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 falls within New Jersey’s No Child Left Behind legislation for earning a middle school mathematics teaching certification. Technology will also be a 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:

Exam 1 15%
Exam 2 15%
Final Exam 20%
Quiz Average 15%
Homework & Labs 15%
Project 20%
Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: 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 3515-001
Families Schools and Communities
L Leahey
M 06:00PM-09:50PM
Fall 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 professional expectations, and the importance of a collegial community to enhance learning.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions, group work.

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 3515-082
Families Schools and Communities
I. Helfgott
M 06:00PM-09:50PM
Fall 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 professional expectations, and the importance of a collegial community to enhance learning.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions, group work.

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  
W 06:00PM-09:50PM  
Fall 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 professional expectations, and the importance of a collegial community to enhance learning.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions, group work.

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  
J Miller  
W 06:00PM-09:50PM  
Fall 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 professional expectations, and the importance of a collegial community to enhance learning.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussions, group work.

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  
D Dunlevy  
R 06:00PM-09:50PM  
Fall 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 professional expectations, and the importance of a collegial community to enhance learning. 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.

Prerequisites:

Attendance:  Required

Class Format:  Lecture, discussions, group work.

Laboratory/Field Experience:


Paper/Projects:  Frequent writing assignments. NJ Professional Standards Portfolio.

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  
Fall 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 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:


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.
EDUC 3610 002  
Technologies for Educators  
K Maul  
M 06:00PM-09:50PM  
Fall 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 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.
EDUC 3610 003
Technologies for Educators
K Maul
W 06:00PM-09:50PM
Fall 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 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 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.
EDUC 3610 005
Technologies for Educators
Staff
TR 12:30AM-02:20PM
Fall 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 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.
EDUC 4101-001  
Fieldwork in Education  
C. Myrtetus  
TBA  
Fall 2006

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: Admission to the Education Program.

Co-requisite: EDUC 4105 and 4200

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
J. Qiaquinto
TBA
Fall 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: Admission to the Education Program.

Co-requisite: EDUC 4105 and 4200

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: 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: Admission to the Education Program.

Co-requisite: EDUC 4105 and 4200

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

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Prerequisites: Admission to the Education Program.

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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 4105-001
Literacy Development
D Whitaker-Volturo
M
06:00PM-09:50PM
Fall 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, paper-literacy sites, 1 presentation project.

Evaluation: Homework, Exams, paper, and Project/Presentation.
EDUC 4105-002  
Literacy Development  
B LaFave  
T  06:00PM-09:50PM  
Fall 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.
EDUC 4105-003
Literacy Development
R Tinsley
TR
12:30PM-01:55PM
Fall 2005

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. Evaluate a wide variety of literacy development methods and assessment techniques; create and modify lessons to meet individual literacy development needs; and, analyze the roles of literacy development in our society at the family, community, and national levels.

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, article summary/responses, paper presentation project.

Evaluation: Homework, Exams, Article Summary/Responses, and Project/Presentation.
EDUC 4110-001
Reading and Language Arts: Elementary
A. Bubeck
T 03:35PM-05:25PM
Fall 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 4101, and EDUC 4200. Permission of the program required.

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 4110-002
Reading and Language Arts: Elementary
A. Bubeck
W 03:35PM-05:25PM
Fall 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 4101, and EDUC 4200. Permission of the program required.

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
A. Bubeck
R 03:35PM-05:25PM
Fall 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 4101, and EDUC 4200. Permission of the program required.

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.
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.

Corequisite: EDUC 4101 and 4200. Permission of the program required.

Attendance: Required

Class Format: Lecture, discussion, class presentation/with peer teaching.

Laboratory/Field Experience:

Readings: Content area reading and writing. Fostering Literacies in Middle and High School Courses (Unrau).

Paper/Projects: 2 reaction papers on 3 readings from periodicals, etc. that pertain to reading in the student’s content area. Weekly double entry journal, class presentation.

Evaluation: Class participation, individual readings, and class presentation, quizzes and exam grades.
Objectives: This course is specifically designed for students who are in training to become K-8 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; using, adapting and developing instructional materials; implementing alternative teaching models and techniques; integrating mathematics in other content areas; and assessing student learning.

