



### Course Syllabus

<b>COURSE NUMBER:</b> COMM 5187 01/EDUC3375.01	<b>COURSE TITLE</b> Secondary Education and Curriculum	<b>TERM:</b> Fall 2008
<b>SITE:</b> 50	<b>INSTRUCTOR CONTACT INFORMATION:</b> Paul Steinmann steinmpe@webster.edu	<b>CREDIT HOURS:</b> 3

#### 1. COURSE DESCRIPTION:

THE COURSE PROVIDES SECONDARY TEACHERS OPPORTUNITIES TO LEARN BASIC INSTRUCTIONAL TECHNIQUES, FORMATIVE AND SUMMATIVE ASSESSMENT MODELS, CURRICULUM DEVELOPMENT, AND LESSON PLANNING. TEACHERS AND PROSPECTIVE TEACHERS ARE EXPECTED TO INTEGRATE THE PROFESSIONAL STANDARDS FROM THEIR DISCIPLINE INTO THEIR PROJECTS AND ASSIGNMENTS.

#### 2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
UNDERSTANDS THEORETICAL PRINCIPLES OF EFFECTIVE INSTRUCTION TO PLAN LEARNING EXPERIENCES	SOE GOAL 2	MOSTEP 6 NCATE 1
UNDERSTANDS AND USES A RANGE OF INSTRUCTIONAL STRATEGIES	SOE 1	MOSTEP 4 NCATE 1
EMPLOYS A VARIETY OF FORMAL AND INFORMAL ASSESSMENTS TO MONITOR LEARNING AND INSTRUCTION	SOE 2	MOSTEP 8 NCATE 1
UNDERSTANDS THE HISTORICAL AND CURRENT ISSUES RELATED TO DIVERSITY AND RESPONDS IN A PROFESSIONAL MANNER.	SOE 4	MOSTEP 3 NCATE 1,4
ACKNOWLEDGES SOCIAL AND CULTURAL CONTEXTS WHEN CREATING TEACHING AND LEARNING	SOE 4	MOSTEP 6 NCATE 1,4

ENVIRONMENTS		
ADAPTS INSTRUCTION TO THE INDIVIDUAL'S CURRENT KNOWLEDGE AND ABILITY	SOE 2,4	MOSTEP 2 NCATE 1

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

**WEEK ONE:  
EFFECTIVE INSTRUCTION  
RETAINING INFORMATION  
CREATING A RUBRIC FOR QUALITY IN EDUCATION**

**WEEK TWO:  
TYPES OF LESSONS  
PROVIDING CHOICE  
RESEARCH ON MOTIVATION**

**WEEK THREE;  
CULTURAL DIVERSITY  
DESEGREGATIONS IMPACT  
STRATEGIES FOR IMPROVING TEST SCORES**

**WEEK FOUR;  
VOUCHERS  
CHARTER SCHOOLS  
ALTERNATIVE SCHOOLING**

**WEEK FIVE:  
LEARNING STYLES  
TEACHING TO DIVERSE NEEDS  
THEORETICAL CONCEPTS REGARDING  
TEACHING DIVERSITY**

**WEEK SIX;  
THREE MODELS FOR INDEPENDENT LEARNING  
ASSESSING VIA RUBRICS (EXPANDING ON QUALITY SCHOOLS RUBRIC)  
STUDENT SELF EVALUATION**

**WEEKS SEVEN:  
AUTHENTIC LEARNING  
PERFORMANCE BASED LEARNING  
AUTHENTIC ASSESSMENT**

**WEEK EIGHT:  
PRESENTATIONS  
RATIONALE FOR SPECIFIC TEACHING TECHNIQUES**

**4. RESOURCES:**

*Required Text(s):* (Insert text information below; box will expand as you type.)

TEXT: GOLDBLATT, P., SMITH, D., CASES FOR TEACHER DEVELOPMENT/PREPARING FOR THE CLASSROOM, SAGE PUBLICATIONS, THOUSAND OAKS, CA.  
SUPPLEMENTAL READINGS: MATERIALS WILL BE PROVIDED FROM PROFESSIONAL JOURNALS AND TEXTS  
AUDIO VISUAL: DVD'S, VIDEOTAPES, INTERNET RESOURCES, AND CSD CURRICULUM

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

(Insert evaluation Criteria below; the boxes will automatically expand as you type.)

