

Methods in Teaching Secondary Content

EDU 347/8/9 and EDU 547/8/9 (3 credits)

Spring 2010-Curtis Hall Room 354

Wednesdays 6:00-9:00 p.m.

January 20 – April 28

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Office Hours: Before class, with prior arrangement

After class at any time

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Course Descriptions:

EDU (3) 347/547: This course is designed to help prospective secondary school social studies teachers develop the skills necessary to plan, implement and assess effective learning experiences in history, civics, geography, economics, psychology and sociology. Planning skills which encompass PA Academic Standards, national commission recommendations, and resource materials are emphasized. Also included are field-based learning, innovative experiences, performance-based assessment, courseware selection, classroom management issues, the integration of technology, and modification/adjustment of instructional and learning experiences to meet the needs of exceptional, culturally and linguistically diverse students.

EDU (3) 348/548: This course will assist prospective secondary school English teachers in the planning, implementation and assessment of learning experiences that foster the development of PA Academic Standards and national commission recommendations for reading and writing. These include fiction and non-fiction literature analysis, process writing, grammar, research skills and vocabulary development. Also included are field-based learning, innovative experiences, performance-based assessment, courseware selection, classroom management issues, the integration of technology, and modification/adjustment of instructional and learning experiences to meet the needs of exceptional, culturally and linguistically diverse students.

EDU (3) 349/549: 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 the PA Academic Standards, national commission recommendations and resource materials. Also included are field-based learning, innovative experiences, performance-based assessment, courseware selection, classroom management issues, the integration of technology, and modification/adjustment of instructional and learning experiences to meet the needs of exceptional, culturally and linguistically diverse students.

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. An understanding of a variety of secondary school instructional strategies, including their design and planning, with a strong emphasis on the constructivist approach.
2. The ability to design and plan quality instructional/learning experiences for middle and high school students, based on PA Academic Standards, national commission recommendations, and a wide variety of appropriate resources.
3. The ability to design content area instruction based on the implications of student age, abilities, interests, experiences, gender, and the influence of students' linguistic, ethnic, racial, and socioeconomic background.
4. An understanding of the strategies and techniques used to assess students' skills and knowledge in specific content areas.
5. The ability to incorporate technology as appropriate within instruction and to use the Internet and other resources to conduct action research in a secondary school setting.
6. An understanding of the various strategies and techniques for motivating students, as well as key practical classroom management principles.
7. An understanding of the many innovative and field-based learning opportunities available to secondary school teachers and how to access and utilize them, e.g., feature film, video, simulations, resource persons, community projects, and field trips.
8. An understanding of the basic techniques routinely used in courseware selection.
9. An understanding of the professional expectations and opportunities associated with secondary school teaching, as well as its inherent ethical challenges.
10. Formulation of a personal response to the key question, "Do I have the courage to teach?"

Textbooks Required:

Gabler, I. C. & Schroeder, M. (2003). *Constructivist Methods for the Secondary Classroom*. Boston: Allyn & Bacon.

Additional Materials:

A variety of supplemental handouts on a number of topics will be provided by the instructor throughout the semester.

Course Requirements:

1. Write two reflection papers, the first of which describes the general teaching techniques and learning opportunities to which you were exposed during your secondary school years. The second paper will require you to describe "My Instructional Beliefs" as they presently exist.

2. Develop and share with the class two lesson plans that follow the CCC format and reflect the following: your content area, valid instructional approaches, and appropriate PA Academic Standard(s)/Anchor(s). Provide explanatory presentations to the class, after which you will receive constructive comment.
3. Work with a partner in a cooperative setting to develop, and implement a presentation to the class that incorporates at least two state and/or national standards. Receive constructive comment on the activity.
4. Present to the class examples of technology (hardware and/or software) you would use, giving particular emphasis to a rationale for the choices and how they will enhance learning and/or teaching. Receive constructive comment on the activity.
5. Present to the class a brief lesson in which either the inductive or deductive method is used to treat a theme or problem in American history, English literature or within a world language context. Receive constructive comment on the activity.
6. Develop, write, and present an original research paper focusing on bringing change to the secondary school classroom setting. Focus should be made on such key issues as: role of the teacher, role of the student, nature of classroom materials, critical thinking/problem solving, standards-based state assessment, provision for Special Education and non-English speaking students and others. This work should indicate ways in which to support moving towards constructivist approaches (*graduate requirement only*).
7. Read the textbook and other materials, successfully respond to two quizzes on the most recently assigned readings during the semester, and complete a final examination at the last class session.
8. Actively participate in classroom activities and discussions throughout the semester, including presentations, reflection, group work, critical thinking, peer-reviews and evaluations.

Course Assessment:

More detailed information will be provided for assignments. Grades will be based on the following:

- Reflection Papers (total of two): 15%
- Lesson Plans (CCC Format) and Presentations (total of two): 15%
- Standards Presentation: 10%
- Technology Presentation: 10%
- Inductive or Deductive Presentation: 10%
- Reading Quizzes (total of two): 10%
- Final Exam: 20% (everyone takes it)
- Class Participation: 10% (includes peer reviews, class discussion, professionalism, group work, in-class assignments, etc)

Additional Course Requirements:

This course is designed for future educators, and as such requires all students to be active participants. Accordingly, students should expect to assume the role of teacher/presenter for a significant portion of class meeting time.