Prerequisites: EDUC 4101, EDUC 4200

Corequisite: EDUC 4110, EDUC 4600, EDUC 4610. Permission of the program required.

Attendance: Necessary.

Class Format: Demonstrations, practicing teaching, student presentations.

Laboratory/Field Experience: Coordinated with EDUC 4600.


Paper/Projects: Written assignments, sample lessons on topics in the field of mathematics Education, manipulative-based math lesson fieldwork experience, and micro-teaching.

Evaluation:

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<td>25%</td>
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<td>Reflective Journal</td>
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EDUC 4150-002
Methods of Teaching Elementary Math
N Boakes
T 12:30PM-02:20PM
Fall 2006

Objectives: This course is specifically designed for students who are in training to become K-8 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; using, adapting and developing instructional materials; implementing alternative teaching models and techniques; integrating mathematics in other content areas; and assessing student learning.

Prerequisites: EDUC 4101, EDUC 4200

Corequisite: EDUC 4110, EDUC 4600, EDUC 4610. Permission of the program required.

Attendance: Necessary.

Class Format: Demonstrations, practicing teaching, student presentations.

Laboratory/Field Experience: Coordinated with EDUC 4600.


Paper/Projects: Written assignments, sample lessons on topics in the field of mathematics Education, manipulative-based math lesson fieldwork experience, and micro-teaching.

Evaluation:

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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; using, adapting and developing instructional materials; implementing alternative teaching models and techniques; integrating mathematics in other content areas; and assessing student learning.

Prerequisites: EDUC 4101, EDUC 4200

Corequisite: EDUC 4110, EDUC 4600, EDUC 4610. Permission of the program required.

Attendance: Necessary.

Class Format: Demonstrations, practicing teaching, student presentations.

Laboratory/Field Experience: Coordinated with EDUC 4600.


Paper/Projects: Written assignments, sample lessons on topics in the field of mathematics Education, manipulative-based math lesson fieldwork experience, and micro-teaching.

Evaluation:

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EDUC 4200-001  
Practices & Techniques of Teaching  
C. Myrtetus  
MW 03:35PM-05:25PM  
Fall 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.

Corequisite: EDUC 4101, EDUC 4110 or EDUC 4120. Permission of the program required.

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-09:50PM
J Giaquinto
Fall 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.

Corequisite: EDUC 4101, EDUC 4110 or EDUC 4120. Permission of the program required.

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-04:20PM  
K Lebak  
Fall 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.

**Corequisite:** EDUC 4101, EDUC 4110 or EDUC 4120. Permission of the program required.

**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
W 06:00PM-09:50PM
J Gatto
Fall 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.

Corequisite: EDUC 4101, EDUC 4110 or EDUC 4120. Permission of the program required.

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
M Hinman
TBA
Fall 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: EDUC 4101, and EDUC 4200. Permission of program required.

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
P Vaughan
TBA
Fall 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: EDUC 4101, and EDUC 4200. Permission of program required.

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
M Barto
TBA
Fall 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: EDUC 4101, and EDUC 4200. Permission of program required.

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
L Kelpsh
TBA
Fall 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: EDUC 4101, and EDUC 4200. Permission of program required.

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 05:00PM-08:50PM
Fall 2006

Objectives: Students will demonstrate understanding of the various instructional roles and functions of the English teacher in public schools today; explore and analyze English language instructional methods, programs, and assessments currently in use in public secondary schools; evaluate a wide variety of English teaching methods and assessment techniques; create and modify lessons to meet individual developmental needs; and, analyze the function of English language development in our society at the family, community, and national levels.

Course Content: The course offers participants a wide array of methods and techniques for teaching English (grammar, literature, oral and written communication skills) with special emphasis on practical preparation for the secondary English 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.

Prerequisites:

Attendance: Required.

Class Format: Lecture, discussion, student demonstrations.

Laboratory/Field Experience:


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

Evaluation:
EDUC 4605 001
Methods of Teaching Social Studies
L Binowski
T 05:00PM-08:50 PM
Fall 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:

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:

Attendance
Lesson Presentations
Unit Plan
Article Reviews
Textbook Presentation
EDUC 4606 001
Methods of Teaching Science and Math
A. Arora
T 06:00PM-09:50 PM
Fall 2006

Objectives: To prepare pre-and in-service teachers to carry out instruction in a way that will motivate students to learn content, sources of further content information and to practice science and mathematics skills through self inquiry and discovery; to involve enrolled students in hands-on investigative type activities and in discussion and learning evolving from these investigations as an appropriate model for their own teaching; to motivate students to continue, as teachers, to improve their instructional approach throughout their teaching career; to be able to design written plans for sequences of lessons that indicate a high level of student involvement in the instructional process.

