

# University of Detroit Mercy

## COURSE SYLLABUS

Division: Teacher Education Program: Elementary/MS Education

Course: EDU 441

Course Cr. 2 credit hours Term dates: 1/12/04-5/04/04

Term/Year: Winter/2005 Course Location: Briggs, Room 25

Time: Wednesdays, 6:40 p.m. - 8:20 p.m.

Instructor: Oscar Eban Abbott E-mail Address: [oeaarts@aol.com](mailto:oeaarts@aol.com)

Office Hours: Arranged Telephone No. 313-702-5038

**Course Description:** This course is designed to provide hands-on, laboratory approach to teaching elementary school science. Science content and pedagogy skills will be explored. The use of technology is embedded in course activities. Current trends in science education will be discussed.

**Course Objective:** Students will be expected to begin to develop skills necessary for successful teaching and to demonstrate critical teaching competencies. Some of the competencies are to develop:

- Interest in teaching science at the elementary or middle school level with a focus on content integration.
- Understanding of the Michigan Curriculum Benchmarks for science.
- Appropriate classroom management skills and expectation that will facilitate program goals.
- Demonstrate understanding of basic content, processes and attitudes of science education
- Understanding multiple ways of assessing students and related reporting of achievement

- Understanding and conduct scientific inquiry activities
- Understand both pragmatic and theoretical framework to teaching science
- Understand the use of technology to support science
- Understand the three branches of science.
- Plan effective lessons that will engage learners
- Review child development research and implications for teaching science
- Demonstrate the ability to critique science related materials and equipment.

**Required Text:**

Sherman, S. & Sherman, R., (2003), Science and Science Teaching: Methods for Integrating Technology in Elementary and Middle Schools, 2<sup>nd</sup> ed. Houghton, Mifflin, New York: NY.

**References:**

Brooks, J and Brooks, M., (1993), The Case for Constructivist Classrooms, Alexandria: VA, Association for Supervision and Curriculum Development.

Victor, E. & Kellough, R. D., (2000) Science for the Elementary and Middle School, New Jersey: NJ, Prentice- Hall Inc.

Benchmarks for Science Literacy, (1993), Association for the Advancement of Science, Oxford Press.

**Statement of Professionalism**

All pagers and cell phone should be turned off or placed on vibrate. The learning environment will be respected at all times. You are to respect the learning environment at all times.

**Assignments and Requirements**

Study the required texts, lecture notes, and related resource materials. Complete all assignments in a timely manner. Do not ask for extensions.

- **Journal Reviews-** Three professional journal reviews will summarize current
- **Quizzes-** Three assessments will cover information presented in the recommended textbook and class discussions. (45 points)

- **Oral Presentation-** a 25 minute presentation demonstrating an effective teaching strategy is required for this course. (10) points)
- **Attendance-** 95 % attendance rate is required. (5 points)
- **Visitation to Detroit Science Center.** This will require a 2 page review of this field based experience.

**Evaluation and Grading:**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For graduate students, B grades will be awarded for satisfactory completion of all assignments and A grades will be reserved for outstanding performance. Please note there is a distribution of grades A to E in the College of Education, including pluses and minuses. **All** assignments must be typed unless otherwise noted. Use 12 point font for all assignments. Student work must be original. Student work that indicates plagiarism will refer to the Dean’ Office for review. Review the UDM’s policy on plagiarism.

Scale: 100-95 A 94-90 A- 89-85 B+ 84- 80 B 79-75 C+ 74-70 C 69- NP

**Class Policies:**

Students will be punctual, and maintain regular attendance. Absences and tardiness will affect your grade. Students who have other commitments during this course, that may impact attendance, should withdraw. This course is offered each semester. Do not ask for concessions regarding attendance.

Your grade will be compiled from these categories:

➤ Assessments ( 3)	30 points
➤ Internet Journal Reviews ( 3)	15 points
➤ Unit Plan	15 points
➤ Oral Presentation	15 points
➤ Field Trip	5 points
➤ Reflection Journal	5 points
➤ Resource File	5 points
➤ Media Critique	5 points
➤ Attendance	5 points

Max. points- 100

**Course Requirements:**

Students who do not officially withdraw from the course before the University’s official

drop deadline will receive an incomplete grade.

**Class Schedule - DRAFT**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Jan. 12	Overview	
Jan. 19	Science and Technology	Chapter 1
Jan. 26	Instructional Technology Basics	Review #1 Chapter 2
Feb. 2	How Children Learn	Chapter 3
Feb. 9	Inquiry and Discovery	Chapter 4
<b>Feb. 16</b>	Using Science Processes	Review #2 Chapter 5
Feb. 23	Planning Lessons	Chapter 6
March 2	Science in the Diverse Classroom	Chapter 7
March 9	Spring Break	
<b>March 16</b>	Real World Connections	Chapter 9
March 23	Project Based Learning	Chapter 10
March 30	Collaboration and Cooperation	Chapter 8 Review # 3
April 6	Designed- Based Learning	Chapter 11
April 13	Curriculum Integration	Chapter 12

**April 20**

Presentations

April 27

Presentations and Final Session

The instructor has the right to made modifications as needed.

**Bold dates - quiz will be given**