Objectives: In order for teachers to effectively teach any area of mathematics, they must have a firm grasp of the content itself. It is not enough to just know how to do the mathematics, but to be able to explain why it works. Through the explorations, activities, and assignments of this course, you will strengthen your understanding of the basic procedures and formulas of elementary level geometry. It is from this knowledge base that you will develop the ability to explain “the why” behind geometric concepts and procedures. In doing so, you will also increase your ability to write, discuss, and present mathematics effectively.

Course Content: This course is designed for students who plan to be a K-8 teacher and wish to deepen their understanding of fundamental mathematical concepts. Aligned with national and state standards, this course also falls within New Jersey’s No Child Left Behind legislation for earning a middle school mathematics teaching certification. Technology will also be an integral part of this course. Training and related activities on Geometer’s Sketchpad will assist you in building a working knowledge of properties and concepts within geometry. Additionally, your skills will further be developed through active exploration and discovery activities within geometry-related websites and through web-based manipulatives.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Writing assignments, quizzes/exams and final project.

Evaluation:

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<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Final Exam</td>
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<td>Quiz Average</td>
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<td>Homework</td>
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<td>Project</td>
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EDUC 2552-001
Elementary School Math III: Data Analysis
J. Quinn
TR 12:30pm-02:20pm
Spring 2006

Objectives: This course is specifically designed for students who are in training to become teachers in the Stockton Teacher Education Program (STEP). You do not need a strong mathematics background to do well in this course. You must, however, be willing to experiment and wrestle with ideas.

Course Content: This course, designed for prospective elementary school teachers, will cover the mathematics content included in the K-8 curriculum, focusing on the study of the properties of 2-D and 3-D geometric shapes, transformational geometry, coordinate geometry, and the concepts of measurement. Underlying themes of the course are mathematics as: reasoning; representation; problem solving; and mathematical connections. The course will present mathematical ideas as a coherent, interconnected whole, not as a set of discrete, unrelated facts and procedures. Technology will serve as a tool for exploration, discovery, problem solving, reinforcement, and communication.

Prerequisites: This course is a Q1 – Quantitative Reasoning Intensive Course.

Attendance: Required

Class Format: Demonstrations, explorations, computer investigations, and student presentations.

Laboratory/Field Experience:

Readings: To be announced.

Paper/Projects: Deliver a sample lesson to the class on a selected topic from the course.

Evaluation: Projects and presentations.
EDUC 3242-091  
Facilitating IEPs Through Teaching Strategies  
Staff  
TBA  
Spring 2006

Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related: understanding the requirements of the law as they relate to the IEP (NJ1.7, 1.8, 1.9, 2.2, 2.3, 3.1 and others; Identification, evaluation and authorship of the IEP components; analysis of differentiation instructional techniques to determine whether access to general curriculum can be provided.

Course Content: This course covers in detail the components of the Individual Education Program (IEP) and the intent of the document. Special education teaching strategies and classroom accommodations are explored that are often referenced in student IEPs. Methods associated with academic areas, social-emotional development and life-skills shall be addressed.

Prerequisites: GSS 3241 Educating Children with Disabilities

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Writing assignments, project.

Evaluation:

1. Prepare the Present level of education performance of an IEP, based on evaluation material supplied – 15%
2. Writing goals/objectives for an IEP – 5%
3. Two lesson plans  
   One for a student with mild disabilities – 15%
   One for a student with moderate to severe disabilities – 15%
4. Final evaluation – 20%
5. Participation in discussion; portfolio – 30%
EDUC 3510-001  
Program Planning in School Health Education  
Staff  
T 06:00pm-09:50pm  
Spring 2006

Objectives: This course includes the development, planning and implementation of comprehensive health programs for the school. Students have the opportunity of investigating, planning and evaluating health education programs in a variety of school settings.

Course Content: The components of a Comprehensive Health Program in the school and in the community: Health Instruction (education); Physical Education; Student Support Services; Staff Wellness; Parent and Community Involvement. The Health Education curriculum and design: The philosophy of health education in schools; Using scope and sequence charts; Innovative ways to teach life skills; examples of successful health programs; common factors of successful health promotion programs.

Prerequisites: PUBH-1100; PUBH-2432; PUBH-3102

Attendance: Required

Class Format: Lecture, discussions, class presentation.

Laboratory/Field Experience:

Readings: To be announced. Articles and additional text to be assigned.

Paper/Projects: Development of sample lessons, units, group projects, library research, etc.

Evaluation: Class participation, class exams.
EDUC 3515-001
Families Schools and Communities
Staff
M 06:00PM-09:50PM
Spring 2006

Objectives: Students will learn to examine, with adult and professional eyes, the purposes and functions of schools, the current education practices and procedures in use, the effect of schooling on children, the curriculum, governance, and control of schools, and some major issues concerning the profession of teaching.

Course Content: Students will learn how to evaluate, utilize the resources of the community to support student learning. Students will investigate how to build family involvement as part of learning in the classroom. Students will develop an awareness of cultural factors that affect learning and how to incorporate positive aspects in classroom work. Students will develop an understanding of professional expectations, and the importance of a collegial community to enhance learning.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Frequent writing assignments.

Evaluation: Grade of A or B must be attained in order to continue in the Teacher Education Program.
Objectives: To help you consider how the learner interacts and is affected by his/her school, his/her peers, parents and the community at large. We shall examine each of these environments, how they interact with each other and their effect upon each other.

Course Content: Because the course is primarily designed and structured to help you evolve your own thoughts and positions about teaching, you can expect to find little traditional fact-recall emphasis here. You are working to develop attitudes, which is often a difficult task. You will have to think, analyze, interpret and evaluate your experiences, readings and class activities. You will then have to reflect upon these newly acquired attitudes.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Frequent writing assignments.

Evaluation: Grade of A or B must be attained in order to continue in the Teacher Education Program.
EDUC 3515-003
Families Schools and Communities
Staff
R 06:00PM-09:50PM
Spring 2006

Objectives: To help you consider how the learner interacts and is affected by his/her school, his/her peers, parents and the community at large. We shall examine each of these environments, how they interact with each other and their effect upon each other.

Course Content: Because the course is primarily designed and structured to help you evolve your own thoughts and positions about teaching, you can expect to find little traditional fact-recall emphasis here. You are working to develop attitudes, which is often a difficult task. You will have to think, analyze, interpret and evaluate your experiences, readings and class activities. You will then have to reflect upon these newly acquired attitudes.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Frequent writing assignments.

