

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

READING, WRITING, AND MATH TEACHING METHODS
EDU 1020

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 04

Catalog Course Description:

A model for teaching reading, writing, and math methods and skills in the K-6 educational setting. More specifically the course is designed for K-6 educational paraprofessionals pursuing the academic requirements of No Child Left Behind.

Entry Level Standards:

None

Prerequisites:

None

Textbook(s) and Other Course Materials:

TBA

I. Week/Unit/Topic Basis:

Week	Topic
1	Introduction to the course Professionalism in teaching The importance of collaboration in education Journal Article review Philosophy of Education
2	Creating a learning environment Researching and Identifying Curriculum Goals of Cognitive Development
3	Identifying goals and objectives Developing lesson plans
4	Historical and current perspectives in teaching reading Journal Article discussion
5	Developing a reading curriculum
6	Historical and current perspectives in teaching mathematics Journal article discussion

7	Developing a mathematics curriculum
8	Historical and current perspectives in teaching writing Journal article discussion
9	Developing a writing curriculum
10	Lesson Plan presentations
11	Lesson Plan presentations Learning Styles
12	Assessment and evaluation in education View assessment video
13	Methods integration and the family' s contribution to the learning process
14	Adapting curriculum to meet the needs of special students
15	Unit display presentations
16	Final Exam

II. Course Objectives*:

- A. Develop an understanding of methods in teaching reading, writing, and mathematics to young children.
- B. Demonstrate a sound understanding of reading, writing, and mathematics concepts and skills in elementary classrooms.
- C. Study and critique various curricular models for teaching reading, writing, and mathematics in elementary classrooms.
- D. Identify current strategies used in teaching reading, writing, and mathematics in the elementary classroom.
- E. Study various approaches in adapting curriculum to meet the needs of special students.
- F. Observe and implement curriculum teaching in an elementary classroom setting.
- G. Develop appropriate curricular models for teaching reading, writing, and mathematics for young children.
- H. Identify valuable resources to be used in planning a curriculum for young children.
- I. Identify and critique various assessment and evaluation tools.
- J. Develop plans to implement technology within the reading, writing, and mathematics curriculum.
- K. Adapt a developed curriculum to meet the needs of a diverse population of students.
- L. Investigate the different learning styles of children and how to enhance cognitive development through unique approaches to teaching.
- M. Study characteristics and behaviors of success and professionalism in teaching.

N. Examine the role of the family in the child' s learning processes.

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use journaling as a technique to facilitate classroom lecture and discussion.
2. Compare and contrast reading models and methods used in elementary classroom.
3. Identify the scope and sequence in teaching math skills.
4. Apply knowledge of reading, writing, and math skills through teaching a lesson.
5. Discuss text and apply to practical life situations.
6. Discuss and critique classroom observations.
7. Conduct an interview with a currently practicing teacher.
8. Display knowledge of how to adapt a curriculum to meet the needs of an inclusive classroom.
9. Identify professional skills needed to teach young children and become an effective educator.
10. Identify goals for the cognitive development in elementary classroom.
11. View a video that provides examples of various types of assessment practices.

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Develop sample lesson plans for reading, writing, and mathematics. A,B,H
2. Develop a sample unit for reading, writing, and mathematics using an integrated curriculum approach. A,B,H
3. Develop a scope and sequence for teaching reading, writing, and mathematics skills. C,E,H
4. Identify educational techniques to facilitate problem solving skills. C,E,M
5. Demonstrate knowledge of instruction in mathematical areas of classification, seriation, patterning, number concepts, measurement, geometry, and problem solving. A,B
6. Locate appropriate resources to help develop lesson plans. C,E,I
7. Discuss the different theoretical approaches to math and language learning. C,E,F,K,M
8. Discuss the 5 main elements of language: phonology, morphology, semantics, syntax, and

pragmatics. A,B

9. Create environments that can facilitate learning. I
10. Discuss the foundations of reading and tools of the reading process. A,B,D,E
11. Identify methods for selecting appropriate reading material. I,L,J,B
12. Identify tools that encourage written expression. A,C,E,F
13. Discuss instructional and corrective techniques in teaching writing skills. A,C,E,F,L
14. Participate in a field experience to gain practical classroom experience. D,G
15. Display skills necessary to be a professional educator. N
16. Identify appropriate tools to assess student learning. J

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Class Assignments

1. Unit Plan 100pts
2. Math Lesson Plan 40pts
3. Reading Lesson Plan 40pts
4. Writing Lesson Plan 40pts
5. Journal Critiques 10pts each

B. Laboratory Expectations:

None

C. Field Work:

1. Classroom observation logs 10pts each
2. Cooperating teacher evaluation 10pts
3. Teacher interview 10pts
4. Attendance Log 5pts

D. Other Evaluation Methods:

1. Mid-term exam 50pts
2. Final Exam 100pts

E. Grading Scale:

VI. Policies:

A. Attendance Policy:

-students lose 3 points each time they miss a class.

B. Academic Dishonesty:

In keeping with college-wide policies, the student is expected to adhere to the general rules and regulations relevant to academic and classroom misconduct as outlined in the catalog.