

University of Detroit Mercy
EDU 469-01/G1-Curriculum and Methods of Teaching in Middle, Secondary Schools
Winter 2007

Instructor: Rosa L. Stephens
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Office Location: To Be Announced
Office Hours: To Be Announced
Class Meeting: Thursdays 4:00-6:30 pm; Briggs 33
**Plus ten hours of field experience,
Five hours in an urban school and
Five hours in a suburban school.**

Catalog Description: Techniques for developing lesson plans, unit plans, and course overviews that incorporate objectives, evaluation, and a variety of teaching-learning strategies. Simulations in lesson presentation and classroom management will be conducted.

Prerequisites

Admission to the teacher certification program is required. Additionally, the following competencies are essential to successful completion of the course:

- A strong foundation in the structure and knowledge of the subject matter
- An awareness of adolescent developmental behavior
- A general understanding of learning theory

Required Text:

Richard D. Kellough, Teaching in the Middle and Secondary Schools, Eighth Edition. Pearson Merrill-Prentice Hall, Englewoods Cliffs, New Jersey, Columbus, Ohio, 2002.

*** GRADUATE STUDENTS PLEASE REFER TO PAGE 5 FOR YOUR ADDITIONAL ASSIGNMENTS**

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Course topics

Weekly topics and assignments are attached.

Field Experience

Ten-hour field experience is required, a five hour urban classroom experience and a five hour suburban classroom experience. Please note: Students with an economics minor must do field experience in economics classrooms. In each experience, the student is required to observe for four hours the instructional and classroom management practices of a teacher who serves as a mentor. The fifth hour may be spent demonstrating a teaching strategy, tutoring a student, or working with a small group under the supervision of the teacher. At each school, this experience is required AFTER the fourth observation. The goal of this field experience is to give the college student a “real view” of the routine, the curriculum, and the pedagogy of teaching. At no time, however, is the college student to be given total responsibility for the classroom and/or **left in the classroom alone with students.** A field experience packet with more specifics will be distributed.

ICHAT

All students must complete a Michigan State Police Criminal History search, and provide written documentation. This documentation will be returned to student PRIOR to beginning field work. Visit the website at <http://www.michigan.gov> for more information on completing an internet Criminal History Access Tool (ICHAT). There is a fee.

Rationale

Given the entry prerequisites listed, the objectives which follow help the student apply his/her knowledge to the development of a repertoire of technical skills of teaching that facilitate student learning. This process requires decision-making, clarification of attitudes and values, and the ability to find and use resources. Thus, this course attempts to emphasize patterns of thinking rather than "cook book" solutions to problems.

General Objectives

The readings, lectures, course activities and required field experience are designed to enable students to:

- Understand the principles of unit, course, and lesson planning
- Access state standards to use in writing objectives and planning for instruction
- Be able to write objectives to facilitate lesson planning
- Develop intervention strategies for effective classroom management
- Develop lesson plans from a unit plan and devise teaching strategies for effective presentation of the material
- Understand and effectively apply the writing process in expository writing
- Demonstrate awareness of instructional resources and materials
- Demonstrate test construction and other assessment procedures
- Develop effective motivational techniques
- Develop effective techniques in reading and study skills
- Observe and assist teachers in weekly classrooms and assess what makes them effective or

ineffective

- Develop techniques that ensure time management
- Analyze research articles from educational journals to determine practical applications
- Identify strategies to integrate use of technology in teaching
- Demonstrate questioning techniques and other strategies that develop critical thinking skill
- Understand the complex world of students ages 10-18 and individuals' diversity.
- Desire to join professional organizations and to participate in conferences and other professional developments.

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Methods of instruction

Methods of instruction include lecture, individual and group activities/presentations, discussion, and field experience.

Required Materials:

** Composition Book/Notebook for Notes and Reflections*

1. Secondary (middle or high school) textbook from student's content area.
2. A three-ring binder referred to as the Course Binder:

The course binder is intended as a management system. Use binder dividers to separate categories. The binder should be 2 1/2 to 3 inches and organized in the categories below:

[Subject to be revised/tentative]

- Title page (name, course and section, instructor, date)
- Table of contents
- Personal philosophy of education and educational goals
- Field experience documents:
 - Assignment letter completed with all signatures and date
 - Cover sheet with dates of observations completed
 - Weekly observation summaries—Guidelines for Observations (8)
 - Mentor Teacher evaluations (2)
 - Copies of thank you letters to the principal and teacher (4)
- Two journal articles on teaching: one in your major discipline and one in your minor discipline
 - Summaries must be typed, double-spaced, 2 pages.
- Lesson and Unit Plan
- Mid-term exam/ assessment tool
- Technology Assignment:
 - Short written evaluation of internet sites / information you were able to access and the degree of its usefulness.
- Self-evaluation

Course requirements

1. Attendance at all class sessions is required. Please notify the instructor via phone message when you have exceeded one (1) unexcused absence. Please include the reason for the absence. This one unexcused absence is not to include an absence on the date of a presentation or when an assignment is due. More than one unexcused

absence (absence that *is Not* approved, excused, or a verified/documentated emergency) will result in reduction of the final grade points. See the instructor if further clarification is needed.

2. Punctuality to class is expected (no exceptions please!). Points may be deducted for excessive tardiness and late work / assignments.
3. Participation in class discussion is expected and required.
4. Professional behavior in class is expected.

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Grading

The University's' Policy on Plagiarism

“As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.

