



## Course Syllabus

EDUC 3500    Sec. 01	Steinmann, P.	steinmpe@webster.edu
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Techniques of Secondary Education	Fall, 2006	3
COURSE TITLE	TERM	CREDIT HOURS

SITE: 50

1. Course Description: Designed to provide prospective teachers with an intensive study of the techniques of instruction, assessment, and lesson planning used in the secondary classroom. Teachers and prospective teachers are expected to integrate the professional standards from their respective disciplines into their classroom projects and class assignments.

2. Learning Outcomes: (coded with MoSTEP, NCATE, and SOE standards and goals)

- Understands theoretical principles of effective instruction to plan learning (MoSTEP 6, NCATE 1, SOE 2).
- Understands & uses a range of instructional strategies (MoSTEP 4, NCATE 1, SOE 1).
- Employs a variety of formal and informal assessments to monitor learning and modify instruction (MoSTEP 8, NCATE 1, SOE 2)
- Understands and responds appropriately to issues of diversity (MoSTEP 3, NCATE 1, 4, SOE 4).
- Acknowledges social and cultural contexts to create effective teaching and learning environments (MoSTEP 6, NCATE 1, 4, SOE 4).
- Adapts instruction to individual's knowledge, ability, and background (MoSTEP 2, NCATE 1, SOE 2,4).

3. Schedule of Class Topics

- Week 1 Effective Instruction
  - Orientation and Overview
  - Research about Adolescents
  - Retaining Information
  - Determining Quality Schools

- Week 2 Effective Lessons
  - Model Lesson Plans
  - Providing choice
  - Collaborative Teaching
  
- Week 3 Diversity
  - Cultural Awareness
  - Learning Options for all students
  - Strategies for improving MAP scores
  - Guided Lecture Technique
  
- Week 4 Desegregations Impact
  - Magnet Schools
  - Charter Schools
  - Evaluation of Alternative Schools
  - Teaching to the Test
  
- Week 5 Teaching and Learning Styles
  - Learning Styles – How to Determine
  - Teaching to Diverse Needs
  - The Classroom as Laboratory
  
- Week 6 Independent Learning
  - Theoretical concepts regarding Independent Learning
  - Three models of Independent Learning
  - Assessing via rubric and student self evaluation
  - Curriculum Library as resource
  
- Week 7 The Administrators perspective
  - Authentic Learning
  - Authentic Assessment
  - Performance based learning
  
- Week 8 Presenting a Model Lesson
  - Justification of Technique chosen for the Lesson
  - Presentation
  - Final Thoughts
  - Celebration

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

#### 4. Resources:

Text(s): Goldblatt, P., Smith, D., *Cases for Teacher Development/Preparing for the Classroom, 2005*, Sage Publications, Thousand Oaks, California  
Supplemental Readings: Students will select five articles from professional journals within their discipline to summarize in Abstract form.  
Audio-visual/other: DVD's, videotapes, Internet Resources, CSD curriculum materials

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
  - a) Techniques of Secondary Group Project
  - b) Class Participation
  - c) Class Presentations
  - d) Analysis of Case Studies

6. Supplementary Information

FINAL PROJECT: The final project will be the creation of a collaborative project that details a classroom 'technique' utilized in secondary teaching. Evaluation will be based on the quality of the overall group presentation and each individual presentation within the group. Specific topics to be covered are discussed in class.

CLASS PARTICIPATION: Class members are expected to attend all classes and participate in discussions and class activities. It is impossible to "make-up" all materials covered in a four-hour class session.

CLASS PRESENTATIONS: Students are expected to share ideas in large and small groups. There is one presentation to the entire class at mid-term and one the final night of class.

ABSTRACTS: Each student is responsible for five abstracts from professional journals in their particular area of study. Each is to be a one-page summary that includes;

- \* Description of the content
- \* Critique
- \* Application to the classroom
- \* Bibliographic reference (APA format)

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab
- b) Curriculum Project
- c) **Paper(s) (Abstracts and responses to readings in text)**
- d) AV Project
- e) **Emerson Library Curriculum Library and related assignment**

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.