Evaluation: Grade of A or B must be attained in order to continue in the Teacher Education Program.
EDUC 3515-004
Families Schools and Communities
Staff
W 06:00pm-09:50pm
Spring 2006

Objectives: To help you consider how the learner interacts and is affected by his/her school, his/her peers, parents and the community at large. We shall examine each of these environments, how they interact with each other and their effect upon each other.

Course Content: Because the course is primarily designed and structured to help you evolve your own thoughts and positions about teaching, you can expect to find little traditional fact-recall emphasis here. You are working to develop attitudes, which is often a difficult task. You will have to think, analyze, interpret and evaluate your experiences, readings and class activities. You will then have to reflect upon these newly acquired attitudes.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Frequent writing assignments.

Evaluation: Grade of A or B must be attained in order to continue in the Teacher Education Program.
EDUC 3515-005
Families Schools and Communities
Staff
W 06:00pm-09:50pm
Spring 2006

Objectives: To help you consider how the learner interacts and is affected by his/her school, his/her peers, parents and the community at large. We shall examine each of these environments, how they interact with each other and their effect upon each other.

Course Content: Because the course is primarily designed and structured to help you evolve your own thoughts and positions about teaching, you can expect to find little traditional fact-recall emphasis here. You are working to develop attitudes, which is often a difficult task. You will have to think, analyze, interpret and evaluate your experiences, readings and class activities. You will then have to reflect upon these newly acquired attitudes.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions.

Laboratory/Field Experience:


Paper/Projects: Frequent writing assignments.

Evaluation: Grade of A or B must be attained in order to continue in the Teacher Education Program.
EDUC 3610 001  
Technologies for Educators  
E. Ross  
MW 03:35pm-05:25pm  
Spring 2006

Objectives: Upon completion of the course, the students will be able to: Describe key learning theories and relate them to the use of technologies in teaching and learning. Summarize the history of technology in education. Prepare an instructional design and lesson plan that demonstrates the effective use of technology in instruction.

Course Content: This class is an introductory educational technology course that covers basic instructional design and educational technology background as well as software skill building for pre-service teachers to help them effectively and efficiently integrate technology for successful teaching and learning.

Prerequisites: None

Attendance: Is extremely important.

Class Format: Classes consist of instructor’s presentations, discussion, hands-on activities, and field experience. Active participation in the class is the most important thing for your success. You are expected to have access to computing resources including software outside of class in order to complete assignments.

Laboratory/Field Experience: As assigned.


Paper/Projects: There will be several mini-projects due. You are required to turn these projects in on paper and on disk (where appropriate) and they are due on the date listed in the syllabus (no extensions).

Evaluation: Throughout the course, you will keep working on a Web-based technology portfolio compiling all of your projects. The final grade will be based on your portfolio- make sure you always keep a back-up copy of all your work as you go.
Objectives: After completing this course, you will be able to demonstrate basic proficiency in using an application package (word processing, spreadsheets, databases, and presentation software) to store, query, and communicate for instructional and learning purposes.

Course Content: This class is designed for prospective school teachers to integrate a wide variety of technologies into their curriculum. This course provides hands-on experiences of the possibilities and potentials of technology for education. Instead of teaching about the technology, it focuses on how teachers can apply technology effectively to promote students' learning, higher thinking skills, and critical thinking skills. Through a group or individual project, prospective teachers develop lesson plans in their electronic portfolio demonstrating their understanding of effective technology infusion.

Prerequisites:

Attendance: Is extremely important.

Class Format: Classes consist of instructor’s presentations, discussion, hands-on activities, and field experience. Active participation in the class is the most important thing for your success. You are expected to have access to computing resources including software outside of class in order to complete assignments.

Laboratory/Field Experience: N/A

Readings: There is no required textbook for this class. However, based on your needs, you may want to use MS Office guides and tutorials.

Paper/Projects: There will be seven (6 or 7) mini-projects due. You are required to turn these projects in on paper and on disk (where appropriate) and they are due on the date listed in the syllabus (no extensions).

Evaluation: Throughout the course, you will keep working on a Web-based technology portfolio compiling all of your projects. The final grade will be based on your portfolio—make sure you always keep a back-up copy of all your work as you go.
EDUC 3610 003
Technologies for Educators
Staff
T R 10:30am-12:20pm
Spring 2006

Objectives: After completing this course, you will be able to demonstrate basic proficiency in using an application package (word processing, spreadsheets, databases, and presentation software) to store, query, and communicate for instructional and learning purposes.

Course Content: This class is designed for prospective school teachers to integrate a wide variety of technologies into their curriculum. This course provides hands-on experiences of the possibilities and potentials of technology for education. Instead of teaching about the technology, it focuses on how teachers can apply technology effectively to promote students' learning, higher thinking skills, and critical thinking skills. Through a group or individual project, prospective teachers develop lesson plans in their electronic portfolio demonstrating their understanding of effective technology infusion.

Prerequisites:

Attendance: Is extremely important.

Class Format: Classes consist of instructor’s presentations, discussion, hands-on activities, and field experience. Active participation in the class is the most important thing for your success. You are expected to have access to computing resources including software outside of class in order to complete assignments.

Laboratory/Field Experience: N/A

Readings: There is no required textbook for this class. However, based on your needs, you may want to use MS Office guides and tutorials.

Paper/Projects: There will be seven (7) mini-projects due. You are required to turn these projects in on paper and on disk (where appropriate) and they are due on the date listed in the syllabus (no extensions).

Evaluation: Throughout the course, you will keep working on a Web-based technology portfolio compiling all of your projects. The final grade will be based on your portfolio- make sure you always keep a back-up copy of all your work as you go.
Objectives: After completing this course, you will be able to demonstrate basic proficiency in using an application package (word processing, spreadsheets, databases, and presentation software) to store, query, and communicate for instructional and learning purposes.

Course Content: This class is designed for prospective school teachers to integrate a wide variety of technologies into their curriculum. This course provides hands-on experiences of the possibilities and potentials of technology for education. Instead of teaching about the technology, it focuses on how teachers can apply technology effectively to promote students' learning, higher thinking skills, and critical thinking skills. Through a group or individual project, prospective teachers develop lesson plans in their electronic portfolio demonstrating their understanding of effective technology infusion.

Prerequisites:

Attendance: Is extremely important.

