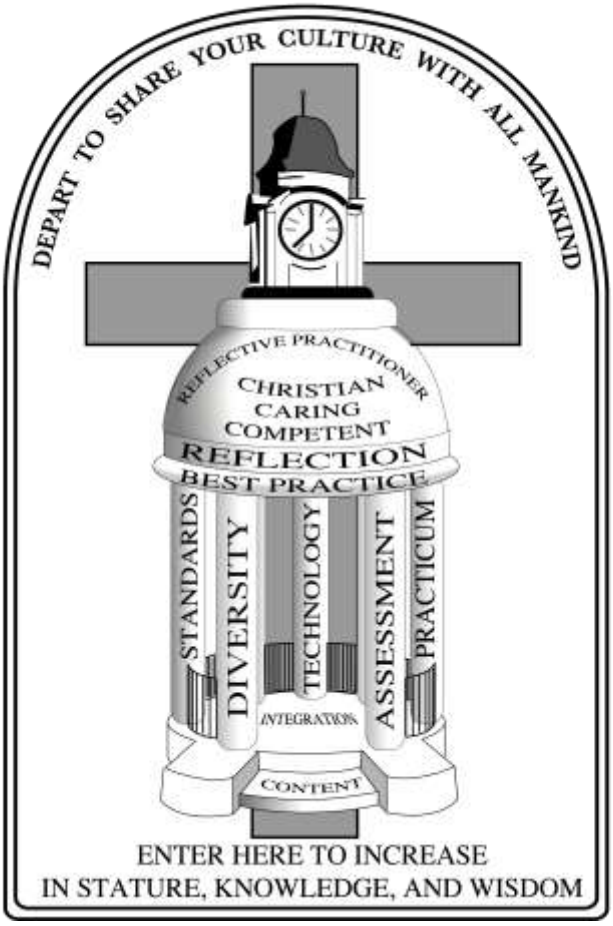
EDU 6522 ---Current Methodology of Elementary Education
3 Semester Hours Credit

MISSISSIPPI COLLEGE
TEACHER EDUCATION & LEADERSHIP PROGRAMS



PREREQUISITE

Graduate level of study

COURSE DESCRIPTION

This course will emphasize current research and theory as they relate to methodology used in elementary schools. Particular emphasis will be placed on advances in technology which are applicable to improve elementary instruction. Students are given opportunities to demonstrate effective use of current methodology.

MISSISSIPPI COLLEGE VISION STATEMENT

Mississippi College seeks to be known as a university recognized for academic excellence and commitment to the cause of Christ.

ACADEMIC INTEGRITY

It is expected that a student attending Mississippi College will be scrupulously honest. Therefore, plagiarism and cheating will be dealt with in accordance with the policies of the university. These policies are stated in the current *Mississippi College Graduate Bulletin* and *Mississippi College Undergraduate Bulletin*. The Board of Trustees has adopted Policy 2.19 with reference to academic integrity.

RATIONALE

Accomplished teachers utilize a variety of methods and strategies to ensure meaningful learning for all students. They present content and structure the learning environment with multiple learning experiences, grouping arrangements, and resources to accommodate individual differences in learning styles and abilities. They base instruction on students' current understanding derived from an array of assessment techniques that go beyond traditional testing procedures. Accomplished teachers also continuously improve their potential to provide optimal learning experiences through the reflective practices of analyzing, evaluating, and strengthening the quality and effectiveness of their work. Family and community involvement is another way accomplished teachers seek to provide their students with the support and encouragement they need for successful learning.

LEARNING OBJECTIVES

The student will:

- develop a repertoire of basic & effective teaching models, strategies & tactics;
- understand the theoretical foundations behind teaching & learning;
- understand the dynamics of teaching;
- appreciate & utilize the research knowledge base that supports current teaching practices;
- appreciate the opportunities & challenges of teaching in diverse classrooms;
- develop a repertoire of appropriate & authentic assessment & evaluation tools;
- adapt instruction to meet the needs of all learners (differentiation);
- acquire skills necessary to observe, record & self-reflect on one's own teaching practice; and
- develop a variety of aspects of teaching:
    - leadership,
    - interactive, and
    - organizational

