

Methods In Teaching Secondary Content

EDU 347/8/9 and EDU 547/8/9– 70 2 (3 credits)

Spring 2009, ALH 211

Tuesdays 7 – 9:30 p.m.

January 19 – April 30

Dr. James Mauch

Office: 227 Curtis

Office Hours: Tuesdays 1- 3 and Thursdays 2 – 5 p.m.

Email: jwmauch@cedarcrest.edu

Office Telephone: 610.606.4666 Ext. 3420

Cell Telephone: 570.204.2906

Course Descriptions:

EDU (3)547: This course is designed to help prospective secondary and middle school social studies teachers develop the skills necessary for planning, implementing and assessing effective learning experiences in history, politics, geography, economics, psychology and sociology. Included are skills in planning from national and PDE curriculum standards including field-based experiences and performance-based assessment, dealing with classroom management issues and problems, integrating technology, and adapting/modifying learning experiences to meet the needs of exceptional and culturally and linguistically diverse students.

EDU (3)548: This course will prepare prospective secondary and middle school English teachers to design, implement and assess learning experiences that foster the development of competencies outlined in national and state standards for English and the language arts, including literature analysis and process writing as well as grammar and vocabulary development. Adaptation of learning and experiences to meet the needs of a diverse student population will be emphasized.

EDU (3)549: The purpose of this course is to prepare prospective K-12 teachers of Spanish and/or French to plan, implement and assess learning experiences designed to foster the development of communicative proficiency in the target language. Emphasis is placed on learning experiences based on national standards and resource development, including the use of technology.

Prerequisites to all methods courses: EDU 100, 200, 201; SPE 243; EDU-314, 315 or permission of department chair. Co-requisite: EDU-350.

Course Outcomes:

1. The ability to design and deliver instruction/learning experiences of quality in particular content areas based on national and state standards for instruction in middle school and high school.

2. An understanding of a wide variety of constructivist strategies as well as how they can be appropriately employed in the secondary classroom.
3. The ability to design content area instruction based on the implications of student age, abilities, interests, experiences, and the influences of students' linguistic, ethnic, racial, socioeconomic background and gender.
4. The ability to incorporate technology as appropriate within the instruction of specific content areas.
5. An understanding of the strategies used for assessment of students' skills in specific content areas.
6. The ability to use the Internet and other sources to conduct research relevant to the field of education.
7. The ability to research, select, and explain reasons behind choices of technology relevant to subject area.
8. The ability to develop strategies for motivating students.
9. Have fun, learn, and grow to be a better teacher.

Textbooks Required:

Gabler, I. C. & Schroeder, M. (2003). *Constructivist methods for the secondary classroom*. Boston: Allyn & Bacon.

Textbooks Recommended:

See the selection of recommended but not required textbooks in your particular content area available at the Cedar Crest College bookstore listed under the respective course number for your content area.

Course Requirements:

1. Work with peers in a cooperative group to design, develop, and implement a presentation that informs us about discipline-specific national and state standards.
2. Develop a lesson plan that follows CCC format and that reflect both your content area and assigned constructivist approaches and present the lessons to the class.
3. Present, to the class, examples of technology (hard and/or software) you would use in your content area. Particular emphasis should be placed on

explaining why you made the choices you did and how the hard/software you chose will enhance learning and/or teaching.

4. Develop, write, and discuss with peers original research on field trips in your content area (online night #1), innovative programs in your content area (online night #2), and the textbook selection process (online nights #3 and #4).
5. Develop, write, and present original research focusing on bringing change to the classroom setting, teacher role, student role, or classroom material as a way to support moving towards constructivist approaches (***graduate requirement only***).
6. Actively Participate in classroom activities and discussions throughout the semester, including peer-reviews and scoring of lessons.

Course Assessment:

Grades are based on the following assessments:

Constructivist Lesson (CCC Format) Plans and
Constructivist Teaching Presentations, 2 total: 15%
Technology Presentation: 10%
Standards Presentation: 5%
Online Night # 1 Assignment: 10%
Online Night # 2 Assignment: 10%
Online Night # 3 Assignment: 10%
Online Night # 4 Assignment: 10%
Reading Quizzes (total): 10%
Final Exam: 10% (graduate student paper counts as final for graduates only – all undergraduates must take final)
Class Participation: 10% (includes peer review of lessons, response papers, class discussion, professionalism, group work, in-class assignments).

Additional Course Requirements:

This course is designed for future educators, and as such requires all students to be active participants to the extent that students will assume the role of teacher for the majority of class meetings.