Class Format: Classes consist of instructor’s presentations, discussion, hands-on activities, and field experience. Active participation in the class is the most important thing for your success. You are expected to have access to computing resources including software outside of class in order to complete assignments.

Laboratory/Field Experience: N/A

Readings: There is no required textbook for this class. However, based on your needs, you may want to use MS Office guides and tutorials.

Paper/Projects: There will be seven (7) mini-projects due. You are required to turn these projects in on paper and on disk (where appropriate) and they are due on the date listed in the syllabus (no extensions).

Evaluation: Throughout the course, you will keep working on a Web-based technology portfolio compiling all of your projects. The final grade will be based on your portfolio- make sure you always keep a back-up copy of all your work as you go.
Objectives: To understand that effective teaching requires the effective use of a variety of instructional strategies to promote skill and content acquisition. To understand that planning for instruction is based upon the knowledge of subject matter, students, the community, and curriculum goals. To understand that the productive/constructive relationships that teachers nurture with colleagues, parents, and the larger community, support the students’ learning and well-being.

Course Content: The 80 hours of fieldwork is aligned with two courses—*Introduction to Education* and *Practices & Techniques of Teaching*. Briefly, “Introduction” addresses the basic issues, problems, and roles/responsibilities in education – “Practices” addresses the skills needed for competent pedagogy—theory is translated to practice.

Prerequisites: Permission of the Instructor and 96 credit hours completed.

Attendance: Required.

Class Format: Lecture, discussion, audio-visuals, guest lecturers.

Laboratory/Field Experience: 80 hours of fieldwork

Readings: As assigned.

Paper/Projects: Frequent assignments. Journals must be kept.

Evaluation: Grade A or B must be maintain in order to continue in the Teacher Education Program.
EDUC 4101-002
Fieldwork in Education
Staff
TBA
Spring 2006

Objectives: To understand that effective teaching requires the effective use of a variety of instructional strategies to promote skill and content acquisition.

Course Content: The 80 hours of fieldwork is aligned with two courses, *Introduction to Education* and *Practices & Techniques of Teaching*. Briefly, “Introduction” addresses the basic issues, problems, and roles/responsibilities in education – “Practices” addresses the skills needed for competent pedagogy—theory is translated to practice.

Prerequisites: Permission of the Instructor and 96 credit hours completed.

Attendance: Required.

Class Format: Lecture, discussion, audio-visuals, guest lecturers.

Laboratory/Field Experience: 80 hours of fieldwork

Readings: As assigned.

Paper/Projects: Frequent assignments. Journals must be kept.

Evaluation: Grade A or B must be maintain in order to continue in the Teacher Education Program.
Objectives: To understand that effective teaching requires the effective use of a variety of instructional strategies to promote skill and content acquisition.

Course Content: The 80 hours of fieldwork is aligned with two courses, *Introduction to Education* and *Practices & Techniques of Teaching*. Briefly, “Introduction” addresses the basic issues, problems, and roles/responsibilities in education – “Practices” addresses the skills needed for competent pedagogy-theory is translated to practice.

Prerequisites: Permission of the Instructor and 96 credit hours completed.

Attendance: Required.

Class Format: Lecture, discussion, audio-visuals, guest lecturers.

Laboratory/Field Experience: 80 hours of fieldwork

Readings: As assigned.

Paper/Projects: Frequent assignments. Journals must be kept.

Evaluation: Grade A or B must be maintained in order to continue in the Teacher Education Program.
EDUC 4101-004  
Fieldwork in Education  
Staff  
TBA  
Spring 2006

Objectives: To understand that effective teaching requires the effective use of a variety of instructional strategies to promote skill and content acquisition.

Course Content: The 80 hours of fieldwork is aligned with two courses, *Introduction to Education* and *Practices & Techniques of Teaching*. Briefly, “Introduction” addresses the basic issues, problems, and roles/responsibilities in education – “Practices” addresses the skills needed for competent pedagogy—theory is translated to practice.

Prerequisites: Permission of the Instructor and 96 credit hours completed.

Attendance: Required.

Class Format: Lecture, discussion, audio-visuals, guest lecturers.

Laboratory/Field Experience: 80 hours of fieldwork

Readings: As assigned.

Paper/Projects: Frequent assignments. Journals must be kept.

Evaluation: Grade A or B must be maintained in order to continue in the Teacher Education Program.
Objectives: Demonstrate understanding of the various definitions of “literacy” in common use; research and present literacy development methods, programs, and assessments currently in use in public schools.

Course Content: This course is a comprehensive introduction to literacy development across the entire age and ability range of students typically encountered by public school teachers. The content of the course material spans the developmental sequence of literacy from early childhood through high school. Special emphasis is placed upon understanding the individual instructional needs of diverse learners and differentiating instruction in order to meet those needs in the traditional classroom setting.

Prerequisites: Admission to the Teacher Education Program

Attendance: Required.

Class Format: Lecture, discussion, demonstrations and student presentations.

Laboratory/Field Experience:


Paper/Projects: Weekly homework, 2 article summary/responses, 1 paper presentation project.

Evaluation: Homework, Exams, Article Summary/Responses, and Project/Presentation.
EDUC 4105-002
Literacy Development
Staff
T 06:00PM-08:50PM
Spring 2006

Objectives: Demonstrate understanding of the various definitions of “literacy” in common use; research and present literacy development methods, programs, and assessments currently in use in public schools.

Course Content: This course is a comprehensive introduction to literacy development across the entire age and ability range of students typically encountered by public school teachers. The content of the course material spans the developmental sequence of literacy from early childhood through high school. Special emphasis is placed upon understanding the individual instructional needs of diverse learners and differentiating instruction in order to meet those needs in the traditional classroom setting.

Prerequisites: Admission to the Teacher Education Program

Attendance: Required.

Class Format: Lecture, discussion, demonstrations and student presentations.

Laboratory/Field Experience:


Paper/Projects: Weekly homework, 2 article summary/responses, 1 paper presentation project.

Evaluation: Homework, Exams, Article Summary/Responses, and Project/Presentation.
Objectives: Demonstrate understanding of the various definitions of “literacy” in common use; research and present literacy development methods, programs, and assessments currently in use in public schools.

Course Content: This course is a comprehensive introduction to literacy development across the entire age and ability range of students typically encountered by public school teachers. The content of the course material spans the developmental sequence of literacy from early childhood through high school. Special emphasis is placed upon understanding the individual instructional needs of diverse learners and differentiating instruction in order to meet those needs in the traditional classroom setting.

