Syllabus

Course Information
Course: SEED 300: Secondary Curriculum and Effective Teaching
Credits: 3
Term: Fall 2011
Sessions: 1:00-2:15 PM Tuesday and Thursday
Location: Murphy Hall 222
Materials: LiveText account (LiveText is available through the University Store)
Pre-requisite: admission to the Teacher Education Program
Co-requisites: the other courses that, along with SEED 300, make up the secondary methods block:
          EDUC 300: Teaching for Diversity
          EDUC 360: Managing the Learning Environment
          PYSC 280: Education of Exceptional Learners
          PSYC 353: Adolescent Psychology
          SEED 370: Reading in the Content Areas
          SEED 398B: Secondary Methods Block Field Experience
          (Note: When meeting with the Director of Pre-Service Teaching and Field Experiences to make arrangements for SEED 398B, be sure to ask about when to enroll in SEED 398C: Secondary Field Experience: Mentoring in the Classroom.)

Instructor Contact Information
Instructor: Kevin Moberg, Assistant Professor of Education
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Office Hours: Tuesday and Thursday: 2:30-4:00 PM; Wednesday: 8:00 AM-12:00 PM and 1:00-4:00 PM
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E-mail: kevin.moberg@dickinsonstate.edu
Messaging: add me to Facebook (facebook.com/kevinmoberg) or Google+ (kevin.a.moberg@gmail.com), or let me know if you prefer Yahoo! Messenger or Windows Live Messenger
Web site: iMoberg.com

Course Description
This course examines secondary curriculum planning, teaching methods, assessment strategies, and the holistic role of “teacher.” Through a reflective process, students will learn to develop comprehensive courses, units, and lessons that include performance-based learning objectives, utilize research-based teaching practices, personalize their students’ learning, rely on assessment data to guide current and
subsequent instruction, and help their students meet established academic standards. In the co-
requisite field experience, students will teach in a secondary school, putting into practice course topics,
including strategies for multicultural education and classroom management.

Teaching is both an art and a craft. Planning, organizing, and evaluating are aspects of the craft of
teaching, which provides a framework for student learning. Creativity, instructional style, and
interpersonal skills are aspects of the art of teaching, which allows the instructor to customize the
learning process and to meet the needs of individual students. This course will explore ways of
combining these two aspects of teaching to provide a rich and productive classroom learning
environment.

**Course Outcomes**

1. Students will define curriculum and instruction and explain their interrelationship.
2. Students will create practical curriculum and instruction documents, such as course outlines,
   unit plans, lesson plans, test blueprints, goals, objectives, outcomes, and so forth.
3. Students will demonstrate a variety of effective instructional techniques.
4. Students will create plans for their future classrooms to help students reach mastery through
   the use of research-based teaching strategies and other methods considered by educators to be
   “best practices.”
5. Students will identify means for developing as professionals in the field of education.
6. Students will observe and teach in an area secondary classroom during the methods block field
   experience.
7. Students will reflect on the methods block field experience as an opportunity to apply what they
   have learned, experiment under a classroom teacher’s mentorship, and gain new insight into
   teaching and learning.
8. Students will participate in classroom and/or online discussions that ask them to personalize
   and synthesize course information and apply it to their future work as classroom teachers.
9. Students will write about their out-of-class reading and in-class discussion to clarify and
   communicate their thoughts about how course content relates to their teaching career.
10. Students will complete an assessment of their own professional dispositions in order to reflect
    on their development as teachers and to identify areas for further effort.
Teacher Education Department Outcomes

Students will demonstrate competence in these areas (as indicated in the *Teacher Education Handbook*), some via course assignments and classroom interactions, and others while applying knowledge and skills from this course (and others) to the methods block field experience setting:

<table>
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<tr>
<th>Development of the Knowledge Base: Demonstrate a comprehensive knowledge of</th>
<th>3. subject matter to be taught</th>
<th>7. methods of teaching to insure student learning</th>
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<tr>
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<td>4. foundations of education</td>
<td>8. classroom evaluation procedures</td>
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<td>5. developmental processes through adolescence</td>
<td>9. curriculum organization and lesson planning procedures</td>
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<td>6. theories of learning that underlie teaching practices</td>
<td>10. classroom management strategies</td>
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<td>11. educational technology in classroom settings</td>
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<td>Application of Knowledge and Skills: Apply knowledge and skills by</td>
<td>1. communicating accurately and effectively in both speaking and writing</td>
<td>4. developing and utilizing various evaluative strategies and instruments</td>
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<td>2. organizing a comprehensive instructional program through effective planning</td>
<td>5. organizing and managing a classroom for optimal teaching and learning</td>
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<td>3. using a variety of instructional strategies and methods to implement unit and daily lesson plans</td>
<td>6. utilizing educational technology to enhance the learning environment</td>
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<td>7. fostering a classroom environment supportive of critical thinking and independent learning</td>
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<td>Development of Professional Standards: Demonstrate attitudes and behaviors indicative of professional standards, which include</td>
<td>1. a sense of worth of the individual and of human acceptance</td>
<td>7. sense of responsibility</td>
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<td>2. conviction that one’s teaching specialty is important to society and students</td>
<td>8. desire for professional growth through reflective self-critique</td>
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<td>3. desire to help students maximize their educational potential</td>
<td>9. confidence in carrying out the responsibilities of a professional educator</td>
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<td>4. respect for the intellectual curiosity in self and others</td>
<td>10. courteous behavior in all interactions</td>
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<td>5. appreciation of diversity in American culture and professional appearance</td>
<td>11. respect for school policies</td>
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<td>12. self-evaluation</td>
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<td>14. collaborative working relationships with colleagues</td>
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<td>Sensitivity to Diversity and Inclusion in Multicultural Education: Demonstrate sensitivity to diversity and multicultural education, and knowledge of inclusive strategies, by</td>
<td>1. demonstrating knowledge of the value of diverse cultures in the classroom</td>
<td>4. demonstrating the ability to serve as a required member of the Multidisciplinary Team for IEPs or 504 plans</td>
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<td>2. utilizing instructional strategies that appropriately accommodate students from diverse backgrounds</td>
<td>5. adapting a lesson to accommodate students with various disabilities</td>
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<td>3. demonstrating knowledge of diversity issues, such as linguistics, bilingual education, sexual orientation, etc.</td>
<td>7. demonstrating knowledge of categorical disabilities</td>
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<td>1. demonstrating familiarity with requirements for educating children with disabilities</td>
<td>8. demonstrating knowledge of appropriate curricula, instructional strategies, and interventions for students with various disabilities</td>
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<td>3. demonstrating basic knowledge of the educational diagnostic assessment process</td>
<td>9. interacting with people with disabilities</td>
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<td>Development of Reflective Decision-Making Skills: Demonstrate reflective decision-making skills by</td>
<td>1. recognizing problematic teaching situations</td>
<td>6. recognizing and evaluating intended and unintended consequences of implemented solutions</td>
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<td>2. framing and reframing the situation</td>
<td>7. applying a reflective process in all phases of instructional decision making</td>
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<td>3. recognizing the similarities and differences of the situation</td>
<td>8. recognizing that teaching decisions are situational</td>
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<td>4. experimenting with various solutions</td>
<td>9. evaluating teaching decisions in terms of professional and personal beliefs and values</td>
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<td>5. recognizing the consequences and implications of various solutions</td>
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Note, too, the April 2011 version of the Model Core Teaching Standards from the Interstate Teacher Assessment and Support Consortium (InTASC). These are intended as professional practice standards to meet with higher levels of performance for different developmental stages of a teacher’s career. In their final form, these standards may someday guide your own professional development or evaluation.


The Learner and Learning

Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher’s ongoing planning and instruction.

Standard #7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learner, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Professional Responsibility

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration. The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

University Outcomes

Students will demonstrate

1. critical thinking in a variety of contexts for lifelong learning
2. proficiency in communication skills in a variety of forms including the effective use of current technologies and other information resources
3. knowledge of national and international multiculturalism and the importance of global citizenship
4. discipline-specific knowledge and career skills related to their fields of study
Course Content
A course schedule—based on the goals of the course as indicated in the course description and course objectives provided above—is available on the course Web site, where it will be maintained throughout the semester and updated regularly with links to assignments and resources and with any changes that might occur to due dates or daily activities. Check the online course schedule regularly—certainly before each class but also early enough to allow time to prepare for each class by reading the designated chapters, completing assignments, etc.