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. Action research will be encouraged.

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

Attendance at all class meetings is expected as a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts will 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 there is difficulty completing an assignment, please speak to the course instructor.

Honor Philosophy:

The formal honor philosophy adopted by Cedar Crest College, as outlined in the college course catalogue and student handbook, will be adhered to 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 that an individual class must be cancelled, every effort will be made to notify students beforehand and/or via e-mail. Contact information will be collected at the start of the semester for this purpose. In the event of a

cancellation, every effort will be made to complete all scheduled work during the following class meeting.

Students with Disabilities:

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

Course Schedule:

Class 1: January 20

Class Introductions and Contact Information

Course Introduction and Overview

Review of Syllabus

Make Initial Groupings/Assignment/groupings

Assignment:

- Prepare first reflection paper “My Secondary School Experience as a Student”
- Read pp. 3-29 in *Constructivist Methods* (nature of teaching and learning)

Class 2: January 27

Share Reflection Paper # 1

Personalizing Your Teaching.

Class Discussion: What have we learned?

Standards Presentation Review/Group Time

Assignment:

- Prepare Standards Presentation for February 3
- Read pp. 33-68 in *Constructivist Methods* (pre-lesson planning)

Class 3: February 3

Present Standards Lessons

Class Discussion: What have we learned?

Lesson Plan Assignment Review (rationalize CCC and textbook formats)

Fostering a Classroom Culture of High Expectations (includes motivation and classroom management)

Assignment:

- Read pp. 69-113 in *Constructivist Methods* (planning professional lessons)
- Prepare Lesson Plan # 1

Class 4: February 10

Present Lesson Plans

Class Discussion: What we have learned?

Asking Questions: What Kinds? (includes Bloom’s Taxonomy, effectiveness, etc.)

Assignment:

- Read pp. 114-145 in *Constructivist Methods* (questioning skills)
- Prepare Lesson Plan # 2

Class 5: February 17

Present Lesson Plans

Class Discussion: What have we learned?

Technology Assignment Review (parameters, depth, etc.)

Assignment:

- Read pp. 175-213 in *Constructivist Methods* (technology practices)
- Prepare Technology Assignment

Class 6: February 24

Technology Presentations

Class Discussion: What have we learned?

Innovative and Field-based Learning Opportunities

Assignment:

- Prepare at least three written questions of interest to you for the March 3 guest speaker

Class 7: March 3

Guest: BD, a third-year Social Studies teacher at NAHS (answering questions on the challenges of beginning secondary school teaching)

Class Discussion: What have we learned?

Innovative and Field-based Learning Opportunities (continued)

Introduction to Constructivist Methods

Assignment:

- Read pp. 215-240 in *Constructivist Methods* (ILPE method)

Class 8: March 17

ILPE Method.

Class Discussion: What we have learned?

ILPE Lesson Activity

Courseware Selection

Innovative and Field-based Opportunities (continued)

Assignment:

- Read pp. 242 – 260 in *Constructivist Methods* (Deductive concept)
- Deductive Method teachers prepare for lesson.

Class 9: March 24

Deductive Method

Class Discussion: What we have learned?

Deductive Method Lesson Demonstrations

Assignment:

- Read pp. 261 – 278 in *Constructivist Methods* (Inductive concept)
- Inductive Method teachers prepare for lesson.
- Graduate students read pp. 432 -461 in *Constructivist Methods* (importance of change)
- Graduate students prepare paper/talk on bringing change to the secondary classroom

Class 10: March 31

Inductive Method

Class Discussion: What have we learned?

Inductive Concept Method Lesson Demonstrations

Assignment:

- Graduate students read pp. 432 -461 in *Constructivist Methods* (importance of change)
- Graduate students prepare paper/talk on bringing change to the secondary classroom

- Read pp. 400-430 in *Constructivist Methods* (assessment)

Class 11: April 7

Graduate Student Talks – Bringing Change

Class Discussion: What have we learned?

Classroom Assessment

Assignment:

- Prepare second reflection paper “My Instructional Beliefs”
- Read pp. 432-461 in *Constructivist Methods* (importance of change)

Class 12: April 14

Graduate Student Talks-Bringing Change (continued)

Change as a Constant

Class Discussion: What have we learned?

Assessment Activity (continued)

Professional Expectations, Opportunities, and Ethics

Assignment:

- Read pp. 147-158 in *Constructivist Methods* (peer-group/cooperative learning)
- Review student teaching observation criteria and local district materials

Class 13: April 21

Assessment (continued)

Peer-group/Cooperative Learning

Class Discussion-What have we learned?

Professional Expectations, Opportunities, and Ethics (continued)

Assignment:

- Prepare for Final Exam.

Class 14: April 28

Class Discussion

Final Exam

Course Evaluation

Wrap-up