Prerequisites: Admission to the Teacher Education Program

Attendance: Required.

Class Format: Lecture, discussion, demonstrations and student presentations.

Laboratory/Field Experience:


Paper/Projects: Weekly homework, 2 article summary/responses, 1 paper presentation project.

Evaluation: Homework, Exams, Article Summary/Responses, and Project/Presentation.
EDUC 4110-001
Reading and Language Arts: Elementary
Staff
TR 03:30pm-05:25pm
Spring 2006

Objectives: To Provide EDUC students with knowledge and skills of literacy and content reading in preparation for the advanced fieldwork and student teaching experience.

Course Content: Designed to provide perspective secondary teachers knowledge of literacy, content reading, and how children learn from reading. Strategies for supporting acquisition of comprehension, higher order literacy, concept development and constructive thinking. Current theories and trends that develop best practice are emphasized.

Prerequisites: EDUC 4100 and EDUC 4101. Permission of Instructor (POI) from Office of Teacher Education.

Attendance: Required

Class Format: Lecture, discussion, class presentation.

Laboratory/Field Experience: N/A

Readings: Journals, EDUC collection in Library and text to be assigned.

Paper/Projects: Development of sample lessons, units group projects, library research, etc.

Evaluation: Class participation, class exams.
EDUC 4110-002
Reading and Language Arts: Elementary
Staff
TR 03:30pm-05:25pm
Spring 2006

Objectives: To Provide EDUC students with knowledge and skills of literacy and content reading in preparation for the advanced fieldwork and student teaching experience.

Course Content: Designed to provide perspective secondary teachers knowledge of literacy, content reading, and how children learn from reading. Strategies for supporting acquisition of comprehension, higher order literacy, concept development and constructive thinking. Current theories and trends that develop best practice are emphasized.

Prerequisites: EDUC 4100 and EDUC 4101. Permission of Instructor (POI) card from Director of Teacher Education, Room D-108.

Attendance: Required

Class Format: Lecture, discussion, class presentation.

Laboratory/Field Experience: None

Readings: Journals, EDUC collection in Library and text to be assigned.

Paper/Projects: Development of sample lessons, units group projects, library research, etc.

Evaluation: Class participation, class exams.
EDUC 4110-003
Reading and Language Arts: Elementary
Staff
W 03:35pm-05:25pm
Spring 2006

Objectives: To Provide EDUC students with knowledge and skills of literacy and content reading in preparation for the advanced fieldwork and student teaching experience.

Course Content: Designed to provide perspective secondary teachers knowledge of literacy, content reading, and how children learn from reading. Strategies for supporting acquisition of comprehension, higher order literacy, concept development and constructive thinking. Current theories and trends that develop best practice are emphasized.

Prerequisites: EDUC 4100 and EDUC 4101. Permission of Instructor (POI) card from Director of Teacher Education, Room D-108.

Attendance: Required

Class Format: Lecture, discussion, class presentation.

Laboratory/Field Experience: None

Readings: Journals, EDUC collection in Library and text to be assigned.

Paper/Projects: Development of sample lessons, units group projects, library research, etc.

Evaluation: Class participation, class exams.
EDUC 4120-001  
Reading and Language Arts: Secondary  
Staff  
M 03:35pm-05:25 pm  
Spring 2006

Objectives: The student will become versed in the vocabulary used in referencing reading instruction. The student will explore the origins of our English language. The student will become familiar with the characteristics of good readers, and become knowledgeable about current thrusts driving the debate on reading instruction.

Course Content: This class focuses on the study of current and sound practices for the acquisition of literacy skills for teachers at the secondary level of student instruction. These skills include reading, writing, listening, vocabulary, and comprehension. The influence of Bloom, Gardner and other researchers in these areas is considered.

Prerequisites: EDUC 4100 and EDUC 4101. Permission of Instructor (POI) card from Director of Teacher Education.

Attendance: Required

Class Format: Lecture, discussion, class presentation.

Laboratory/Field Experience:

Readings: A handbook of content literacy strategies: 75 Practical Reading and Writing Ideas.

Paper/Projects: 3 reaction papers on 3 readings from periodicals, etc. that pertain to reading in the student’s content area.

Evaluation: Class participation, individual readings, and class presentation.
EDUC 4150-001  
Methods of Teaching Elementary Math  
N. Boakes  
M 03:35pm-05:25pm  
Spring 2006

Objectives: This course is specifically designed for students who are in training to become teachers in the Stockton Teacher Education Program (STEP). You do not need a strong mathematics background to do well in this Course. You must, however, be willing to experiment and wrestle with Ideas.

Course content: Methods and curriculum in mathematics instruction for prospective elementary school teachers. Emphasizes the connections between educational theory and practices. Topics include setting instructional objectives; planning lessons and units; using, adapting and developing instructional materials; implementing alternative teaching models and techniques; integrating mathematics in other content areas; and assessing student learning.

Prerequisites: EDUC 2100, EDUC 2101, EDUC 4200.

Attendance: Necessary.

Class Format: Demonstrations, practicing teaching, student presentations.

Laboratory/Field Experience: Coordinated with EDUC 4600.

Readings: To be announced

Paper/Projects: Sample lessons and topics in the field of mathematics education.

Evaluation: Projects, presentations, homework and participation.
Objectives: This course is specifically designed for students who are in training to become teachers in Stockton Teacher Education Program (STEP). You do not need a strong mathematics background to do well in this Course. You must, however, be willing to experiment and wrestle with Ideas.

Course content: Methods and curriculum in mathematics instruction for prospective elementary school teachers. Emphasizes the connections between educational theory and practices. Topics include setting instructional objectives; planning lessons and units; using, adapting and developing instructional materials; implementing alternative teaching models and techniques; integrating mathematics in other content areas; and assessing student learning.

Prerequisites: EDUC 2100, EDUC 2101, EDUC 4200.

Attendance: Necessary.

Class Format: Demonstrations, practicing teaching, student presentations.

Laboratory/Field Experience: Coordinated with EDUC 4600.

Readings: To be announced

Paper/Projects: Sample lessons and topics in the field of mathematics education.

Evaluation: Projects, presentations, homework and participation.
EDUC 4150-003  
Methods of Teaching Elementary Math  
N. Boakes  
R 12:30pm-02:20pm  
Spring 2006

Objectives: This course is specifically designed for students who are in training to become teachers in the Stockton Teacher Education Program (STEP). You do not need a strong mathematics background to do well in this Course. You must, however, be willing to experiment and wrestle with Ideas.

