

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

OVERVIEW/SCHEDULE/INSTRUCTIONS

**I. EDUC 5073: Advanced Methods in Secondary Education**

Hours Credit: 3

Jennifer Dennis, Ph.D.

Classroom: Nance Boyer 2069

E-mail Address: jdennis@cameron.edu

Nance Boyer 1078B, 581-2515

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

\*other times by appointment

Class Schedule: Tuesdays, 4:15-6:55; August 21-December 4

**II. COURSE DESCRIPTION:**

This course is designed to teach middle and high school teachers the principles and practices of effective classroom teaching used in secondary schools.

**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. treat students equitably, recognize the individual differences that distinguish their students from one another and take account for these differences in their practice.
  - 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
2. know the subjects they teach and how to teach those subjects to students (Proposition 2)
  - a. have mastery over the subject(s) they teach and have a deep understanding of the history, structure and real-world applications of the subject
  - b. are able to use diverse instructional strategies to teach for understanding
3. 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
4. think systematically about their practice and learn from experience (Proposition 4)
  - a. are familiar with learning theories and instructional strategies and stay abreast of current issues in American education
5. are members of learning communities (Proposition 5)
  - a. collaborate with others to improve student learning
  - b. work with other professionals on instructional policy, curriculum development and staff development

**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                                | 150                |
| Textbook Review Assignment, due 9/4              | 50                 |
| Research Paper*, due 9/25                        | 100                |
| Midterm Exam, 10/2                               | 100                |
| Lesson Plans/Unit Plan*, due 10/9                | 200                |
| Lesson Presentation, 11/16 or 23                 | 100                |
| Integrated Unit*, due 12/4                       | 200                |
| Integrated Unit Presentation, 12/4               | 100                |
| <b>TOTAL POINTS</b>                              | <b>1000</b>        |

**VII. TEXTBOOKS/MATERIALS:**

Required:

Larson, B.E. & Keiper, T.A. (2007). *Instructional strategies for middle and high school*.  
New York: Routledge.

Whitaker, T. (2004). *What great teachers do differently: 14 things that matter most*.  
Larchmont, NY: Eye on Education.

**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 1000. The grading scale is as follows:

|           |   |
|-----------|---|
| 900-1000  | A |
| 800-899   | B |
| 700-799   | C |
| 600-699   | D |
| Below 600 | 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 27   |
| Last date to drop without entry on transcript.....         | August 31   |
| Last date to drop with a full refund .....                 | August 31   |
| (Student is responsible for tuition/fees after this date.) |             |
| Last date to withdraw with an automatic “W” .....          | November 14 |
| Last date to withdraw from a class .....                   | December 3  |

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.***

- August 21     Whitaker, Chapter 1  
                  Larson & Keiper, Chapter 1  
                  Introductory Activities and Announcements, Research Paper Instructions
- August 28     Whitaker, Chapter 2  
                  Larson & Keiper, Chapter 2  
                  Field Trip to the Cameron Library, Textbook Review Assignment Instructions
- September 4     **TEXTBOOK ASSIGNMENT DUE**  
                  Whitaker, Chapter 3  
                  Larson & Keiper, Chapter 3  
                  Blooms Taxonomy
- September 11     Whitaker, Chapter 4  
                  Larson & Keiper, Chapter 4  
                  Unit and Lesson Planning Instructions, Differentiating Instruction
- September 18     Whitaker, Chapter 5  
                  Larson & Keiper, Chapter 5  
                  Reading in the Content Area
- September 25     **RESEARCH PAPER DUE & IN CHALK AND WIRE**  
                  Whitaker, Chapters 6-7  
                  Larson & Keiper, Chapter 6  
                  Inquiry Instruction, Midterm Exam Review
- October 2        Whitaker, Chapters 8-9  
                  Larson & Keiper, Chapter 7  
                  Midterm Exam
- October 9        **UNIT PLAN AND LESSON PLANS DUE & IN CHALK AND WIRE**  
                  Whitaker, Chapters 10-11  
                  Larson & Keiper, Chapter 8  
                  Integrated Unit Instructions & Groups Announced
- October 16        **Lesson Presentations**
- October 23        **Lesson Presentations**
- October 30        Whitaker, Chapter 12  
                  Larson & Keiper, Chapter 9

- November 6 Whitaker, Chapters 13-14  
Larson & Keiper, Chapter 10
- November 13 Whitaker, Chapters 15-16  
Larson & Keiper, Chapter 11
- November 20 Great Expectations Night
- November 27 Integrated Unit Group Work Night
- December 4 **Integrated Unit Presentations & Integrated Unit Due in Chalk and Wire  
CELEBRATE! ☺**

## **XI. BIBLIOGRAPHY**

- Guillaume, A.M. (2008). *K-12 classroom teaching: A primer for new professionals* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Kauchak, D.P. & Eggen, P.D. (2007). *Learning and teaching: Research based methods* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Lang, H.R. & Evans D.N. (2006). *Models, strategies, and methods for effective teaching*. Boston: Allyn and Bacon.
- Larson, B.E. & Keiper, T.A. (2007). *Instructional strategies for middle and high school*. New York: Routledge.
- Mitchell, M.G. (2005). *The essentials of teaching in secondary classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Price, K.M. & Nelson, K.L. (2007). *Planning effective instruction: Diversity responsive methods and management*. Australia: Thomson Wadsworth.
- Whitaker, T. (2004). *What great teachers do differently: 14 things that matter most*. Larchmont, NY: Eye on Education.