Education 260Z: Reflective Teaching  
Fall 2006

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

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

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

**Objectives**

1. To develop teaching approaches and teacher behaviors which promote student engagement and student achievement in diverse learners.

2. To articulate, defend, and enact a personal philosophy of education.

3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.

4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

**Required Texts**


**Suggested Resources**


**Key Web Links**

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org/portal/site/ascd/index.jsp/

Moravian College Reeves Library Web Sites for Education
http://home.moravian.edu/public/reeves/books/web/edu.htm

National Council for the Social Studies
http://www.ncss.org/

National Council of Teachers of English
http://www.ncte.org/

National Council of Teachers of Mathematics
http://www.nctm.org/

National Science Teachers Association
http://www.nsta.org/

Pennsylvania Department of Education
http://www.pde.state.pa.us/pde_internet/site/default.asp

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

United Streaming from Discovery Education
http://www5.unitedstreaming.com/index.cfm

**Assignments and Grading**

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a “0.” It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.
1. Learning Log
   • Log #1: Graphic Organizer on The Classic View vs. The Official Theory due 9/05
   • Log #2: Teacher Interview: Planning the Course, Unit, and Lesson due 9/12
   • Log #3: Direct Instruction Teaching Tips List & Lesson Plan Draft due 9/18
   • Log #4: Clustering: Traditional & Authentic Assessment in my Content Area due 9/26
   • Log #5: List of Rules and Routines due 10/3
   • Log #6: Constructivism Graphic Organizer due 10/24
   • Log #7: Lesson Plan Draft due 10/31
   • Log #8: Representing to Learn in My Content Area due 11/7
   • Log #9: Questioning Tips due 11/14
   • Log #10: Learning Log Self Evaluation due 11/21

2. Microteaching I: Direct Instruction Lesson
   • Lesson Plan Draft due 9/19; Plans Implemented 9/26 (Group A) & 10/3 (Group B)
   • Analysis I due one week after implementation

3. Microteaching II: Guided Discovery Lesson
   • Lesson Plan Draft due 10/31; Plans Implemented 11/7 (Group B) & 11/14 (Group A)
   • Analysis II due one week after implementation

4. Microteaching III: Professional Development
   • Lesson Plan drafted in class on 11/21
   • Analysis III due 12/5

5. Mid-Term Exam: Principal Letter
due 10/17

6. Final Exam: Philosophy of Education Statement
due 12/12

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

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

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

Tues., Aug. 29: Building a Collaborative Learning Community
   In-Class: Ensemble Building Activities
   Autobiographical Inquiry
   Anticipation Guide

Tues., Sept. 5: Learning and Forgetting
   Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”
Log #1: Graphic Organizer on The Classic View vs. The Official Theory

In-Class: Literature Circles

Tues., Sept. 12: Planning Instruction
Due: Kauchak & Eggen, Chapter 3: “Teacher Planning: Research and Reality”
Kauchak & Eggen, Chapter 4: “Effective Teaching: The Research Base,” p. 127-142
Weinstein, Chapter 2: “Designing the Physical Environment”
Log #2: Teacher Interview: Planning the Course, Unit, and Lesson
In-Class: Lesson Planning Workshop

Tues., Sept. 19: Implementing a Direct Instruction Model
Due: Weinstein, Chapter 6: “Making the Most of Classroom Time”
Kauchak & Eggen, Chapter 7: “Direct Instruction”
Kauchak & Eggen, Chapter 8: “Lecture Discussions: Teaching Organized Bodies of Knowledge”
Log #3: Direct Instruction Teaching Tips List & Lesson Plan Draft
In-Class: Lesson Planning Workshop

Tues., Sept. 26: Assessing and Evaluating Student Learning
Due: Kauchak & Eggen, Chapter 12: “Assessing Learner Understanding”
Weinstein, Chapter 4: “Establishing Norms for Behavior”
Log #4: Clustering: Traditional & Authentic Assessment in my Content Area
In-Class: Microteaching I: Group A

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

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

Tues., Oct. 17: Motivating Learners and Involving Families
Due: Mid-Term Exam: Principal Interview
Weinstein, Chapter 5, “Working with Families”
Weinstein, Chapter 7, “Enhancing Students’ Motivation”
In-Class: Classroom Management Case Studies

Tues., Oct. 24: Helping Learners to Construct New Understandings
Due: Kauchak & Eggen, Chapter 7: “Constructivist Approaches to Instruction”
Kauchak & Eggen, Chapter 8: “Learning and Teaching Concepts”
Log #6: Constructivism Graphic Organizer
In-Class: Lesson Planning Workshop

Tues., Oct. 31: Promoting Meaningful Social Interaction
Due: Kauchak & Eggen, Chapter 9: “Guided Discovery: A Constructivist Approach to Instruction”
Kauchak & Eggen, Chapter 11: “Problem-Based Instruction”
Weinstein, Chapter 9: “Managing Groupwork”
Log #7: Lesson Plan Draft
Guided Discovery Lesson Plan Draft
In-Class: Lesson Planning Workshop

Tues., Nov. 7: Representing to Learn
Log #8: Representing to Learn in My Content Area
In-Class: Microteaching II: Group B

**Tues., Nov. 14: Asking the Right Questions & Leading Discussions**
Due: Kauchak & Eggen, Chapter 5: “Increasing Learning Through Student Involvement”
Weinstein, Chapter 10: “Managing Recitations and Discussions”
Log #9: Questioning Tips
In-Class: Microteaching II: Group A

**Tues., Nov. 21: Teaching Reading and Writing in the Content Areas**
Due: Log #10: Learning Log Self Evaluation
In-Class: Lesson Planning Workshop

**Tues., Nov. 28: Leading a Professional Development Session**
Due: Kauchak & Eggen, Chapter 10: “Learning and Teaching in Groups”
In-Class: Microteaching III

**Tues., Dec. 5: Learning and Remembering**
Philosophy of Education Workshop