The content of the course all relates to the teacher’s tasks of planning the curriculum for a course in a secondary school and then teaching that course using techniques that are effective with adolescent learners. Topics to be addressed in the course include

- the nature of secondary schools
- professional responsibilities
- questioning skills
- classroom environment
- setting high expectations
- planning curriculum
- planning instruction
- assessing learning
- using assessment data
- promoting higher order thinking
- differentiating instruction
- standards and mastery learning
- effective group work
- professional development
- introducing new knowledge
- deepening students’ understanding
- promoting students’ independent inquiry
- engaging students
- classroom rules and procedures
- effective relationships with students

In class, you will be asked to participate in discussion, group work, teaching demonstrations, reflective writing tasks, and other activities. Between class sessions, you can expect reading and writing assignments. You also will serve your secondary methods block field experience hours outside of class, completing some projects for this course while you are at your field experience site. The major course projects (all of them suitable options for artifacts in your Teacher Education portfolio) include

- researching and presenting on a curriculum- or pedagogy-related topic,
- creating long-range curriculum in the form of a year-long course plan,
- planning an action research project and carrying it out while teaching your students, and
- collecting effective teaching ideas and organizing those strategies by purpose.

Teaching Strategies
My teaching methods are intended to keep you active in the production of your own learning—to have you doing things in ways that are both academic and practical, allowing you to put to use the theories and techniques that you’re studying in this course. Instructional techniques and learning activities may include

- brainstorming
- cooperative learning
- demonstration
- discussion
- DVDs and videotapes
- guest speakers
- mini-lecture
- observation
- on-line activities
- one-to-one interaction
- practice exercises
- presentation
- projects
- quizzes
- reading and writing
- role playing
- self-assessment
- technology
Assessment of Learning

I will assess your learning by examining the work that you produce in and for this course, assigning point values to it, and keeping a running tally of your points earned in comparison to the total points possible, expressed as a percent. That percent will be recorded as a grade using this scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D

Work that demonstrates mastery of less than 60% of course content will be deemed failing and assigned a grade of F. At semester’s end, your accumulated points must demonstrate your proficiency at retaining and applying at least 60% of course content in order to receive a passing grade for the course overall. Note, however, that you are required by the Department of Teacher Education to earn at least a C in all your professional education courses, of which this course is one.

Work that has been plagiarized and work resulting from cheating will receive no credit in this course.

We are gathered together in this course to function as a learning community. Our interactions themselves are intended to serve as a crucial means of learning, just as your out-of-class reading, writing, and activities will serve. With that in mind, your attendance and participation are both crucial to your success in this course . . . and they are not the same thing! Earning the minimum points required to pass this course requires your consistent attendance, and gaining all that you ought to from each class requires your consistent participation (i.e., merely being present in the room is not enough). You are expected to be attentive, to participate in activities and discussions, to cooperate with classmates during group work, and to refrain from distracting yourself and others with cell phone calls, text messages, music devices, electronic games, off-topic Web sites, etc.

I will record your participation as a number of points toward your grade. In the case of an absence, consult the online course schedule and then contact a classmate afterward in order to stay informed of our work in class that day. Provided that your overall work for this course is good, the rare absence (and loss of participation points for that day) should not affect your course grade significantly. Frequent absences, however, will have a negative impact on your course grade . . . and will lead to a conversation between us regarding your future in the Teacher Education program and my willingness to approve your candidacy for full admission into the program.

If you must be absent from class for a university-sponsored event, I will excuse you from having to earn participation points for that class provided that you have made arrangements with me before the absence for completing the work to be missed. Check with me that I have received documentation from the university advisor of the event, without which I cannot verify that your absence is excused.

If you are absent from the class the day of a quiz or exam, you will not be allowed to make it up except in two cases. An exception may be made for extraordinary circumstances, which will require appropriate documentation of the emergency: a hospitalization record or a police report, for example. Another exception will be made for an absence due to a university-sponsored event, which will require not only documentation from the university advisor of the event but also advance contact from you so that we may make special arrangements for making up the quiz or exam. After I have graded and returned a quiz or exam to your classmates, you will not be allowed to make it up.
Deadlines for course assignments will enable us to make consistent progress throughout the semester and will allow for projects that involve application of previous learning (i.e., projects that “build on” your earlier work). Due dates pertain to you even if you have been absent from a previous class session. Before being absent for a university-sponsored event, you must contact me to make arrangements for submitting any assignment that is due on that day.

Unless I note otherwise, all assignments are due at the beginning of class on their due date. In order to facilitate and assess your learning even if you miss a deadline, I will accept a late assignment. However, it is subject to a 10 percentage point deduction per day late (and Day 1 begins immediately after I have collected the set of assignments at the start of class). By Day 10, the late penalty would be 100 percentage points, making the late assignment worth no points on or after that day.

The final examination is scheduled for Monday, December 12, 2:00-4:00 PM. All students must sit for the final examination.

Disability Services
Students with disabilities who believe they may need an accommodation in this course are encouraged to contact the Coordinator of Disability Services at 483-2999 in the Academic Success Center to ensure that accommodations are implemented in a timely fashion.