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

II. COURSE DESCRIPTION:
   This course is a survey of adolescent development, student diversity, secondary school
   curriculum, planning and instructional strategies, grading systems and assessment
   procedures, classroom management techniques, and the use of technology. It includes an
   overview of historical and modern developments, issues, and reform movements in
   secondary education. It also requires a field component in the public 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. 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:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Attendance Points (45 hours @ 2 points per hour)</td>
<td>90</td>
</tr>
<tr>
<td>Legal Issues Power Point</td>
<td>75</td>
</tr>
<tr>
<td>Parent Involvement Plan</td>
<td>75</td>
</tr>
<tr>
<td>Classroom Management Plan*</td>
<td>160</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>500</td>
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</tbody>
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VII. TEXTBOOKS/MATERIALS:

Required:

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:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
</tr>
<tr>
<td>Below 300</td>
<td>F</td>
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IX. ATTENDANCE/WITHDRAWL 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.

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.

1st Weekend
The Secondary School Classroom
The Adolescent Student
Parent Involvement
Legal Issues in Education

2nd Weekend
Classroom Management
   Organizing Your Classroom
   Choosing Rules and Procedures
   Love and Logic
   Discipline and Routines
3rd Weekend
Hot Topics in Education
Teacher Professionalism
Positive Expectations
Final Exam Review

XI. BIBLIOGRAPHY


