>
<th>Element</th>
<th>Emerging ( C or lower )</th>
<th>Proficient ( B )</th>
<th>Exemplary ( A )</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>The aspiring teacher is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The aspiring teacher is not prepared for class and does not actively participate in discussions.</td>
<td>Aspiring teacher is on time, prepared for class, and participates in group and class discussions. Aspiring teacher attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed.</td>
<td>In addition to attending all classes, being on time, being prepared, and following outlined procedures in case of absence, the aspiring teacher makes active contributions to the learning group in class.</td>
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COMMENTS:
**Philosophy Paper/Written Assignments:** All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of class on the date due. Late assignments will not be accepted without making prior arrangements with the instructor. In addition, all work submitted in this course must be your own or attributed to the proper author using the appropriate research reference format (APA).

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<tr>
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<th>Emerging (C or lower)</th>
<th>Proficient (B)</th>
<th>Exemplary (A)</th>
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<tbody>
<tr>
<td>Key Course Learnings</td>
<td>Integrative aspects listed with little to no explanation or exemplars</td>
<td>Integrative aspects identified; integration into philosophy lacks clarity</td>
<td>Easily identified integrative aspects of teaching; well-integrated into philosophy with clear examples</td>
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<td>Beliefs about Working with Diverse Learning</td>
<td>Beliefs not clearly stated; no real-life experiences described</td>
<td>Beliefs clearly stated; real-life experiences not clearly described</td>
<td>Beliefs clearly stated; real-life experiences clearly described and supportive of philosophy</td>
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<tr>
<td>Mechanics</td>
<td>Grammatical errors, typographical errors, and misspelled words are throughout the written assignment</td>
<td>Few grammatical, typographical and spelling errors.</td>
<td>No grammatical, typographical and spelling errors.</td>
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<tr>
<td>Organization</td>
<td>Lacks a clear sense of organization; ideas are presented in an unrelated way</td>
<td>Evidence of organization; some ideas misplaced/unrelated</td>
<td>Ideas are presented in a clear way that they flow one from the other.</td>
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<tr>
<td>Use of APA</td>
<td>No evidence of applying APA style to paper and/or reference list.</td>
<td>Almost always using APA style correctly both in the narrative and the reference list.</td>
<td>Complete adherence to APA style in narrative and reference list.</td>
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<tr>
<td>Timely Submission</td>
<td>Late</td>
<td>On-time</td>
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**Comments:**