

University of Detroit Mercy
College of Liberal Arts and Education

Course Information

EDU 473 **Curriculum and Methods of Teaching in Secondary Schools II: Social Studies.**

EDU 442 **Methods and Materials of Instruction for Elementary and Middle Schools: Social Science.**

EDU 473: Three (3) credits.

Prerequisites: MBST, EDU 402, 432

EDU 442: Two (2) credits.

Prerequisites: MBST, EDU 401, 432.

Semester/Location

Winter, 2005

Tuesday, 4:00-6:30 P.M.

Commerce and Finance, Room 208

Instructor

Kathleen L. Martel

Lincoln Park High School, Social Studies

Home Phone: 313-822-6023

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Office Hours

Tuesday, 3:30-4:00, 6:30-8:00 (By appointment only)

Commerce and Finance, Room 208

Required Texts

Tileston, Donna Walker, *10 Best Teaching Practices*, (2000) Thousand Oaks, California, Corwin Press, Inc.

Glasgow, Neal A., Hicks, Cathy D., *What Successful Teachers Do; 91 Researched-Based Classroom Strategies for New and Veteran Teachers*, (2003) Thousand Oaks, California, Corwin Press, Inc.

Gabler, Ina Claire, Schroeder, Michael, *Constructivist Methods for the Secondary Classroom; Engaged Minds*, (2003) Boston MA, Allyn and Bacon.

Requirements

1. Nine (9) reflection papers for a 3-credit class, and five (5) reflection papers for a 2-credit class. These will be from the required readings.
 - ∞ Each paper is worth 10 points.
 - ∞ 90 points possible for a 3-credit class. 50 points possible for a 2-credit class.
 - ∞ Have a minimum of two pages, and a maximum of three pages; double-spaced.
 - ∞ Begin with a list of new vocabulary.
 - ∞ Summarize the reading.
 - ∞ Apply the material to your classroom or a classroom in which you would teach.

2. Group presentation will be the same for two and three credit classes (rubric to be distributed by

2/8/05).

- ∞ Presentation will be one hour
 - ∞ Presentation will be worth 100 pts.
 - ∞ Presentation will be thematic.
 - ∞ Presentation will include a specific number of teaching methods.
 - ∞ A comprehensive lesson plan from introduction to conclusion will be submitted on the day of the presentation. A copy will be made available for each class member. This written plan will follow presentation requirements and adhere to the requirements listed in number three.
3. **All written assignments** will be typed and be of portfolio (final draft) quality.
 - ∞ 1” margins.
 - ∞ 12-point type, double-spaced.
 - ∞ No errors in the use of English grammar, mechanics or syntax.
 - ∞ Cover page with Title, Name, and Class Information.
 4. Submit all assignments on assigned dates to receive full credit.
 - ∞ **Late assignments** will receive no more than a “C.”
 - ∞ After two late assignments, a letter will be placed in your University File.
 5. You are expected to attend all classes. After **two absences**, a letter will be sent to you and a copy will be placed in your University File.
 6. Classroom participation: Ten (10) points.

Assessment and Evaluation:

1. There are 200 points possible for 3 credits, and 160 points for 2 credits. They are discussed under “requirements.”
2. Grades are determined by percentage points accumulated out of the total possible using the system outlined in the U of D Mercy Undergraduate Catalog:
 - ∞ A = 94-100 A- = 90-93
 - ∞ B+= 87-89 B = 83-86 B- = 80-82
 - ∞ C+= 77-79 C = 70-76
 - ∞ D = 60-69
 - ∞ F = 59 and below

University Policy on Plagiarism

Do your own work and acknowledge the work of others.

“...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 in a course to dismissal from the University.”

Excerpted from: University of Detroit Mercy. (Dec. 1993) Plagiarism Statement.

Tentative Class Schedule

January 11: Introductions, Syllabus, and Course Content

January 18: **Creating an Enriched and Emotionally Supportive Environment (2 credits/3 credits)**

- ∞ 10 Best Teaching Practices: Pages 1-12
- ∞ Constructivists Methods: Pages 433-458
- ∞ What Successful Teachers Do: Pages 27-29, 38-39

January 25: **Bridging the Gap Between All Learners, Regardless of Race, Socioeconomic Status, Sex or Creed (3 credits)**

- ∞ 10 Best Teaching Practices: Pages 53-56

- ∞ Constructivists Methods: Pages 462-471
- ∞ What Successful Teachers Do: Pages 115-145

February 1: **Using a Variety of Teaching Strategies That Address Different Learning Styles (2 credits/3credits)**