Course content: Methods and curriculum in mathematics instruction for prospective elementary school teachers. Emphasizes the connections between educational theory and practices. Topics include setting instructional objectives; planning lessons and units; using, adapting and developing instructional materials; implementing alternative teaching models and techniques; integrating mathematics in other content areas; and assessing student learning.

Prerequisites: EDUC 2100, EDUC 2101, EDUC 4200.

Attendance: Necessary.

Class Format: Demonstrations, practicing teaching, student presentations.

Laboratory/Field Experience: Coordinated with EDUC 4600.

Readings: To be announced

Paper/Projects: Sample lessons and topics in the field of mathematics education.

Evaluation: Projects, presentations, homework and participation.
EDUC 4200-001
Practice & Techniques of Teaching
C. Myrtetus
MW 03:35pm-05:25pm
Spring 2006

Objectives: To provide students with opportunities to learn instructional planning and teaching skills.

Course Content: A study of the approaches, techniques, and skills involved in teaching in the N-12 schools. This methods course requires student presentations (involving video-taping and critiques), individual and group research projects, and research professional journals.

Prerequisites: Admission to the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student presentations, etc.

Laboratory/Field Experience: None

Readings: Journals, selected materials from school curriculum, EDUC collection in Library, etc. Text to be assigned.

Paper/Projects: Development of sample lessons, units, group projects, Library research, etc.

Evaluation: All projects, class participation, final exam. Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4200-002  
Practices & Techniques of Teaching  
W 06:00pm-09:50 pm  
Staff  
Spring 2006

Objectives: To provide students with opportunities to learn instructional planning and teaching skills.

Course Content: A study of the approaches, techniques, and skills involved in teaching in the N-12 schools. This methods course requires student presentations (involving video-taping and critiques), individual and group research projects, and research professional journals.

Prerequisites: Admission to the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student presentations, etc.

Laboratory/Field Experience: None

Readings: Journals, selected materials from school curriculum, EDUC collection in Library, etc. Text to be assigned.

Paper/Projects: Development of sample lessons, units, group projects, Library research, etc.

Evaluation: All projects, class participation, final exam. Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4200-003
Practices & Techniques of Teaching
TR 02:30pm-04:20 pm
K. Lebak
Spring 2006

Objectives: To provide students with opportunities to learn instructional planning and teaching skills.

Course Content: A study of the approaches, techniques, and skills involved in teaching the N-12 schools. This methods course requires student presentations (involving video-taping and critiques), individual and group research projects, and research professional journals.

Prerequisites: Admission to the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student presentations, etc.

Laboratory/Field Experience: None

Readings: Journals, selected materials from school curriculum, EDUC collection in Library, etc. Text to be assigned.

Paper/Projects: Development of sample lessons, units, group projects, Library research, etc.

Evaluation: All projects, class participation, final exam. Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4200-004  
Practices & Techniques of Teaching  
R 06:00pm-09:50pm  
Staff  
Spring 2006  

Objectives: To provide students with opportunities to learn instructional planning and teaching skills.  

Course Content: A study of the approaches, techniques, and skills involved in teaching in the N-12 schools. This methods course requires student presentations (involving video-taping and critiques), individual and group research projects, and research professional journals.  

Prerequisites: Admission to the Teacher Education Program.  

Attendance: Required.  

Class Format: Lecture, discussion, student presentations, etc.  

Laboratory/Field Experience: None  

Readings: Journals, selected materials from school curriculum, EDUC collection in Library, etc. Text to be assigned.  

Paper/Projects: Development of sample lessons, units, group projects, Library research, etc.  

Evaluation: All projects, class participation, final exam. Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4600-001  
Advanced Fieldwork Education: Elementary  
Staff: TBA  
Spring 2006

Course Content: Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Students have an opportunity to apply general methods of teaching in a school setting. This junior practicum prepares the student for the student teaching experience. This course may be repeated for credit only by permission of the Director of Teacher Education.

Prerequisite: 2.50 average, 96 credit hours completed or in progress. EDUC 4200 as pre-requisite or co-requisite. Permission of the Director of Teacher Education, D-108.

Attendance: Required.

Class Format: Class will “meet” on a CoSy Conference. Students will be expected to post a minimum of 10 reports during the fieldwork experience.

Laboratory/Field Experience: 48 hours of fieldwork in the schools. Students must have a 12-hour block of time per week during school hours in which to accomplish the fieldwork. Flexible arrangements are possible.

Readings: No text required.

Paper/Projects: This course has a W2 designation. A journal is required. Written lesson plans must be submitted.

Evaluation: Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4600-002
Advanced Fieldwork Education: Elementary
Staff
TBA
Spring 2006

Course Content: Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Students have an opportunity to apply general methods of teaching in a school setting. This junior practicum prepares the student for the student teaching experience. This course may be repeated for credit only by permission of the Director of Teacher Education.

Prerequisite: 2.50 average, 96 credit hours completed or in progress. EDUC 4200 as pre-requisite or co-requisite. Permission of the Director of Teacher Education, D-108.

Attendance: Required.

Class Format: Class will “meet” on a CoSy Conference. Students will be expected to post a minimum of 10 reports during the fieldwork experience.

Laboratory/Field Experience: 48 hours of fieldwork in the schools: Students must have a 12-hour block of time per week during school hours in which to accomplish the fieldwork. Flexible arrangements are possible.

Readings: No text required.

Paper/Projects: This course has a W2 designation. A journal is required. Written lesson plans must be submitted.

Evaluation: Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4600-003
Advanced Fieldwork Education: Elementary
Staff
TBA
Spring 2006

Course Content: Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Students have an opportunity to apply general methods of teaching in a school setting. This junior practicum prepares the student for the student teaching experience. This course may be repeated for credit only by permission of the Director of Teacher Education.

Prerequisite: 2.50 average, 96 credit hours completed or in progress. EDUC 4200 as pre-requisite or co-requisite. Permission of the Director of Teacher Education, D-108.

Attendance: Required.

Class Format: Class will “meet” on a CoSy Conference. Students will be expected to post a minimum of 10 reports during the fieldwork experience.

Laboratory/Field Experience: 48 hours of fieldwork in the schools: Students must have a 12-hour block of time per week during school hours in which to accomplish the fieldwork. Flexible arrangements are possible.

