

**EDEC 7160 & EDMS 7090**  
**Instructional Strategies for Elementary & Middle Schools**  
**Summer 2007**

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The root meaning of the word *teach* is “to show, to tell, to point out.” Everyone teaches others, and so everyone is a teacher, at least in the amateur sense. This doesn’t mean that everyone can be an *effective* teacher, however. If we look at the word *teach* in its professional sense, in relation to the word *instruction*, a more complex picture emerges. The meaning of the word *instruct* derives from the root “to build” or “to structure.” Professional teachers not only *teach* in the usual sense of the word, they also *instruct*. They *structure* classroom environments and *build* experiences for a diverse group of students. Whereas, parents, doctors, and others usually teach spontaneously by telling, pointing out, or showing, professional educators must carefully design and plan for their teaching. -- Mary Alice Gunter, Thomas H. Estes, Susan L. Mintz. (2007) *Instruction: A Models Approach*

**Required Text**

Instruction: A Models Approach (fifth edition) by Mary Alice Gunter, Thomas H. Estes, Susan L. Mintz

Other readings will be selected by the instructor and students

**Course Goals**

Expose students to theory and research on teaching and learning strategies.

Translate these theories and research findings in knowledge directly applicable to the classroom.

**Course Requirements**

- 1) Attendance and Participation: Please call me if you have to miss a class. If you miss class, see me to arrange to make up the work. Twenty five percent of your grade will depend on the quality of your contributions to the class. As a class we will define what we mean by quality contributions.
- 2) Reading to work reflections and other similar assignments will be made throughout the class. These assignments will account for 25% of your final grade.
- 3) Each of you will research an instructional approach, model, technique and make a whole class presentation that is aligned with both of the course goals. Each student’s project will be negotiated between the student and the instructor. For people with their own classroom this will be something they actually plan to use. Assessment should be

included. The class will respond to this by stating how what was presented was or will be of use to them. This will account for 25% of your final grade

4) Please keep an instruction notebook that will become a guide and source of inspiration for your teaching. Together we will decide how to make this notebook of optimum value for each of you. The idea is that these notebooks will help me understand your thinking, you keep track of your thoughts and insights, transfer what you learn in this class to your classroom. The notebook will account for 25% of your final grade. Sections will include a) notes and reflections from your reading and group work, b) burning questions and reflections, c) notes to self about your instructional practices, d) future areas to pursue.

### **Grading**

|            |            |            |           |
|------------|------------|------------|-----------|
| 93-100 = A | 87-89 = B+ | 77-70 = C+ | 60-69 = D |
| 90-92 = A- | 83-86 = B  | 73-76 = C  |           |
|            | 80-82 = B- | 70-72 = C- |           |

### **Notification of Teacher Research**

As a teacher researcher, I routinely collect, analyze, interpret, and report on data as it concerns my courses and teaching. This allows me to improve my teaching and add to the larger body of knowledge about teacher education instruction. Data collection methods such as observation, recording of class member exchanges, journal and field notes, samples of student work are all within the realm of access by me since they constitute accepted practice for better understanding teaching. If you don't want your work in this class to be a part of my research please let me know. I will be available to answer your questions about any research that is being done in this class.

### **Academic Honesty**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. All students are responsible for maintaining the highest standards of honesty and integrity in every phrase of their academic careers. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the President for Instruction and familiarize yourself with these policies.

[www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm)