



Course Syllabus

<b>COURSE NUMBER:</b> <b>EDUC 3000.16</b>	<b>COURSE TITLE: Seminar in Secondary Education</b>	<b>TERM:</b> <b>Winter, 2006</b>
<b>SITE: Webster Hall</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Terri Weiersmueller (314) 213-8033</b>	<b>CREDIT HOURS: 1</b>

**COURSE DESCRIPTION:** This seminar will help students in the secondary practicum focus on multiple factors affecting curriculum including planning, classroom organization and structure, unit and lesson planning, and student evaluation. The course is designed to better prepare each student to meet the MoSTEP Standards within the context of the content being addressed.

**1. LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
The student will: <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the discipline and the ability to teach to content, processes, and tools of that discipline</li> <li>• Develop curriculum that demonstrates an understanding of the development of children and adolescents</li> <li>• Develop instructional plans based on student needs and diversity</li> <li>• Plan curriculum based on the Missouri Show-Me Standards, Curriculum Frameworks and Grade</li> </ul>		<ul style="list-style-type: none"> <li>• MoSTEP Standard 1.1; SOE Goal 1.1; SOE Dispositions 3.4</li> <li>• MoSTEP Standard 1.2; SOE Goal 1.3</li> <li>• MoSTEP Standard 1.3; SOE Goal 4.1; SOE Dispositions 2.1</li> <li>• MoSTEP Standard 1.4; SOE Goal 1.1</li> </ul>

<p>Level Expectations</p> <ul style="list-style-type: none"> <li>• Design strategies for teaching, including technology</li> <li>• Development classroom management and motivation techniques</li> <li>• Communicate clearly and facilitate clear communications among students</li> <li>• Develop assessment tools and strategies, applied to instructional plans</li> <li>• Pursue professional development opportunities</li> <li>• Collaborate successfully with colleagues, teachers, students and parents</li> <li>• Apply course content using adaptations and modifications</li> </ul>		<ul style="list-style-type: none"> <li>• MoSTEP Standard 1.5 &amp; 1.11; SOE Goal 2.2 &amp; 2.3; SOE Dispositions 1.2</li> <li>• MoSTEP Standard 1.6; SOE Goal 2.2; SOE Dispositions 1.2</li> <li>• MoSTEP Standard 1.7; SOE Goal 2.3; SOE Dispositions 2.4</li> <li>• MoSTEP Standard 1.8; SOE Goal 2.4</li> <li>• MoSTEP Standard 1.9; SOE Goal 3.1</li> <li>• MoSTEP Standard 1.10; SOE Goal 3.2; SOE Dispositions 3.3</li> <li>• MoSTEP Standard 1.3; SOE Goal 4.4; SOE Dispositions</li> </ul>
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

- Week 1: Orientation and overview; submit copy of lesson plan
- Week 2: Designing instruction: Authentic Instruction, Constructivism, Socratic Questioning, etc.
- Week 3: Quality Assessments: Authentic Assessment using Grade Level Expectation, the Missouri Assessment Program (MAP), the Missouri Show-Me Standards and Curriculum Frameworks
- Week 4: Curriculum Models: Thinking about teaching, types of unit and lesson plans, motivation, MoSTEP Standards and portfolios for certification
- Week 5: IEP's and adaptations and modifications
- Week 6: Classroom management, parent conferences, and discipline techniques
- Week 7: Presentations
- Week 8: REAP, applications and interviewing techniques Final reflection paper due

## 2. RESOURCES:

**Required Text(s):** Rominger, Lynne, Laughrea, Suzanne Packard, et.al. Your First Year as a High School Teacher 1<sup>st</sup> Edition, New York: Three Rivers Press, 2001 (ISBN 0-7615-2969-1)

**Supplemental Readings:** Handouts and selected reading appropriate to discussion of topics will be provided

## EVALUATION:

As a seminar of one credit hour, grades will be dependent upon:

1. Attendance (25%)

2. Presentation of textbook material (15%)
3. Participation in activities and discussion in class (10%)
4. Weekly journal writing (25%)
5. Final reflection paper (25%)

Assessments	Links to Course Outcomes	Percentage of Grade
Weekly journal writing reflecting on specific areas observed in the practicum	All areas	25%
Final reflection paper on experiences in the practicum	All areas	25%
Presentation of textbook material	Area assigned in textbook that coordinates with outcomes	15%

### 6. GRADING SCALE: Webster University Grading Scale

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

### 3. ACADEMIC HONESTY POLICY:

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: 0% grade

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

#### 4. ACCESSIBILITY/ACCOMODATIONS POLICY:

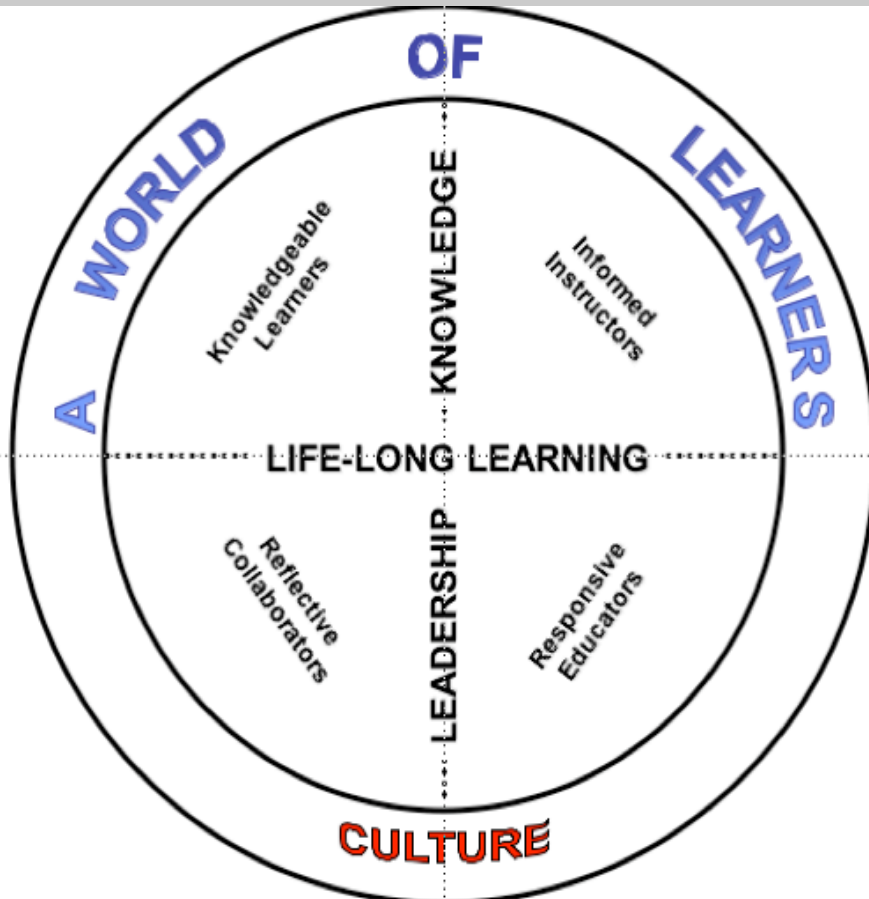
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

## **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.

**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