COURSE TOPICS

The major topics include the latest research and methodologies regarding instruction in the elementary/middle school classrooms and are as follows:

- The Scientific Basis for the Art of Teaching
- Teaching in the Diverse Classroom
- Planning for Instruction
- Assessment & Evaluation
- Designing & Using Rubrics
- Comparison/Contrast of Models of Teaching:
    - Presentation
    - Direct & Indirect Instruction
    - Concept & Inquiry-based Teaching
    - Cooperative Learning
    - Problem-Based Learning
    - Teaching Through Discussion
- Differentiating Instruction
- Planning for Integration of Subject Matter
- Integration of Technology & the Arts
- Common Core Standards
- The School/Classroom Community
- Communication with Parents
- Effective Use of Research
- The Teacher as a Reflective Practitioner
- Assessing the Effectiveness of Instruction

INSTRUCTIONAL METHODS

This is a fully online class. Students will access assignments & assessments through MC Moodle. Reading, writing, viewing video clips & audio/visual aids, & forum discussion will be utilized. Students should give special attention to the opening & closing dates for assignments. Students may request face-to-face meetings with the instructor, if additional assistance is required.

REQUIRED PRACTICES

Required practices include reading assigned material, writing out-of-class assignments, reflections, & guided analysis/ application of the course material. Additional writing assignments include creation of an illustrative lesson.

METHODS OF EVALUATION

Formal & informal rubrics, online quizzes, & essays will be used for assessing student understanding of the topics. Written assignments & participation in the online forum comprise part of the grade. Grading rubrics are based on percentages. (see below) Detailed rubrics for each evaluation area are available on the MC Moodle course site.

Grading Scale:
A = 94–100 / **B+** = 90-93 / **B** = 85–89 / **C+** = 82-84 / **C** = 75-81 /

D = 70-74 / **F** = 69-0

I = (Refer to the *Graduate School Bulletin* for details regarding receiving and removing incomplete grades.

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Final Grade Assessments/Evaluations:	% of Final Grade
1. MC E-Mail Account Established - - - - - - - - - - - -	1%
2. Information Form Completed - - - - - - - - - - - - - -	4%
3. Class Attendance & Participation* - - - - - - - - - -	15%
4. Illustrative Lesson - - - - - - - - - - - - - - - - - -	15%
5. Coursework -	15%
6. Quizzes -	15%
7. Journal Readings & Teaching Pins - - - - - - - - -	15%
8. Final Exam -	20%
	100%

CLASS ATTENDANCE & PARTICIPATION*

The student should give attention to the forums & to emails. The student is expected to demonstrate class attendance by participating in the weekly class activities & responding to the forums within the time lines given. Points will be deducted for lack of online activity or lack of contact with the instructor. All forum postings should be read. Quality response is important. The course resources contain a rubric for how participation in the forums will be graded.

ASSIGNMENTS

All assignments should be submitted through the MC Moodle site on or before the scheduled due date. Late submissions will result in lowering of points. Directions & detailed scoring rubrics are given on the MC Moodle course site.
All assignments must be written in Standard English. Correct punctuation, mechanics and spelling are expected. APA style is preferred for formal assignments & citations.
Complete format and heading information for assignments is available on the course MC Moodle course site.
Assignments must be typed & submitted via the submission links on the MC Moodle course site. Submission in PDF format is preferred. Scanned or photographed artifacts are acceptable. A tutorial is available on the course MC Moodle course site detailing how to convert documents to PDF format.
Additional, in depth information about assignments is posted on the MC Moodle course site. Students should give special attention to the opening & closing dates for assignments, forums & quizzes.

LATE ASSIGNMENTS

All assignments should be submitted, as scheduled. Assignments that are submitted late will be subject to lowering of points/grades.

EARLY ALERT SYSTEM

Mississippi College has adopted the practice of finding students early in the semester who may be exhibiting behaviors that could ultimately have a negative impact on their academic progress. These behaviors are often called "red flag" behaviors and include, but are not limited to, excessive absences, poor test grades, and lack of class participation or evidence of non-engagement. Identifying these behaviors early gives the instructor the opportunity to raise the "red flag" on behalf of a particular student so that the student can take the appropriate action to redirect his/her progress. The system alerts the student, the student's advisor, and the Office of Student Success.