Course Content: Involves students in a number of hands-on investigative driven model lesson sequences followed by students developing and teaching lessons following the model. The course differentiates among different levels of opportunity for student involvement in instruction and offers students opportunities to also use an instrument labeled “The Levels of Inquiry/Discovery matrix” to design instruction and to assess their own teaching. The book manuscript used in the course includes a number of activities that all students are expected to complete that strengthen their ability to practice instruction in a thoughtful and useful way that leads to higher levels of student learning of science and related basic skills.

Prerequisites:

Attendance: Required at all classroom sessions.

Class Format: Hands on investigations and visits to schools and a professional convention followed by in-class discussion and summary lectures.

Laboratory/Field Experience: See above; also includes science investigations outside the traditional classroom.

Readings: As assigned.

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

Evaluation: Lesson plans and other written materials will be evaluated, as will preparation for teaching using these plans. Instructor may visit classrooms where actual teaching is underway and evaluate instruction against model. Attendance and participation in all activities is expected.
EDUC 4607 001
Methods of Teaching World Language
M Hussong
T 06:00PM-09:50PM
Fall 2006

Objectives: The course provides basic principles and practical instructional techniques for K-12 world language (WL) teaching, based on the New Jersey Core Curriculum Content Standards (CCCS), the INTASC Standards, and the NCATE Standards for World Language.

Course Content: Students will understand the historical development of WL Instruction in Europe and the U.S., and know the value of WL Learning (NCATE 6b). Apply theoretical foundations and second language acquisition research to WL teaching and learning (NCATE 3a, INTASC 2).

Prerequisites:

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 4608-801
Methods of Teaching Art
D. Grimes
TBA
Fall 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:

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 School  
M. Hinman  
T 05:30PM-08:30PM  
Fall 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. This special methods class will focus on the organization of the elementary classroom, integration of subject matter using appropriate learning materials and the skills necessary to enhance critical thinking.

Prerequisites:

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: Midterm, written assignments and final exam.
EDUC 4610 002  
Methods of Teaching Elementary School  
P. Vaughan  
T 05:30PM-08:30PM  
Fall 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. This special methods class will focus on the organization of the elementary classroom, integration of subject matter using appropriate learning materials and the skills necessary to enhance critical thinking.

Prerequisites:

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: Midterm, written assignments and final exam.
EDUC 4610 003
Methods of Teaching Elementary School
M. Barto
T 05:30PM-08:30PM
Fall 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. This special methods class will focus on the organization of the elementary classroom, integration of subject matter using appropriate learning materials and the skills necessary to enhance critical thinking.

Prerequisites:

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: Midterm, written assignments and final exam.
EDUC 4990 001
Student Teaching
Staff
TBA
Fall 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: Recommended GPA of at least 3.0; EDUC 4101, EDUC 4110, or EDUC 4120, EDUC 4600, and EDUC 4200, each completed with a grade of A or B; all other college and certification requirements completed.

Corequisite: Concurrent registration in Methods course. Permission of the program required.

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 of INTASC Standards.
EDUC 4991-001
Student Teaching Seminar: Elem.
R. Bubeck
M 04:00PM-05:50PM
Fall 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.

Corequisite: Concurrent registration in EDUC 4990 Student Teaching. Permission of the Program.

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 of INTASC Standards.
EDUC 4991-002
Student Teaching Seminar: Elem.
N. Hirschfeld
M 04:00PM-05:50PM
Fall 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.

Corequisite: Concurrent registration in EDUC 4990 Student Teaching. Permission of the Program.

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 of INTASC Standards.
EDUC 4991-003
Student Teaching Seminar: Sec. R. Bubeck
M 04:00PM-05:50PM
Fall 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.

Corequisite: Concurrent registration in EDUC 4990 Student Teaching. Permission of the Program.

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 of INTASC Standards.