A. **Persons in Education**

Each student will be responsible for at least one detailed report on a well known educator. Names will be provided to eliminate duplicates.

1. **Written Report (handout)** - personal information - professional information - Publications (at least three).
2. **Oral Report**
   - Distribute the written handout
   - Summarize the information on the handout and provide any other insights.

B. **Terms, Projects, Programs**

Each student will be responsible for the language of education: There are many terms and programs or plans that are part of the profession. A list of many of these words and phrases will be used as a beginning point.

1. Students will assist in developing a written definition or explanation to be distributed as a handout.
2. An oral definition and explanation may be expected.

C. **Personal Philosophy**

Each student will write a personal philosophy of education. This will be completed in two phases. First, a draft copy and second a final copy. The final copy will be submitted to the instructor for comments.

The basic areas that may be included in the philosophy are: (no order is intended)

- classroom organization - classroom management - teaching theory - child development theory - learning theory - discipline - adding procedures - testing and assessment

As the philosophy is developed it is normal to include the source of ones thoughts. It is appropriate to include names, theories, or other sources in the written document. However, one must not assume that a name used in the philosophy comes with it an understood position or belief.
**D. Learning Theories**

Small groups will research and create a handout and provide an oral report on one of the basic philosophical positions.

- Humanistic
- Field Theory

**E. Content Area**

- Behavioral
- Developmental

Small groups will research and create a handout and provide an oral report on one of the segments of the elementary school curriculum.

The report should contain a brief history, a description of current practices, and projections for the future. Personalities that have and that are currently active in the specific area should be included in the written and oral material.

A summary or outline form may be used to provide a brief out descriptive scope and sequence for the grades 1 through 6.

**F. Written Assignments in Class**

Students will have the opportunity to use the essay process to answer or respond to issues that have been discussed in class.

All materials developed, written and distributed should be of a professional style and quality.


A summary or outline form may be used to provide a brief but descriptive scope and sequence for the grades 1 through 5 or 6.

F. A book is to be read and reported. Use the appropriate form provided for this purpose. The specific book for each class member will be determined during the first three weeks of class (from a list).

Two journal articles will be read and the appropriate form should be completed and turned in during the second half of the course.

G. Students will review and finalize portfolio requirements.

V. Administrative Course Requirements

Attendance is expected at all sessions. A specific calendar will be developed at the second class meeting. In the seminar environment each student is expected to:

- share in discussions
- provide content to the course
- use the library and other resource
- support their professional beliefs with research or documented sources

VI. Evaluation and Grading:

A. Written and oral assignments will be graded in the traditional manner.

B. A three hour comprehensive written examination will be the culminating activity for the course. The examination will be written by the graduate faculty of the Elementary Education program area. The examination will be read by three graduate faculty members and must receive a grade of pass or pass with honors from two readers.

VII. Major Topics of the Course: (these are not in a particular order)

- Elementary Education Organization
- Philosophy of Education
- Learning theories, Humanistic, Developmentalist, Behaviorist, Field Theory
- Growth and Development
- Curriculum Design, Curriculum Change
- Evaluation of Curriculum and Learning
- Classroom Instruction, Methods
- Content Areas, Subjects Taught, Trends, etc.
- Legislation and Elementary Education
- Persons in Education, Their Influence