These messages are intended to help a student recognize an area of concern and to encourage him/her to make some choices to improve the situation. When a student receives an Early Alert message, the student should quickly make an appointment to talk with his/her professor about the situation. Also, students can make full use of the Office of Student Success to set academic goals and connect to campus resources.

INSTRUCTIONAL MATERIALS

Instructional materials include the textbook, video clips, journal readings, and other reading & online assignments. Reliable access to the internet is required in order to ensure success when taking an online course.

TEXTBOOK

Arends, R. (2012). *Learning to Teach* Ninth Edition New York, NY: McGraw-Hill.
ISBN-10: 0078024323 | ISBN-13: 978-0078024320

ADDITIONAL COURSE INFORMATION

STUDENT RESPONSIBILITIES

Students are responsible for reading the textbook and utilizing the website materials assigned, as well as participating in the forums. Each assignment will have a reflective piece and/or activities that require you to discuss and participate in related activities or apply information. Students are expected to fully utilize the website that accompanies the textbook for the chapters assigned. Use resources provided by the textbook to prepare for forum discussions. Final examination will include materials from forum discussion, the textbook and the video clips. The quizzes will be of particular help as you study for the final. Students are also expected to be aware of due dates for assignments and assure that their assignments are submitted on the MC Moodle course site on or before the due date. Late assignments will be accepted up to 10 days late, but will have

points deducted. Any special circumstances should be discussed with instructor prior to the due dates.

ONLINE EXPECTATIONS

Actively participate.
Respect others and their right to express their opinions and feelings.

ORGANIZATION OF MATERIALS

During the course, students will have access to a number of resources that will be both practical & valuable in classroom teaching. Since these resource materials in MC Moodle will not be available to students online after the course is completed, students should make individual provisions during the course for saving materials for future reference. It is recommended that students routinely either compile a notebook of printed material or save the resources to their own computers. These notebooks or saved resources are for student use and will not be submitted for a grade.

DROPPING A CLASS

Dates for dropping courses are listed on the Mississippi College Academic Calendar. A copy of the current calendar is posted on this course site.

SPECIAL ACCOMODATIONS

Students needing special accommodations due to learning, physical, psychological, or other disabilities should contact:
Director of the Counseling and Testing Center
Mississippi College
Box 4016
Clinton, MS 39056
Phone: 925-3354
Office: Lowery 106

Although this is a fully online course, students may request a face-to-face meeting with the instructor, if additional assistance is needed.

MC WRITING CENTER

The Mississippi College Writing Center, supervised by Dr. Steve Price, offers writing consultations free-of-charge to MC students. To schedule an appointment, drop by the LRC area on the first floor of the Leland Speed Library; call 601.925.7289; or by email at WritingCenter@mc.edu. Walk in visits are also available.

The Writing Center is an important resource for MC students who desire to improve their writing skills. Free, interactive one-on-one writing consultations are available. The Writing Center staff work with students writing for any discipline. The Writing Center is not a proofreading service,

so the tutors will not simply "fix" or edit text. They will help clients find and learn to correct patterns of errors in their writing, as well as to understand & improve their own writing processes.

EXEMPTION FROM THE FINAL EXAM

Graduating students who wish to be exempted from the Final Exam for this course must meet all of the following criteria:

- Formal requests for exemption must be made in writing via email at least 10 days prior to the start of final exams;
- ***All*** assignments must be submitted before the request is made;
- Students requesting exemption must have an overall average of 90% or above for the course; and
- Students requesting exemption must be graduating at the end of the current semester.

The instructor will check grade averages and approve or deny the request via email prior to the opening of the Final Exam.

I NSTRUCTOR CONTACT INFORMATION

Instructor Name: Marilyn Lowe
Email: mlowe@mc.edu
Please use email to reach your instructor, unless it is an emergency.
Inquiries that require a response will be usually be answered within 24 hours.
Phone Number: 601-937-7285 (cell phone)
Use my cell phone only for emergencies. You may text or leave a message on my voicemail. I will get back to you shortly.