

**Webster University**  
**College of Education**  
**Course Syllabus – Fall 2006**  
**Secondary Teaching Methods**

EDUC 3500.TI  
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3 Credit Hours

**Text:** Marzano, Robert J, Gaddy, Barbara B., Foseid, Maria C., Foseid, Mark P., Marzano, Jana S., (2005) *Handbook for Classroom Management That Works*. ASCD” Alexandria, Va.

Marzano, Robert J., Norford, Jennifer S., Paynter, Diane E., Pickering, Debra J., Gaddy (2001) *Handbook for Classroom Instruction That Works*. Pearson Education: Upper Saddle River, New Jersey.

Haddon, Mark (2003) *The Curious Incident Of The Dog In The Night-time*. Vintage Books, New York.

**Addresses the following Goals of the School of Education:**

- GOAL 1: Knowledge of content
- GOAL 2: Participation in a community of learners
- GOAL 3: Modeling effective teaching practice
- GOAL 4: Being innovative and experimenting with curriculum
- GOAL 5: Embracing diversity
- GOAL 6: Reflection on practice as a means to change

**Learning Outcomes:**

The student will...

- select and create learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (MOSTEP 4a)
- develop strategies and routines to manage time, space, transitions, and activities effectively (MOSTEP 6b)
- develop a variety of formal and informal assessments to evaluate student progress and performance (MOSTEP 8a)
- identify school and community resources available to enhance student learning and well-being
- design curriculum units appropriate for elementary age children that present subject matter in multiple ways (MOSTEP 1b)

- modifies and adapts classroom curricula based on the prior experiences, learning styles, strengths and needs of individual learners (MOSTEP 3b, 4b & 5a)

**COURSE SCHEDULE:** (subject to change)

<b>Week 1:</b> 8/22	Review Syllabus Expectations Organizations Role/Responsibilities of Mentors Learning Styles (teacher) Interest Inventories/Classroom Atmosphere Characteristics of Effective Teacher Critical Friends/Teacher Support 1 <sup>st</sup> Day....Nuts and Bolts Student Relationships <b>Homework:</b> Readings: P.1-70... 141-148 – <i>Classroom Management</i> Pages 1-26 Haddon Journal Reflection
<b>Week 2:</b> 8/29	Classroom Management (R.A.T.S.) Multiple Intelligences Curriculum-approaches/influences (NCLB/MAP) Lesson Plans- design and format <b>Homework:</b> Readings: P. 70-135- <i>Classroom Management</i> Pages 26-52 Haddon Journal Reflection
<b>Week 3:</b> 9/5	Teaching Strategies Graphic Organizers Collaborative Instruction <b>Homework:</b> Reading: Sections 1, 2, and 6- <i>Classroom Instruction</i> Pages 52-76 Haddon Journal Reflection
<b>Week 4:</b> 9/12	Differentiated Learning Special Education in the Classroom <b>Homework:</b>

Reading: Sections 3 and 4- *Classroom Instruction*  
Pages 76-100 Haddon  
Journal Reflection

**Week 5:**  
9/19 Technology in the Classroom  
United Streaming/Inspiration/Noodletools  
Online Rubrics and Lessons  
**Homework:**  
Reading: Sections 7-9-*Classroom Instruction*  
Pages 100-126 Haddon  
Journal Reflection

**Week 6:**  
9/26 Assessments  
Putting It All Together  
**Homework:**  
Reading: Pages 126-158 Haddon  
Journal Reflection

**Week 7:**  
10/3 Project Presentations  
**Homework:**  
Reading: Pages 158-198 Haddon  
Journal Reflection

**Week 8:**  
10/7 Project Presentations (if necessary)  
Semester Review  
Final  
Reading: 198-221 Haddon

<b>ASSESSMENT*:</b>	
Class Attendance & Participation	25%
Class Activities and Projects	25%
Journal/Reflection Log	25%
Final Project and Summary	25%
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	100%

**\*ALL assessments will be evaluated based on quality of content as well as presentation of information.**

- ✓ The Missouri Show-Me Standards are addressed within the content of this course. Integration of MAP standards will be integrated into this course when appropriate.

- ✓ Additional information/instructions for assignments will be given in class.
- ✓ This class has a very fluid structure; the syllabus is a guide, not an agenda.
- ✓ **NO LATE WORK WILL BE ACCEPTED.** Incomplete grades will not be awarded, except in the case of **extreme** emergency. In this case, the emergency 1) must occur after the final drop date 2) must be documented & 3) the student must have satisfactorily completed all assignments and attended all classes prior to the emergency.