

ED 589 ES Human Behavior Skills for New Teachers

Objective: The purpose of this syllabus is to guide the participant in the requirements, demands, logistics and expectations of this course.

Getting Help:

To receive technical assistance on issues related to WebCT contact:

Academic Instructional Technology Help Desk

ES 102

Monday-Thursday

8:00 a.m.-9:00 p.m.

Friday 8:00 a.m. 5:00 p.m.

(719) 5877371

ascwebct@adams.edu

Instructors: Vicki Parks, M.A. and Clarence Parks, Ph.D.

Email: vparks@alamosa.k12.co.us cmparks@adams.edu

Phone: 719.587.7394

Fax: 719.587.7176

Address: Sociology Department

Adams State College

Alamosa, CO 81102

Fall 2008 Office Hours

Monday 7:30-9:00 and 11:00-12:00pm

Tuesday 7:30-9:30am

Wednesday 7:30-9:00 and 11:00-12:00pm

Thursday 7:30-9:30am

Friday 7:30-9:30am

Course Description:

This course is for all K12 new teachers who wish to quickly learn the human behavior skills master teachers accumulate over their careers. Equipped with these skills, new teachers should have much better first years.

Students proceed through this course by reading the main text, Human Behavior Skills for New Teachers and responding in writing to thought questions contained in it. Chapters deal with misconceptions about teaching, the ten basics of human behavior related to teaching, interaction skills with students and others in the school community, what it means to behave professionally and how to do it, and how to cope with the strains teaching places on all participants. This main text is available through the Adams State College Bookstore.

A midterm and final exam over the main text are required. In addition, elementary new teachers must read and respond to questions over the supplemental text Educating Esme by Codell, and secondary new teachers must read the

supplemental text *Teacher Man* by McCourt and write a short essay on what the book has to teach new teachers. K12 licensees may read either book. These supplemental texts are available on Amazon.

The authors of the main text, and conductors of this course, **are both successful 25 year teachers and are always available by email for help and discussions.**

Credit hours: Three semester hours

Course Prerequisites: None

Required Textbooks

All students

Parks, Clarence and Vicki *Human Behavior Skills for New Teachers* (Only available through Adams State College Bookstore)

Elementary Emphasis

Codell, E. *Educating Esme: Diary of a Teachers First Year*. New York: Algonquin Books of Chapel Hill. (2001) ISBN13:

9781565122796

(paperback) Available
at Amazon.com

Secondary Emphasis

McCourt, F. *Teacher Man*. New York: Green Peril Corp. (2005) ISBN13:
9780743243780

(paperback) Available
at Amazon.com

Course Objectives and Student Learning Outcomes:

Objectives:

- A.** To communicate misconceptions about teaching that many new teachers may possess.
- B.** To transmit effectively to students the 9 basic human behavior skills most relevant to effective teaching.
- C.** To investigate interaction skills with students and others in the school community.
- D.** To discuss with new teachers what it means to behave professionally, and how to do it.
- E.** To give basic coping skills on how to cope with the strains teaching places on all its participants.
- F.** To provide a platform for students to consider problems that commonly arise in classrooms and consider how they might be solved.

Outcomes:

- A. To improve students first years of teaching by having them master the human behavior skills master teachers learn over a career.
- B. To have students comprehend the tremendous complexity of teaching, much of which is attributable to the complex human interactions involved.
- C. To have students better prepared to deal with some of the "tight spots" that inevitably occur in the first years of teaching.
- D. To give students a sense of confidence that they are prepared to deal with some of the human interaction situations involved in teaching.

Course Requirements:

Requirements for this course are to complete answers to "Your Ideas" from all chapters of the class text Human Behavior Skills for New Teachers by Vicki and Clarence Parks, successful completion of a midterm and a final exam, for elementary licensees completion of questions over Educating Esme by Esme Codell, and for secondary licensees a short paper responding to questions about Teacher Man by Frank McCourt.

Course Instructions:

- A. Start with Module 1
- B. Read the Chapter in the text that corresponds with the current Module.
- C. Complete all Assignments for the chapter; each assignment is listed within the Module.
- D. Continue through the course in a similar fashion.

Discussion Questions and Requirements

There will be participation points awarded each week based off of how well you interact with your fellow students in the weekly discussion questions. The discussions will be graded based off of your comprehension of the chapter and your ability to discuss it with your fellow students. In order to receive full credit, you must post your own response and reply to at least two other students posts. Each discussion question opens at the beginning of the week and closes the following Monday night. In order to receive full credit you will need to post your own reply to the original topic as well as at least two replies to your fellow student's replies before the discussion closes.

Final Assignments**EDUCATING ESME: FINAL ASSIGNMENT** (for New Elementary Teachers)

I. What did Esme learn and experience in her first year that might help you as a new teacher in the following areas?

- A. Dealing with parents.
- B. Effect of parents on students.
- C. Dealing with administrators.
- D. Dealing with other teachers.
- E. Failures and her personal insecurities, depersonalizing.
- F. Professionalism.

II. Discuss the 3 most difficult situations she faced in dealing with students. Evaluate her responses to each.

III. Give three examples of positive relationships with students. What did she do right to achieve them?

IV. Esme displayed much “common sense” in her teaching. Discuss and give examples.

V. Esme was very creative in terms of choosing illustrative examples to make points clear. Give examples.

VI. Write an imaginary 12

page letter Esme might have written at the end of her first year to a friend who will soon be a new teacher. Have her explain what she learned that might help her friend's first year go better.

TEACHER MAN: FINAL ASSIGNMENT (for New Secondary Teachers)

Frank McCourt had a long, varied, and successful teaching career. As you read through his book, take notes on how his experiences might help you as a new teacher. When you finish the book, turn your notes into a 3 5 page well organized essay in which you discuss how the lessons he learned in his life of teaching might help you be a better new teacher.

Grade Distribution and Scale:

Grade Distribution:

| | | |
|--------------------------------------|------------------------|------------|
| Your Ideas | Chapters 15 | 200 points |
| Midterm Exam | (over Chapters 12) | 100 points |
| Final Exam | (over Chapters 35) | 150 points |
| Elementary: Final Questions/ | Secondary: Final Paper | 100 points |
| Participation (Discussion Questions) | | 100 points |
| Total Points Possible | | 650 points |

Scale:

| | |
|---------------|---|
| 590-650 | A |
| 530-589 | B |
| 470-529 | C |
| 410-469 | D |
| 409 and below | F |