

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

Education 260Z: Reflective Teaching
Fall 2006

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“We always live at the time we live and not at some other time, and only by extracting at each present time the full meaning of each present experience are we prepared for doing the same thing in the future. This is the only preparation which in the long run amounts to anything.”

- John Dewey, *Experience and Education* (1938), p. 49.

“Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”

- Paulo Freire, *Pedagogy of the Oppressed* (1970/2003), p. 53.

“The zone of proximal development ... is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”

- Lev Vygotsky, *Mind in Society* (1935/1978), p. 86.

Objectives

1. To develop teaching approaches and teacher behaviors which promote student engagement and student achievement in diverse learners.
2. To articulate, defend, and enact a personal philosophy of education.
3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.
4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

Required Texts

Kauchak, Donald P. and Eggen, Paul D. *Learning and Teaching: Research-Based Methods, Fourth Edition*. Boston: Allyn and Bacon, 2003.

Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.

Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3rd ed. New York: McGraw Hill, 2007.

Suggested Resources

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000.

—. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999.

Cazden, Courtney. *Classroom Discourse: The Language of Teaching and Learning*. 2nd ed. Portsmouth, NH: Heinemann, 2001.

- Delpit, Lisa. & Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2002.
- Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. Albany: State University of New York Press, 1999.
- Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. Boston: Pearson Education, 2006.
- Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2001.
- Silver, Harvey F., et al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum*. 8th ed. Boston: Allyn & Bacon, 2004.
- Wong, Harry K. and Rosemary T. Wong. *The First Days Of School: How To Be An Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, 2004.
- Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Portland, ME: Stenhouse, 2001.

Key Web Links

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org/portal/site/ascd/index.jsp/>

Moravian College Reeves Library Web Sites for Education

<http://home.moravian.edu/public/reeves/books/web/edu.htm>

National Council for the Social Studies

<http://www.ncss.org/>

National Council of Teachers of English

<http://www.ncte.org/>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

National Science Teachers Association

<http://www.nsta.org/>

Pennsylvania Department of Education

http://www.pde.state.pa.us/pde_internet/site/default.asp

Pennsylvania Power Library

<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628>

United Streaming from Discovery Education

<http://www5.unitedstreaming.com/index.cfm>

Assignments and Grading

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

1. Learning Log	15%
<ul style="list-style-type: none"> • Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/05 • Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/12 • Log #3: Direct Instruction Teaching Tips List & Lesson Plan Draft due 9/18 • Log #4: Clustering: Traditional & Authentic Assessment in my Content Area due 9/26 • Log #5: List of Rules and Routines due 10/3 • Log #6: Constructivism Graphic Organizer due 10/24 • Log #7: Lesson Plan Draft due 10/31 • Log #8: Representing to Learn in My Content Area due 11/7 • Log #9: Questioning Tips due 11/14 • Log #10: Learning Log Self Evaluation due 11/21 	
2. Microteaching I: Direct Instruction Lesson	15%
<ul style="list-style-type: none"> • Lesson Plan Draft due 9/19; Plans Implemented 9/26 (Group A) & 10/3 (Group B) • Analysis I due one week after implementation 	
3. Microteaching II: Guided Discovery Lesson	15%
<ul style="list-style-type: none"> • Lesson Plan Draft due 10/31; Plans Implemented 11/7 (Group B) & 11/14 (Group A) • Analysis II due one week after implementation 	
4. Microteaching III: Professional Development	15%
<ul style="list-style-type: none"> • Lesson Plan drafted in class on 11/21 • Analysis III due 12/5 	
5. Mid-Term Exam: Principal Letter due 10/17	20%
6. Final Exam: Philosophy of Education Statement due 12/12	20%

Attendance

Due to the nature and structure of the course, attendance at each meeting is crucial. If you must miss a session, please call me to explain. When an absence is unavoidable, a written response to the assigned readings must be submitted on or before the next regularly scheduled session. The written response will be evaluated as part of the learning log. More than two absences may result in a failing grade for the course.