Among the most serious academic offences is plagiarism, submitting the style of another author or source without acknowledgement or formal documentation. Plagiarism occurs when specific phrases ore entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure on an assignment or in a course to dismissal from the university.”

Assignments and Criteria for Evaluation of Student Performance:

1. Present a lesson. Presentation will be critiqued by the instructor and classmates. Guidelines for presentation to follow.
2. Field experience—Ten fifty minute periods in an actual classroom; five periods in an urban classroom and five periods in a suburban classroom. Eight lesson observations in the major or minor discipline and in the grade level in which the student will seek certification. Two fifty minute periods to assist teachers and/or do mini lessons. **Please note:** Students with an economics minor must do field experience in economics classrooms.
3. Practice in Constructing Tests
4. Course Binder
5. An Instructional Unit and Lesson Plan in the major area
6. Classroom Presentations

7. General participation, attendance, and punctuality

8. Self Evaluation Presentation

****NOTE: STUDENTS CANNOT PASS THE COURSE UNLESS REQUIREMENTS #1,**

#2 AND #5 ARE MET, REGARDLESS OF THE TOTAL POINTS

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Course Requirements Will Be Evaluated As Follow:

Class attendance and Participation	70 points
Field Experience	100 points
Reflective journal	60 points
Two Journal Articles and Technology Assignments	60 points
Classroom Presentations	100 points
Course Binder	50 points
Unit Plan	80 points
Developing Mid Term Exam	30 points
Present a lesson	100 points

Total 650 points = A

Evaluation and Grading

The college of Education Faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance in course. Please note there is a distribution of grades A to E in the College of Education, including pluses and minuses. The grading scale is outlined below:

Average	Grade
95 – 100	A
90 – 94	A-
85 – 89	B+
80 – 84	B
75 – 79	C+
70 – 74	C
69 – 65	D
65 or below	E

Deadlines

All assignments must be completed successfully in order to pass EDU 469-01/G1. All assignments must be turned in on time and on the due date indicated in the syllabus. Late submissions will be considered only in a personal emergency (extra – curricular activities do not constitute an emergency). Notify your instructor as soon as possible (preferably before an assignment is due) if any assignment will be late.

Graduate

All graduate students are required to complete two additional assignments: (1) A survey for secondary administrators and (2) An “Eleven to 111” poll (students will poll 20 persons from eleven years old to 111 years old asking, “What makes a good teacher?”). Assignment details will be provided in class.

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BIBLIOGRAPHY

Dallmann-Jones. The Expert Educator.

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. ASCD, 1996.

Knowles, J. Gary; Cole, Ardra L; with Presswood, Colleen S. Through Pre-service Teachers' Eyes: Exploring Field Experiences through Narrative and Inquiry. Prentice Hall, 1994.

Marzano, Robert; Pickering, Debra J.; and Pollock, Jane E. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. ASCD, 2001.

Nissman, Blossom S. Teacher-Tested Classroom Management Strategies . Prentice Hall, 2000.

Silver, Harvey, Strong, Richard & Perini, Matthew. So Each May Learn; Integrating Learning Styles and Multiple Intelligences. ASCD, 2000.

Wong, Harry K. & Wong, Rosemary T. How to Be an Effective Teacher: The First Days of School. Harry K. Wong Publications, Inc., 1998.

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Tentative Assignment Schedule for EDU 469-01/G1

<i>Date</i>	<i>Assignment</i>
<i>Jan. 11</i>	<i>Introduction, Course Overview Assigned: Module #1</i>
<i>Jan. 18</i>	<i>Module #1 Special Emphasis on pp. 13-17 Due: Reflective Journal #1</i>
<i>Jan. 25</i>	<i>Module #2 Due: Reflective Journal #2 and Critical Review of a Professional Article</i>
<i>Feb. 1</i>	<i>Module #3 Due: Reflective Journal #3 and Critical Review of a Professional Article</i>
<i>Feb. 8</i>	<i>Module #4-Assignment of Group Presentations of Modules #6-10: #06 Student-Centered Instructional Strategies #07 Teacher-Centered Strategies #08 Media, Aids, and Resources #09 Assessing Student Achievement #10 Self-Assignment of Teaching</i>
<i>Feb. 15</i>	<i>Module #5 and Peer Editing of Instructional Unit Plan (draft)</i>
<i>Feb. 22</i>	<i>Due: Instructional Unit Plan</i>
<i>March 1</i>	<i>Presentations: My Position on Classroom Management Oral/Written Assignment</i>
<i>March 8</i>	<i>Mid-Winter Break – No Class</i>
<i>March 15</i>	<i>Due: Student – Developed Mid-Term Exam and *What Makes A Good Teacher?” Research</i>
<i>March 22</i>	<i>Due: Technology Assignment – Oral/Written</i>
<i>March 29</i>	<i>Begin Group Presentations: Modules 6 – 10 Due: Field Experience Summaries</i>
<i>April 5</i>	<i>Group Presentations: Modules 6 – 10 Handout of Mini Lesson Guidelines</i>
<i>April 12</i>	<i>Students Teach A Lesson Due: Course Binder</i>
<i>April 19</i>	<i>Students Teach A Lesson *Due: Survey for Secondary Administrators</i>
<i>April 26</i>	<i>Self – Evaluation: Evaluate your potential as a classroom teacher. Emphasize your strengths and weaknesses. Reflect on how the lessons, activities, research and experiences in this class have prepared you for teaching.</i>

The course outline is tentative and may be adjusted to better meet the educational needs of the class.

****Assignment for graduate students only.***