Readings: No text required.

Paper/Projects: This course has a W2 designation. A journal is required. Written lesson plans must be submitted.

Evaluation: Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4600-004
Advanced Fieldwork Education: Elementary
Staff
TBA
Spring 2006

Course Content: Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Students have an opportunity to apply general methods of teaching in a school setting. This junior practicum prepares the student for the student teaching experience. This course may be repeated for credit only by permission of the Director of Teacher Education.

Prerequisite: 2.50 average, 96 credit hours completed or in progress. EDUC 4200 as pre-requisite or co-requisite. Permission of the Director of Teacher Education, D-108.

Attendance: Required.

Class Format: Class will “meet” on a CoSy Conference. Students will be expected to post a minimum of 10 reports during the fieldwork experience.

Laboratory/Field Experience: 48 hours of fieldwork in the schools: Students must have a 12-hour block of time per week during school hours in which to accomplish the fieldwork. Flexible arrangements are possible.

Readings: No text required.

Paper/Projects: This course has a W2 designation. A journal is required. Written lesson plans must be submitted.

Evaluation: Grade A or B must be attained in order to continue in the Teacher Education Program.
EDUC 4601 001
Methods of Teaching English
R. Tinsley
R 06:00pm—9:50pm
Spring 2006

Objectives: Students will learn teaching strategies, curriculum and lesson planning.

Course Content: Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, among other activities, are required.

Evaluation:
EDUC 4605 001
Methods of Teaching Social Studies
Staff
T 05:30pm-08:50pm
Spring 2006

Objectives: Students will learn teaching strategies, curriculum and lesson planning.

Course Content: Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, among other activities, are required.

Evaluation:
EDUC 4606 001
Methods of Teaching Science and Math
A. Arora
T 06:00pm-09:50pm
Spring 2006

Objectives: Students will learn teaching strategies, curriculum and lesson planning.

Course Content: Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, among other activities, are required.

Evaluation:
EDUC 4607 001
Methods of Teaching World Language
M. Hussong
W 05:00pm-08:50 pm
Spring 2006

Objectives: Students will learn teaching strategies, curriculum and lesson planning.

Course Content: Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, among other activities, are required.

Evaluation:
EDUC 4608-001  
Methods of Teaching Art  
Staff  
TBA  
Spring 2006

Objectives: To prepare the future teacher with teaching strategies and classroom management techniques. The six core curriculum content standards for visual arts will be addressed. Discussion will include aesthetics; creating, criticizing, analyzing, judging and evaluating art; historical, social and cultural influences; design with respect to form, function and structure.

Course Content: Course will focus on curriculum development and methodology for teaching art to grades K-12.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, portfolio, among other activities as required.

Evaluation: Response papers, journal/portfolio.
EDUC 4610 001
Methods of Teaching Elementary
Staff
T 05:30pm-08:30 pm
Spring 2006

Objectives: Students will learn teaching strategies, curriculum and lesson planning.

Course Content: Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, among other activities, are required.

Evaluation:
EDUC 4610 002  
Methods of Teaching Elementary  
Staff  
T 05:30pm-08:30pm  
Spring 2006  

Objectives:  Students will learn teaching strategies, curriculum and lesson planning.  

Course Content:  Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.  

Prerequisites:  EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.  

Attendance: Required.  

Class Format: Lecture, discussion, student demonstrations.  

Laboratory/Field Experience:  Fieldwork may be required.  

Readings: As assigned.  

Paper/Projects: Lesson plans and unit plans, among other activities, are required.  

Evaluation:
EDUC 4610 003  
Methods of Teaching Elementary  
Staff  
T 05:30pm-08:30 pm  
Spring 2006

Objectives: Students will learn teaching strategies, curriculum and lesson planning.

Course Content: Study of the application of principles and methods of instruction to the specific content area of a student’s teaching certificate.

Prerequisites: EDUC 4200, admission to EDUC 4990, and admission to the certification phase of the Teacher Education Program.

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience: Fieldwork may be required.

Readings: As assigned.

Paper/Projects: Lesson plans and unit plans, among other activities, are required.

Evaluation:
EDUC 4990
Student Teaching in Field
Staff
TBA
Spring 2006

Objectives: Student teaches class in an assigned school district. The student teacher will establish a professional profile using INTASC Standards; document use of various classroom management techniques; critique own teaching style; clarify personal educational philosophies; prepare for a personal job interview; and develop a personal professional portfolio.

Course Content: The senior seminar provides an opportunity to reflect, sharpen, critique, and/or apply educational knowledge and skills that encompass the teaching profession. Topics include: Classroom management strategies and instructional skills; professional portfolio that reflects students’ personal philosophies and teaching styles; skills and procedures needed for employment interviews.

Prerequisites: Enrolled concurrently in EDUC 4991, Student Teaching Seminar.

Attendance: Required.

Class Format: Discussion, student participation and demonstration.

Laboratory/Field Experience: N/A.

Readings: As assigned. Instructor handouts.

Paper/Projects: Video of teaching, professional portfolio.

Evaluation: Evidence of INTASC Standards.
Objectives: The student teacher will establish a professional profile using INTASC Standards; document use of various classroom management techniques; critique own teaching style; clarifying personal educational philosophies; prepare for a personal job interview; and develop a personal professional portfolio.

Course Content: The senior seminar provides an opportunity to reflect, sharpen, critique, and/or apply educational knowledge and skills that encompass the teaching profession. Topics include: classroom management strategies and instructional skills; professional portfolio that reflects students’ personal philosophies and teaching styles; skills and procedures needed for employment interviews.

Pre-requisites: Enrolled concurrently in EDUC 4990 Student Teaching.

Attendance: Required

Class Format: Discussion, student participation and demonstration.

Laboratory/Field Experience: N/A.

Readings: Instructor handouts.

Paper/Projects: Video of teaching, professional portfolio.

Evaluation: Evidence pf INTASC Standards.
EDUC 4991-002
Student teacher Seminar: Elem.
M 04:00pm-05:50pm
Staff
Spring 2006

Objectives: The student teacher will establish a professional profile using INTASC Standards; document use of various classroom management techniques; critique own teaching style; clarifying personal educational philosophies; prepare for a personal job interview; and develop a personal professional portfolio.

Course Content: The senior seminar provides an opportunity to reflect, sharpen, critique, and/or apply educational knowledge and skills that encompass the teaching profession. Topics include: classroom management strategies and instructional skills; professional portfolio that reflects students’ personal philosophies and teaching styles; skills and procedures needed for employment interviews.