Academic Honesty

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc., The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

Tues., Aug. 29: Building a Collaborative Learning Community

In-Class: Ensemble Building Activities
Autobiographical Inquiry
Anticipation Guide

Tues., Sept. 5: Learning and Forgetting

Due: Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.
Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”

In-Class: Log #1: Graphic Organizer on The Classic View vs. The Official Theory
Literature Circles

Tues., Sept. 12: Planning Instruction

Due: Kauchak & Eggen, Chapter 3: "Teacher Planning: Research and Reality"
Kauchak & Eggen, Chapter 4: "Effective Teaching: The Research Base," p. 127-142
Weinstein, Chapter 2: "Designing the Physical Environment"
Log #2: Teacher Interview: Planning the Course, Unit, and Lesson
In-Class: Lesson Planning Workshop

Tues., Sept. 19: Implementing a Direct Instruction Model

Due: Weinstein, Chapter 6: "Making the Most of Classroom Time"
Kauchak & Eggen, Chapter 7: "Direct Instruction"
Kauchak & Eggen, Chapter 8: "Lecture Discussions: Teaching Organized Bodies of Knowledge"
Log #3: Direct Instruction Teaching Tips List & Lesson Plan Draft
In-Class: Lesson Planning Workshop

Tues., Sept. 26: Assessing and Evaluating Student Learning

Due: Kauchak & Eggen, Chapter 12: "Assessing Learner Understanding"
Weinstein, Chapter 4: "Establishing Norms for Behavior"
Log #4: Clustering: Traditional & Authentic Assessment in my Content Area
In-Class: Microteaching I: Group A

Tues., Oct. 3: Managing Diverse, Caring Classrooms

Due: Kauchak & Eggen, Chapter 2: "Student Diversity"
Weinstein, Chapter 3: "Setting the Tone: Creating Safer, More Caring Classrooms"
Log #5: List of Rules and Routines
In-Class: Microteaching I: Group B

Tues., Oct. 10: NO CLASS: Fall Break

Tues., Oct. 17: Motivating Learners and Involving Families

Due: Mid-Term Exam: Principal Interview
Weinstein, Chapter 5, "Working with Families"
Weinstein, Chapter 7, "Enhancing Students' Motivation"
In-Class: Classroom Management Case Studies

Tues., Oct. 24: Helping Learners to Construct New Understandings

Due: Kauchak & Eggen, Chapter 7: "Constructivist Approaches to Instruction"
Kauchak & Eggen, Chapter 8: "Learning and Teaching Concepts"
Perkins, David. "The Many Faces of Constructivism." *Educational Leadership*.
November 1999.
Log #6: Constructivism Graphic Organizer
In-Class: Lesson Planning Workshop

Tues., Oct. 31: Promoting Meaningful Social Interaction

Due: Kauchak & Eggen, Chapter 9: "Guided Discovery: A Constructivist Approach to Instruction"
Kauchak & Eggen, Chapter 11: "Problem-Based Instruction"
Weinstein, Chapter 9: "Managing Groupwork"
Log #7: Lesson Plan Draft
Guided Discovery Lesson Plan Draft
In-Class: Lesson Planning Workshop

Tues., Nov. 7: Representing to Learn

Due: Daniels, Harvey and Bizar, Marilyn. "Representing to Learn." *Methods That Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse, 1998.
Log #8: Representing to Learn in My Content Area

In-Class: Microteaching II: Group B

Tues., Nov. 14: Asking the Right Questions & Leading Discussions

Due: Kauchak & Eggen, Chapter 5: "Increasing Learning Through Student Involvement"
Weinstein, Chapter 10: "Managing Recitations and Discussions"
Log #9: Questioning Tips

In-Class: Microteaching II: Group A

Tues., Nov. 21: Teaching Reading and Writing in the Content Areas

Due: Log #10: Learning Log Self Evaluation
Allington, Richard L. "You Can't Learn Much from Books You Can't Read." *Educational Leadership*. November 2002.

In-Class: Lesson Planning Workshop

Tues., Nov. 28: Leading a Professional Development Session

Due: Kauchak & Eggen, Chapter 10: "Learning and Teaching in Groups"

In-Class: Microteaching III

Tues., Dec. 5: Learning and Remembering

In-Class: Tapscott, Don. "Educating the Net Generation." *Educational Leadership*. February 1999.
Philosophy of Education Workshop