Let the main object of this, our Didactic, be as follows: To seek and to find a method of instruction, by which teachers may teach less, but learners learn more; by which schools may be the scene of less noise, aversion, and useless labour, but of more leisure, enjoyment, and solid progress...

---John Amos Comenius, The Great Didactic

Schools aren't as good as they used to be, but then they never were.

---Will Rogers

This course has two purposes. The first is to introduce you to the most current and, from the viewpoint of educational research, the most effective teaching practices. In this sense, the course will be practical. The second and more important purpose is to explore the psychological assumptions implicit in these practices. The major outcome to be expected of this course is an ability and willingness to examine your own beliefs about teaching in light of established principles of learning and teaching.

Throughout the term we will discuss topics that are of immediate concern to teachers as well as of theoretical interest to researchers. In order to make the discussions more real to you, a field experience is built into the course. You will be placed in an elementary or secondary classroom as an assistant teacher for about four hours per week beginning in early February. You must attend one of the two scheduled organizational meetings with the Department's Field Coordinator to complete questionnaires and receive information about this field experience. You cannot successfully complete the course without completing the forms at this informational meeting. The meetings will be held in Prosser Auditorium at 5:00 PM on January 12 and 11:45 AM on January 13.

Although I will lecture occasionally, I prefer that most class sessions have a discussion format. I welcome questions and discussion of the material at any time, and encourage you to ask for clarification whenever you need it. Some of the material is difficult, and lectures are designed to clarify or illustrate principles and concepts. It is therefore important that the assigned material be read in advance of class. To encourage this, I am requiring that you complete a one-page T-chart for each class session in which readings are assigned. These T-charts are explained more fully in a later section.
CONTENT OBJECTIVES:
- Students will demonstrate an understanding of the major constructs and principles of Piaget's theory of intellectual development.
- Students will demonstrate an understanding of the major constructs and principles central to Gardner's theory of multiple intelligences.
- Students will demonstrate and understanding of the major constructs and principles related to a variety of theories of motivation.
- Students will demonstrate an understanding of classroom management concepts and strategies.

ATTENDANCE POLICY
Attendance will be taken in class. Each unexcused absence will result in a reduction of the "attendance" portion of your final grade. Details are given in the section on course requirements.

Regular attendance at the field experience is essential. I am asking your cooperating teacher to provide you with a professional experience. This, in turn, requires a sense of professional responsibility from you. An unexcused absence will result in termination of the field experience and a failing grade in the course. If you must miss a scheduled session at your school due to illness or emergency, you must call your school and make sure that a message gets to your cooperating teacher and call Mrs. Modjadidi, our Field Coordinator, at 610-861-1473.

REQUIRED TEXTS

EVALUATION POLICY
Each assignment will be given a letter or numerical grade based on a 100 point scale, and will have the following weight when determining your final course grade:
- Quizzes (Multiple Choice) 25% (5 @ 5% each)
- Midterm Exam (Multiple Choice and Essay) 10%
- Multiple Choice Questions 5% (5 @ 1% each)
- Lesson Plans 15% (3 @ 5% each)
- Final Exam 20%
- T-Charts 10%
- Coop's Evaluation 5%
- Attendance/Participation 10%

The following grade conversions will be used in determining your recorded letter grade for the course:

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
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<tr>
<td>84 - 86</td>
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<td>80 - 82</td>
<td>B-</td>
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<td>77 - 79</td>
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</tr>
<tr>
<td>60 - 63</td>
<td>D-</td>
</tr>
<tr>
<td>59 - 0</td>
<td>F</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

Multiple Choice Quizzes
Five multiple choice quizzes will be given on or about the dates indicated on the reading/topic schedule. Each multiple choice quiz will be comprised of questions written by students in the class to be consistent with specific levels of Anderson’s cognitive taxonomy. (Value: 5% each quiz, 25% total).

Multiple Choice Questions
You are responsible for writing three multiple choice questions for each of the five scheduled quizzes. The purpose of this activity is to develop the ability to write multiple choice questions at specific levels of Anderson’s cognitive taxonomy, and to become familiar with the best practices for writing and evaluating multiple choice test items. Items written by members of the class will be used in developing the periodic quizzes. (Value: 1% for each of the five set of three questions, 5% total).

Midterm Exam
The midterm exam will be comprised of a mix of multiple choice questions and essay questions. A list of essay questions will be distributed in advance and discussed in class. A subset of those questions will be used in the midterm exam. (Value: 10%)

T-Charts
A T-Chart is a page of notes which contains direct quotations, vocabulary, or references to sections of assigned readings in the left-hand column and your reflections, thoughts, reactions, etc. in the right hand column. Cognitive research suggests that T-Charts are effective in helping students to understand and remember complex information. My hope is that your experience with this form of study will influence you to use T-Charts with your own students. I will distribute templates for T-Charts in class, but you are free to design your own as well. Your charts should be completed at the time that the content is being discussed in class. While I will not collect them until the end of the semester, I will randomly call on people to read some of their entries in class. The quality of your response will be reflected in your participation grade. I have attached a sample completed T-Chart at the end of this syllabus. I will collect your T-Charts near the end of the semester. They should be submitted in chronological order in a three-ring binder. (Value: 10%)

Lesson Plans
Three formal lesson plans are due on the dates indicated in the reading/topic schedule. The plans must all be related to the specific themes indicated on the schedule, but all can be at grade levels of your choice. You must use the formal format attached to the end of this syllabus. The first plan must be written to conform with constructivist principles, the second from a multiple intelligences perspective, and the third to conform with the TARGET model. Each lesson plan must have attached a one page explanation of how the plan satisfies the principles or elements of the perspective from which it was written. A description of the requirements of each plan is attached to the end of the syllabus.

Field Experience Evaluation
Your cooperating teacher’s evaluation of your performance in your field experience will be calculated into your final grade. However, an unexcused absence from the field experience will result in termination of the experience and a grade of F for the course. The evaluation will be placed on file for consideration by the Teacher Education Committee if you apply to the teacher certification program. (Value: 5%)

Class Attendance/Participation
Class discussion of the material can be important to a fuller understanding of course content. It is therefore important that you complete the assigned readings on time, complete your T-Charts, and that you use your Charts to participate in class discussions. Attendance will also be considered when calculating your final grade. Each unexcused absence will lower your attendance and participation grade by the equivalent of one grade. One unexcused absence, for example, will result in an attendance grade of B, two unexcused absences gives an attendance grade of C, three a D, etc.
POLICY ON ACADEMIC HONESTY
Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College Faculty in 1986 adopted a statement on academic honesty, the standards of which will be strictly applied in this course. You are encouraged to read carefully the description of this policy which is printed in your Student Handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me before completing the assignment. Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.