Pre-requisites: Enrolled concurrently in EDUC 4990 Student Teaching.

Attendance: Required

Class Format: Discussion, student participation and demonstration.

Laboratory/Field Experience: N/A.

Readings: Instructor handouts.

Paper/Projects: Video of teaching, professional portfolio.

Evaluation: Evidence pf INTASC Standards.
EDUC 4991-003
Student teacher Seminar: Sec.
M 04:00pm-05:50pm
Staff
Spring 2006

Objectives: The student teacher will establish a professional profile using INTASC Standards; document use of various classroom management techniques; critique own teaching style; clarifying personal educational philosophies; prepare for a personal job interview; and develop a personal professional portfolio.

Course Content: The senior seminar provides an opportunity to reflect, sharpen, critique, and/or apply educational knowledge and skills that encompass the teaching profession. Topics include: classroom management strategies and instructional skills; professional portfolio that reflects students’ personal philosophies and teaching styles; skills and procedures needed for employment interviews.

Pre-requisites: Enrolled concurrently in EDUC 4990 Student Teaching.

Attendance: Required

Class Format: Discussion, student participation and demonstration.

Laboratory/Field Experience: N/A.

Readings: Instructor handouts.

Paper/Projects: Video of teaching, professional portfolio.

Evaluation: Evidence pf INTASC Standards.
EDUC 5313-001
Earth Science/Astronomy
A. Arora
W 06:00pm-09:00 pm
Spring 2006

Objectives:

Course Content:

Prerequisite:

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
EDUC 5320-001
Survey of Moderate & Severe Disabilities
Staff
M 05:30pm-09:00 pm
Spring 2006

Objectives: To successfully complete the course, students must demonstrate mastery of the following: Terminology relevant to the field of mental retardation, developmental disabilities, moderate, severe disabilities. Theoretical approaches with regard to the history etiology, identification, classification of children with moderate and severe disabilities; supports for students including physical, communication, technology and pedagogical; evaluation and assessment strategies; successful instructional environments; community supports and transition plans.

Course Content: Characteristics, definitions, education, and medical issues related to children with more severe disabilities. Special emphasis on preschool programming and transition plans. Inclusive strategies will be considered.

Prerequisite:

Attendance: Required.

Class Format:

Laboratory/Field Experience:


Paper/Projects:

Evaluation: All projects, class participation, and group activities will be graded.
EDUC 5321-001
Educational and Community Relations
N. Blecker
T 06:00pm-9:00 pm
Spring 2006

Objectives: To successfully complete the course, students must demonstrate the ability to: Identify local, regional, and state resources for students, parents, and schools; create a plan for interagency collaboration; identify family focused interventions; develop a parent support group; utilize community resources in IEP development; effectively communicate and collaborate with appropriate stakeholders.

Course Content: Identification of the needs of parents, schools, and community to support the child with special needs. IEP development within federal and state guidelines. Emphasis on developing supports for children with special needs using a collaborative approach that utilizes community agencies.

Prerequisite:

Attendance: Required.

Class Format:

Laboratory/Field Experience:


Paper/Projects: As assigned.

Evaluation: All projects, class participation, and group activities will be graded.
Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: knowledge of the definitions and characteristics of learning disabilities; knowledge of state and federal legislation related to individuals with learning disabilities; understanding of the educational foundations of teaching children and youth with learning disabilities; familiarity with the full range of placements for individuals with learning disabilities. The student will identify the learning characteristics of the student with learning disabilities and design appropriate instructional programs.

Course Content: This course covers characteristics of learning disabilities, definitions, history, assessment, and medical aspects. Teaching strategies associated with age groups from pre-school through adolescence. Learning strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development.

Prerequisite:

Attendance: Required.

Class Format:

Laboratory/Field Experience:


Paper/Projects: As assigned.

Evaluation:

1. Portfolio-building activity in conjunction with Hallahan et al. text 35%
2. Response to LD Life Story; Research paper 20%
3. IEP review/segment 15%
4. Final evaluation 20%
5. Class attendance and participation 10%
EDUC 5332-001
Internship in Special Education
Staff
TBA
Spring 2006

Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: the effects an exceptional condition(s) can have on a student’s life; the impact of the student’s academic and social abilities, interests and values can have on instruction; the levels of support required to meet the needs of the individual student; selecting, adapting and using instructional strategies and materials according to the characteristics of the individual with exceptional learning needs. Students shall demonstrate and evaluate research-based remediation strategies within a natural setting.

Course Content: Students will work in an educational setting, observing, planning and tutoring one or more children with special needs.

Prerequisite: EDUC 5320, EDUC 5330

Attendance: Required.

Class Format:

Laboratory/Field Experience:

Readings: Readings as assigned by instructor.

Paper/Projects:

Evaluation:

1. Review of student history 15%
2. Research paper/Classroom improvement plan 30%
3. Portfolio representing 20 hours of work with pupil 30%
4. Personal philosophy of special education 15%
5. Class attendance, participation and research presentation 10%
EDUC 5336-001
Curriculum Adaptation
Staff
W 06:00PM-9:00PM
Spring 2006

Objectives:

Course Content:

Prerequisite:

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
EDUC 5337-001  
Curriculum Based Assessment  
N. Blecker  
R 06:00PM-09:00PM  
Spring 2006

Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: identification of basic terminology used in assessment; legal provisions regarding assessment of students; recognition of impact of assessment on pre-referral, referral and special education classification procedures; use and limitations of assessment instruments; demonstrate the ability to interpret information from formal and informal assessment instruments and procedures.

Course Content: This course will focus on alternative forms of assessment, evaluating performance, implications for IEPs. Informal assessments in all subject areas will be covered in addition to portfolio assessment, authentic assessment and behavioral assessment.

Prerequisite: EDUC 5320

Attendance: Required.

Class Format:

Laboratory/Field Experience:


Paper/Projects:

Evaluation:

1. Class presentation of a published assessment instrument 20%
2. Present level of educational performance 20%
3. Short essay assignments from textbook 25%
4. Midterm evaluation 25%
5. Class attendance and participation 10%
EDUC 5351-001
The Practice of Speaking and Listening
R. Tinsley
T 06:00PM-09:00PM
Spring 2006

Objectives: The student will demonstrate understanding of the various instructional roles and functions of the English/Language Arts teacher in public schools today; explore and analyze speaking and listening instructional methods, programs, and assessments currently in use in public secondary schools; evaluate a wide variety of speaking and listening teaching methods and assessment techniques.