Assessments	Links to Course Outcomes	Percentage of Grade
CLASS PRESENTATION; STUDENTS ARE EXPECTED TO SHARE IDEAS IN LARGE AND SMALL GROUPS. ONE FORMAL PRESENTATION IS REQUIRED.	YES	20
CLASS PARTICIPATION: CLASS MEMBERS ARE EXPECTED TO ATTEND EVERY CLASS AND PARTICIPATE IN DISCUSSIONS. IT IS IMPOSSIBLE TO "MAKE-UP" THE MATERIAL COVERED IN A FOUR-HOUR CLASS BY DOING OUTSIDE WORK	YES	40
FINAL PROJECT: THE FINAL PROJECT WILL BE THE DEMONSTRATION OF A SECONDARY TECHNIQUE USED IN TEACHING	YES	20
HOMEWORK AND CASE STUDIES: EACH STUDENT IS RESPONSIBLE FOR THEIR INDIVIDUAL ASSIGNMENTS AND ANALYSIS OF THE TEXT CASE STUDIES	YES	20

**6. GRADING SCALE: (Insert grading scale criteria below; the box will automatically expand as you type.)**

NA

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

## ACADEMIC HONESTY POLICY

**(You may use or modify this statement or create your own).**

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### **Consequences of Academic Dishonesty:**

**(Instructor may list specific consequences here)**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

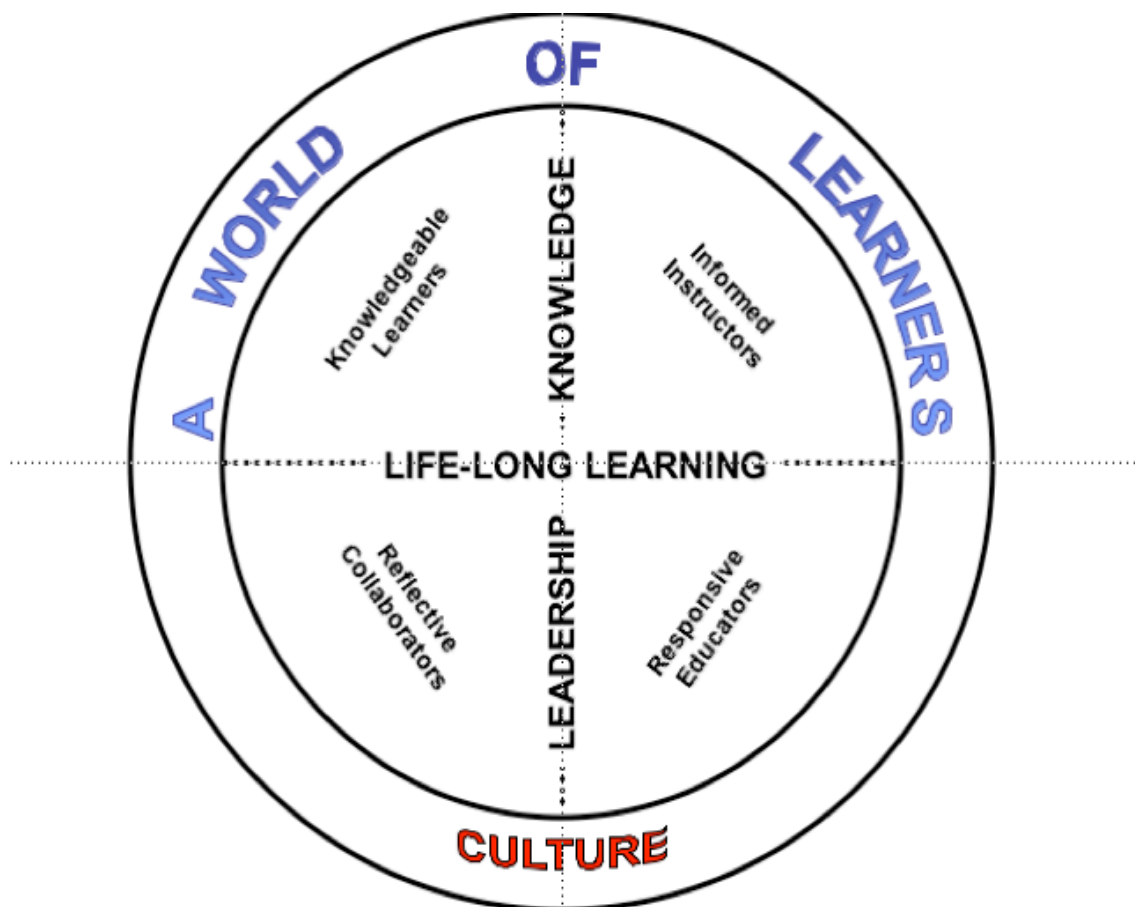
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

**(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).**