Graduate students are expected to demonstrate competencies in conducting and presenting original research. Research projects will focus on bringing change to the classroom setting, teacher response, teacher role, student role, or classroom material as a way to support moving towards constructivist approaches.

Attendance/Lateness/Leaving Class Early (Departmental Policy):

Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from *fully attending all* classes, *you are strongly encouraged to take this course during another semester*. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, *there will be assignments that you will not be able to make up if you are absent*.

Late Submission of Assignments:

Assignments are to be submitted on the due date to receive full credit for the work. If you are having difficulty completing an assignment, please speak to me.

Honor Philosophy:

The formal honor philosophy adopted by Cedar Crest College as outlined in the college course catalogue and student handbook is strictly followed in this class. Appropriate classroom behavior, the generation of original work, proper citation of sources consulted and used, and the creation and maintenance of a courteous, respectful classroom environment and a classroom free from distractions is implicit in the CCC honor philosophy.

The *Cedar Crest College Student Guide* includes the following under *Honor Philosophy, Community Standards for Academic Conduct, Classroom Protocol*:

Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Plagiarism:

Plagiarism is regarded as a failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of the idea(s), a grade of "0" will be earned for that paper.

Class Cancellations:

College-wide class cancellations are announced on the regular media outlets and on the college inclement weather hotline (610-606-4629). In the rare event I must

cancel an individual class, every effort will be made to notify students via e-mail of the class cancellation. I collect contact information at the start of the semester for this purpose. If a class is cancelled, we will complete all of the work scheduled during our next meeting.

Students with Disabilities:

Students with disabilities who wish to request accommodations should contact the Advising Center.

Course Schedule:

Class 1: January 20 th	Contact Information Course Introduction and Overview Review of Syllabus <u>Assignment:</u> Read 3-29. Additional readings at discretion of course professor.
Class 2: January 27 th	Personalizing Your Teaching. Standards Presentation Review Discussion: Summarize what we have learned and describe how it will affect our teaching. <u>Assignment:</u> Work on research for Online Night #1. Read 33-68.
Class 3: February 3 rd	Online Night #1. <u>Assignment:</u> Work on Standards Presentation. Read 69-113.
Class 4: February 10 th	Class Discussion – Results of Research from Online Night #1. Standards Presentation Summarize what we have learned and describe how it will affect our teaching. <u>Assignment:</u> Work on research for Online Night #2. Read 114-145.
Class 5: February 17 th	Online Night #2. <u>Assignment:</u> Read 175-213 and Prepare for Your Technology Presentation.
Class 6: February 24 th	Class Discussion – Results of Research from Online Night #2. Technology Presentation Summarize what we have learned and describe

how it will affect our teaching.

Assignment: Work on research for Online Night #3.

Class 7: March 3rd

Online Night #3.

Assignment: Read ILPE description – 215-240. ILPE teachers prepare for lesson.

Class 8: March 17th

Class Discussion – Results of Research from Online Night #3 and ILPE method.

ILPE Lesson Demonstration

Summarize what we have learned and describe how it will affect our teaching.

Assignment: Read Deductive Concept Description - 242 – 260. Deductive Method teachers prepare for lesson.

Class 9: March 24th

Class Discussion – Deductive Method

Deductive Method Lesson Demonstration

Summarize what we have learned and describe how it will affect our teaching.

Assignment: Read Inductive Concept Method – 261 – 278. Inductive Method teachers prepare for lesson.

Class 10: March 31st

Class Discussion – Inductive Method and results of research from Online Night #4

Inductive Concept Method Lesson Demonstration

Summarize what we have learned and describe how it will affect our teaching.

Assignment: Work on research for Online Night #4. (Graduate students also read 432 -471)

Class 11: April 7th

Online Night #4

Assignment: Read Introduction to Classroom Discussions - 279 – 284. Choose 1 of the three methods to read (Directed, 285 – 303; Exploratory, 305 – 321, or Reflective 323 – 343). Discussion Methods Teachers prepare for lesson (Somewhat of a choice of any of the 3, but each teacher must model a different one). (Graduate students also read 432 -471)

Class 12: April 14th

Class Discussion – Class Discussions

Discussion Lesson Demonstration

Assignment: Read Assessment, 400 – 431

Graduate students prepare talk on bringing change to the secondary classroom (Graduate students also read 432 -471)

Class 13: April 21st

Class Discussion – Class Discussions
Discussion Lesson Demonstration

Assignment: Prepare for Final Exam. Graduate students prepare talk on bringing change to the secondary classroom (Graduate students also read 432 -471)

Class 14: April 28th

Class Discussion – Assessment
Graduate Student Talks – Bringing Change
Final Exam