Course Content: This course offers participants a wide array of methods and techniques for teaching speaking and listening with special emphasis on practical professional development for the English/Language Arts classroom. The course also provides a general background regarding professional concerns, as well as hands-on experience preparing and presenting teaching materials, constructing lesson plans, and designing assessment instruments.

Prerequisite: Graduate standing or admission as a non-matriculating graduate student

Attendance: Required.

Class Format: Lecture, demonstration, discussion, student presentations.

Laboratory/Field Experience:


Paper/Projects: Weekly homework, 3 article summary/responses, 1 presentation/project

Evaluation:

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<th>Component</th>
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<td>Critical reading responses</td>
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<td>Article summary/responses</td>
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<td>Exams</td>
<td>16%</td>
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<td>Project/Presentation</td>
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EDUC 5354-001
Approach to Teaching Literature and Culture
F. Mench
W 06:00PM-09:00PM
Spring 2006

Objectives: Designed to illuminate what ancient Greek civilization tells us about the nature and value of the examined life as the Greeks understood it and as we interpret it today. Ideas we will explore include the meaning of life, the fear of death, youth versus old age, family relationships, friendship and its limitations, self-interest versus the public welfare, the meaning of the good, anger and restraint, the place of women in society, hubris and its control, justice and how to obtain it, home and homelessness, power and messages in art, religion and society.

Course Content: This course will focus on classical Greek history, art, literature and culture in a context geared to teaching Greek drama, philosophy and epic in their historical setting. The Homeric epics, the Iliad and the Odyssey, are central to the study. Consideration will be given to how the metaphor of the journey stretches across the centuries to the ideas and literature of our own time, to Ralph Ellison’s Invisible Man, James Joyce’s Ulysses, and Eugene O’Neill’s Mourning Becomes Electra.

Prerequisite: EDUC 5352 or, with POI, acceptance into the Examined Life program

Attendance: Required. More than one absence will lower your grade incrementally.

Class Format: Lectures to fill in background material. Discussion of the ancient works and their later use. Films (some in class, some out). Half of the class meetings will be held Wednesday night with the class. The other half will be as part of the Examined Life Project sponsored by the Interdisciplinary Center for Hellenic Studies at Stockton, meeting Saturday mornings or Wednesday evenings.

Laboratory/Field Experience:

Readings: Aeschylus – Oresteia (Agamemnon, Libation Bearers, Eumenides) Aristophanes (Lysistrata & Clouds) Euripides (Trojan Women, Medea & Electra) Homer (Iliad & Odyssey) O’Neill, E. (Mourning Becomes Electra) and others as assigned.

Paper/Projects: Weekly short papers on readings and issues plus at least one project designing a curricular exercise you could use with your students. Some in-class writing. Participation in the computer conferencing system WebCaucus.

Evaluation: A mix of short quizzes, exams and the papers, plus class participation, including attendance, and the WebCaucus weekly journal.
EDUC 5372-081  
Measurement and Geometry/Middle School  
J. Quinn  
M 03:30pm-06:30pm  
Spring 2006  

Objectives: The MAED program offers advanced professional development in effective teaching and learning, providing graduate level instruction in a range of disciplines and content areas. Coursework reflects Stockton’s commitment to the liberal arts tradition and emphasis on interdisciplinary studies. By promoting the role of teachers as reflective practitioners, decision-makers, and professionals who evaluate the role of teachers as reflective practitioners, decision-makers, and professionals who evaluate the effects of their actions on others, the degree program addresses the needs of the community.

Course Content: Identifying two-and three dimensional shapes and their properties; solving problems involving two and three dimensional shapes; making and either proving or disproving conjectures about geometric shapes; transformational geometry and its connections to congruence and similarity; coordinate geometry; connecting geometry to other mathematical topics and to topics in other disciplines; understanding common forms of measurement, and using appropriate measurement tools and units; understanding and using measurement formulas.

Prerequisite: Only open to those holding teaching certificates.

Attendance: Required.

Class Format: Demonstrations, explorations, computer investigations, research presentations, and student presentations.

Laboratory/Field Experience:

Readings: To be announced.

Paper/Projects: Deliver a professional lesson to the class, based on content taught in the course, appropriated pedagogy, and current trends in research.

Evaluation: Projects and presentations.
EDUC 5372-082
Measurement and Geometry/Middle School
J. Quinn
R 04:00pm-07:00pm
Spring 2006

Objectives: The MAED program offers advanced professional development in effective teaching and learning, providing graduate level instruction in a range of disciplines and content areas. Coursework reflects Stockton’s commitment to the liberal arts tradition and emphasis on interdisciplinary studies. By promoting the role of teachers as reflective practitioners, decision-makers, and professionals who evaluate the effects of their actions on others, the degree program addresses the needs of the community.

Course Content: Identifying two-and three dimensional shapes and their properties; solving problems involving two and three dimensional shapes; making and either proving or disproving conjectures about geometric shapes; transformational geometry and its connections to congruence and similarity; coordinate geometry; connecting geometry to other mathematical topics and to topics in other disciplines; understanding common forms of measurement, and using appropriate measurement tools and units; understanding and using measurement formulas.

Prerequisite: Only open to those holding teaching certificates.

Attendance: Required.

Class Format: Demonstrations, explorations, computer investigations, research presentations, and student presentations.

Laboratory/Field Experience:

Readings: To be announced.

Paper/Projects: Deliver a professional lesson to the class, based on content taught in the course, appropriated pedagogy, and current trends in research.

Evaluation: Projects and presentations.
Objectives: Upon completion of the course, the student will: differentiate content to help students make the necessary connections for learning to occur in the best possible way; create instructional environments that will maximize the learning opportunities that will assist students in developing the knowledge and skills necessary for achieving positive learning outcomes; demonstrate an understanding regarding how to differentiate content in the mixed ability classroom.

Course Content: This course will examine and present in detail curriculum development, how students learn, and meeting the diverse needs of students. An emphasis will be on academic success by differentiating content in the classroom with curriculum materials.

Prerequisite:

Attendance: Required.

Class Format:

Laboratory/Field Experience:


Paper/Projects: As Assigned

Evaluation: Traditional assessment will include quizzes and tests; performance assessments will include oral presentations, observation reports, lesson plans and a reflective journal.