



Course Syllabus: Teaching Methods in the Elementary School
Gordon T. & Ellen West College of Education
EDUC 4023
Fall 2020

Contact Information

Instructor: **Dr. Timothy Hinchman**
Physical Office Location: **330 Bridwell Hall**
Virtual Office: **Available through D2L Virtual Classroom and Zoom**
Office Hours: Tuesday and Thursday 8am-10:30am (others available by appointment)
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Preferred Form of Communication: Email
Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

Course Description

These field-based courses focus on elementary and middle school general pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc.

Textbook & Instructional Materials

Effective Teaching Methods: 9th Edition: Research-Based Practices by Gary D. Borich

Student Handbook

Refer to: [Student Handbook 2017-18](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2017-18](#)

Grading

Assignments	Points
Chapter Quizzes	260
Chapter Writing Assignments	640
Final Assignment	100

Table 2: Total points for final grade.

Grade	Points
A	900-1000
B	800-999
C	700-799
D	600-699
F	Less than 600

Course Objectives

This course is designed to prepare you to teach in the elementary/early middle school. The course will introduce you to the profession of teaching. This course provides the necessary foundation needed by future teachers to gain the pedagogical knowledge, skills, and dispositions needed to be an effective teacher. The primary goal of this course is to provide you with research- based effective teaching practices in a practical, realistic, and conversational manner.

Dispositions

Candidates in the teacher education classes are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as evaluated by the academic committee on program quality. Throughout the program, candidates are evaluated at the beginning, developing, and mastery levels of competency based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Late Work

The majority of the assignments for this course will be submitted by posting in the "dropboxes." Due dates for each module are published on the course calendar. Work turned in by 11:30 PM Central Standard Time on the due date, as evidenced by the date stamp given on the dropbox, will be considered on time and will receive full credit. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback.

Assignment grades will be posted in the grade book within 7 days after the assignment due date. If a grade is not posted, then the assignment was missing in the appropriate dropbox folder.

Check the grade book and dropbox throughout the course to review assignment feedback. If you have questions or concerns about a grade, please contact the instructor ASAP. Do not wait until final grades have been posted to discuss missing assignments or missing grades in the gradebook.

Contact the instructor in advance if you are going to be late or miss an assignment. Timely communication is an e-learning best practice. Prior email notice to the instructor in sufficient time to allow for discussing an alternative schedule is required.

The instructor will review late requests and circumstances on a **case by case basis** and **make decisions accordingly**. If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at the instructor's discretion in case of an emergency.

Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, conferences or any other event which can be planned around.

Excused Makeup Work - If a late submission has been requested in advance of the due date and the instructor grants an extension, no points will be deducted from the assignment grade.

Incompletes - (I's) will not be given except under extenuating circumstances that are discussed with your instructor prior to posting final grades whether or not you will accept late work, and any conditions you stipulate.

Important Dates

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments,

examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to login to D2L and EDUC 4023 website each week. Failure to login will result in an absence. Students will receive a grade of F on the third absence.

After an absence from the course it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in grade being lowered by one letter. It is the candidate's responsibility to make up any missed work

Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! MSU-Texas classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

- **Participation** – It is not enough to just “show up”. In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately and encourage the participation of your peers.
- **Preparation** – Complete all assignments on time.
- **Attitude** – Demonstrate the following dispositions that are essential for learning:
 - Curiosity (ask questions, look for additional answers, probe, reflect)
 - Flexibility (take alternate points of view, be open-minded)
 - Organization (plan ahead – literally, GET A PLANNER! (digital or paper and a solid 3 Ring Notebook)
 - Patience (take time to reason, be persistent in efforts)
 - Risk-taking (try things beyond your current repertoire)
 - Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by email language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of being a teacher.

Respect – Be considerate of others.

Professional Development – Remember that teaching requires a commitment to continual learning. You will be asked to complete several “chores” as the semester rolls along and the points earned for dispositions are affected by those “chores”. Timely completion of tasks (or “chores”) is an indication of your “fitness” to this profession.

Change of Schedule

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor’s drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week or Module	Readings/Themes	Assignments Due Saturday by 11:30 pm
Week 1 8/22-8/29	<ul style="list-style-type: none">• Read Chapter 1• The Effective Teacher• Constructivism Module	<ul style="list-style-type: none">• 1. EDUC 4023 Assignment #1• 2. Chapter 1 Quiz
Week 2 8/30-9/5	<ul style="list-style-type: none">• Read Chapter 2: Understanding Your Students	<ul style="list-style-type: none">• 1. EDUC 4023 Assignment #2• 2. Chapter 2 Quiz
Week 3 9/6-9/12	<ul style="list-style-type: none">• Read Chapter 3: Classroom Management I: Establishing the Learning Climate• 	<ul style="list-style-type: none">• 1. EDUC 4023 Assignment #3• 2. Chapter 3 Quiz
Week 4 9/13-9/19	<ul style="list-style-type: none">• Read Chapter 4: Classroom Management II: Promoting Student Engagement	<ul style="list-style-type: none">• 1. EDUC 4023 Assignment #4• 2. Chapter 4 Quiz

Week or Module	Readings/Themes	Assignments Due Saturday by 11:30 pm
Week 5 9/20-9/26	<ul style="list-style-type: none"> Read Chapter 5: Goals, Standards, and Objectives 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #5 2. Chapter 5 Quiz
Week 6 9/27-10/3	<ul style="list-style-type: none"> Read Chapter 6: Unit and Lesson Planning 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #6 2. Chapter 6 Quiz
Week 7 10/4-10/10	<ul style="list-style-type: none"> Read Chapter 7: Technology Integration in Instruction 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #7 2. Chapter 7 Quiz
Week 8 10/11-10/17	<ul style="list-style-type: none"> Reading Chapter 8: Questioning Strategies 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #8 2. Chapter 8 Quiz
Week 9 10/18-10/24	<ul style="list-style-type: none"> Reading Chapter 9: Teaching Strategies for Direct Instruction 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #9 2. Chapter 9 Quiz
Week 10 10/25-10/31	<ul style="list-style-type: none"> Reading Chapter 10: Teaching Strategies for Indirect Instruction 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #10 2. Chapter 10 Quiz
Week 11 11/1-11/7	<ul style="list-style-type: none"> Read Chapter 11: Self-Directed Learning 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #11 2. Chapter 11 Quiz
Week 12 11/8-11/14	<ul style="list-style-type: none"> Read Chapter 12: Cooperative Learning and the Collaborative Process 	<ul style="list-style-type: none"> 1. EDUC 4023 Assignment #12 2. Chapter 12 Quiz

Week or Module	Readings/Themes	Assignments Due Saturday by 11:30 pm
Week 13 11/15-11/21	<ul style="list-style-type: none"> • Read Chapter 13: Assessing Learners 	<ul style="list-style-type: none"> • 1. EDUC 4023 Assignment #13 • 2. Chapter 13 Quiz
Week 14 11/22-11/28	Thanksgiving Break	
Week 15 11/29-12/5		<ul style="list-style-type: none"> • Final Assignment