

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

OVERVIEW/SCHEDULE/INSTRUCTIONS

I. EDUC 5713: Advanced Foundations of Teaching Secondary School

Hours Credit: 3

Jennifer Dennis, Ph.D.

Nance Boyer 1078B, 581-2515

Classroom: Nance Boyer 2069

E-mail Address: jdennis@cameron.edu

Office Hours: 9:30-10:30, M, TH, F
2:15-4:15, T

*other times by appointment

Class Schedule: August 24-26, September 7-9, & September 21-23
Fridays 6-9, Saturdays 8-5, & Sundays 1-5

II. COURSE DESCRIPTION:

A survey of adolescent development, student diversity, secondary school curricula, planning and instructional strategies, grading systems and assessment procedures, classroom management techniques, and the use of technology. Includes an overview of historical and modern developments, issues, and reform-movements in secondary education.

III. CONCEPTUAL FRAMEWORK



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators, who can successfully work with diverse students.

Educators who are COMPETENT value the subject matter they teach, appreciate multiple teaching strategies, and use fair and consistent practices. Educators who are CARING exhibit a belief that all students can learn, demonstrate strong interpersonal skills, and are sensitive to student needs. Educators who are COMMITTED are reflective, lifelong learners who demonstrate professionalism and are dedicated to the profession of teaching.

IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS: (taken from the NBPTS—National Board for Professional Teaching Standards):

The successful candidate will:

1. be committed to students and learning (Proposition 1)
 - a. dedicate themselves to making knowledge accessible to all students. They believe all students can learn.
 - b. understand how students develop and learn
 - c. concern themselves with their students' self-concept, their motivation and the effects of learning on peer relationships
 - d. concern themselves with the development of character and civic responsibility.
2. are responsible for managing and monitoring student learning (Proposition 3)
 - a. know how to engage students to ensure a disciplined learning environment and how to organize instruction to meet instructional goals

V. TEACHING STRATEGIES

- Lecture
- Class Discussion
- Group Work
- Student Presentations
- Internet Research

VI. REQUIREMENTS AND ASSIGNMENTS:

<u>Assignments</u> *denotes portfolio assignment	<u>Point Value</u>
Attendance Points (45 hours @ 2 points per hour)	90
Legal Issues Power Point, due 9/7	75
Parent Involvement Plan, due 9/9	75
Classroom Management Plan*, due 9/21	160
Final Exam, 9/23	100
TOTAL POINTS	500

VII. TEXTBOOKS/MATERIALS:

Required:

Emmer, E.T., Evertson, C.M., & Worsham, M.E. (2006). *Classroom management for middle and high school teachers*. Boston: Allyn and Bacon.

Savage, T.V., Savage, M.K., & Armstrong, D.G. (2006). *Teaching in the Secondary School* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. EVALUATION/GRADING:

All work is to be turned in prior to or at the beginning of the class period on the day it is due. If there are circumstances beyond your control, please notify the instructor as soon as possible, so that appropriate arrangements can be made.

Teachers are held to a high ethical standard by colleagues, administrators, and students. In keeping with this, academic honesty is expected in this class.

The point value of all of the assignments total 500. The grading scale is as follows:

450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

IX. ATTENDANCE/WITHDRAWAL POLICY:

I expect you to attend class. You are responsible for all material covered and/or assigned in this class, whether you are present or not. If you find that you must miss a class or be late, please contact the instructor by phone or e-mail.

Last date to enroll or add a class.....	August 24
Last date to drop without entry on transcript.....	September 6
Last date to drop with a full refund	September 6
(Student is responsible for tuition/fees after this date.)	
Last date to withdraw with an automatic “W”.....	September 20

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor’s signature will receive an “F” in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of “W” in such a circumstance.

X. COURSE OUTLINE AND SCHEDULE:

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

Friday, August 24th

- Introductions
- Syllabus Review
- BREAK
- Savage, Chapter 1: The Changing World of Teaching

Saturday, August 25th

Wong “The Effective Teacher”
Savage, Chapter 2: Students and Schools
BREAK
Emmer, Chapter 4: Getting Off to a Good Start
LUNCH
Wong “The First Days of School”
Discuss Parent Involvement Plan Assignment
Parent Involvement Discussion/Activity
BREAK
3:30 Library Field Trip

Sunday, August 26th

Discuss Legal Issues Assignment
Savage, Chapter 14: Legal Issues
Computer Lab Time for Legal Issues Presentation

Homework:

Legal Issues Presentation is due 9/7
Parent Involvement Plan is due 9/9

Friday, September 7th

Legal Issues Presentations
Savage, Chapter 4: Reflective Teaching
Discuss Classroom Management Plan Assignment

Saturday, September 8th

Emmer, Chapter 1: Organizing Your Classroom and Materials
Emmer, Chapter 2: Choosing Rules and Procedures
BREAK
Wong, “Procedures and Routines”
LUNCH
“Gangs”--LPD
BREAK
Fay, “Love and Logic”

Sunday, September 9th

Parent Involvement Plan Due
Emmer, Chapter 7: Maintaining Appropriate Student Behavior
Wong, “Discipline and Procedures”
Computer Lab—Classroom Management Plan Work Time

Homework:

Classroom Management Plan due 9/21
Final Exam is 9/23

Friday, September 21st

Classroom Management Plan Due in Chalk and Wire
Hot Topics in Education—JIGSAW Method

Saturday, September 22nd

Savage, Chapter 15: Career-Long Professional Growth

Wong, “The Professional Educator”

BREAK

Savage, Chapter 7: Differentiating Instruction

LUNCH

Learning Styles video

Multiple Intelligences video

Computer Lab: What is your learning style and true color?

BREAK

Wong, “Positive Expectations”

Review for Final Exam

Sunday, September 23rd

Course Evaluations

Final Exam

XI. BIBLIOGRAPHY

Emmer, E.T., Evertson, C.M., & Worsham, M.E. (2006). *Classroom management for middle and high school teachers*. Boston: Allyn and Bacon.

George, P.S., McEwin, C.K., & Jenkins, J.M. (2000). *The exemplary high school*. Fort Worth, TX: Harcourt College Publishers.

Kellough, R.D. & Carjuzaa, J. (2006). *Teaching in the middle and secondary schools* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Marchesani, R.J. (2007). *The field guide to teaching: A handbook for new teachers*. Upper Saddle River, NJ: Prentice Hall.

Savage, T.V., Savage, M.K., & Armstrong, D.G. (2006). *Teaching in the Secondary School* (6th ed.). Upper Saddle River, NJ: Prentice Hall.