- ∞ 10 Best Teaching Practices: Pages 13-20
- ∞ Constructivists Methods: Pages 1-29
- ∞ What Successful Teachers Do: Pages 64-79

February 8: **Strategies That Help Students Make Connections From Prior Learning and Experiences to New Learning and Across Disciplines (3 credits)**

- ∞ 10 Best Teaching Practices: Pages 21-28
- ∞ Constructivists Methods: Pages 215-239

February 15: **Teaching for Long Term Memory is a Primary Goal (3 credits)**

- ∞ 10 Best Teaching Practices: Pages 29-36
- ∞ Constructivists Methods: Pages 69-93

February 22: **Integrating Higher-Level Thinking Skills Into Learning (2 credits/3 credits)**

- ∞ 10 Best Teaching Practices: Pages 37-44
- ∞ Constructivists Methods: Pages 364-372

March 1: **Collaborative Learning Is an Integral Part of the Classroom (2 credits/3credits)**

- ∞ 10 Best Teaching Practices: Pages 45-52
- ∞ Constructivists Methods: Pages 147-157
- ∞ What Successful Teachers Do: Pages 15-18

March 8: No Class/Spring Break

March 15: **Evaluating Learning Through a Variety of Authentic Assessments (3 credits)**

- ∞ 10 Best Teaching Practices: Pages 57-62
- ∞ Constructivists Methods: Pages 401-430
- ∞ What Successful Teachers Do: Pages 89-104

March 23: **Promoting Real-World Application of the Learning (2 credits/3 credits)**

- ∞ 10 Best Teaching Practices: Pages 63-66
- ∞ Constructivists Methods: Pages 36-68

March 29: Groups will meet to work on their Final Presentation

April 5: Group One and Two: Final Exam Presentations

April 12: Group Three and Four: Final Exam Presentations

April 19: Group Five and Six: Final Exam Presentations

April 26: Group Seven and Eight: Final Exam Presentations

REFLECTION PAPERS

EDU 473/WINTER, 2005

Reflection papers must adhere to the following qualifications:

3. Be typewritten with 12 font and 1" margins
4. Have a minimum of two pages, and a maximum of three pages; double spaced
5. Begin with a list of new vocabulary
6. Summarize the reading, using examples from the text
7. Apply the material to your classroom or a classroom in which you would teach

1. Creating an Enriched and Emotionally Supportive Environment

- ∞ 10 Best Teaching Practices: Pages 1-12
- ∞ Constructivists Methods: Pages 433-458
- ∞ What Successful Teachers Do: Pages 27-29, 38-39

2. Using a Variety of Teaching Strategies That Address Different Learning Styles

- ∞ 10 Best Teaching Practices: Pages 13-20
- ∞ Constructivists Methods: Pages 1-29
- ∞ What Successful Teachers Do: Pages 64-79

3. Strategies That Help Students Make Connections From Prior Learning and Experiences to New Learning and Across Disciplines

- ∞ 10 Best Teaching Practices: Pages 21-28
- ∞ Constructivists Methods: Pages 215-239

4. Teaching for Long Term Memory is a Primary Goal

- ∞ 10 Best Teaching Practices: Pages 29-36
- ∞ Constructivists Methods: Pages 69-93
- ∞ What Successful Teachers Do:

5. Integrating Higher-Level Thinking Skills Into Learning

- ∞ 10 Best Teaching Practices: Pages 37-44
- ∞ Constructivists Methods: Pages 364-372
- ∞ What Successful Teachers Do:

6. Collaborative Learning Is an Integral Part of the Classroom

- ∞ 10 Best Teaching Practices: Pages 45-52
- ∞ Constructivists Methods: Pages 147-157
- ∞ What Successful Teachers Do: Pages 15-18

7. Bridging the Gap Between All Learners, Regardless of Race, Socioeconomic Status, Sex or Creed

- ∞ 10 Best Teaching Practices: Pages 53-56
- ∞ Constructivists Methods: Pages 462-471
- ∞ What Successful Teachers Do: Pages 115-145

8. Evaluating Learning Through a Variety of Authentic Assessments
 - ∞ 10 Best Teaching Practices: Pages 57-62
 - ∞ Constructivists Methods: Pages 401-430
 - ∞ What Successful Teachers Do: Pages 89-104

9. Promoting Real-World Application of the Learning
 - ∞ 10 Best Teaching Practices: Pages 63-66
 - ∞ Constructivists Methods: Pages 36-68
 - ∞ What Successful Teachers Do: