

**Webster University**  
**College of Education**  
**Course Syllabus – Spring 1-06**  
**Secondary Teaching Methods**

EDUC 3500.TI  
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David Knisley  
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3 Credit Hours

**Text:** Marzano, Robert J, Pickering, Debra J., Pollock, Jane E. (2001) *Classroom Instruction That Works*. Association for Supervision and Curriculum Development: 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 secondary age children that presents 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> 1/17	Review Syllabus Expectations Organizations Role/Responsibilities of Mentors Learning Styles (teacher) Interest Inventories/Classroom Atmosphere Characteristics of Effective Teacher Readings: Chpt. 1-2 Marzano Pages 1-26 Haddon
<b>Week 2:</b> 1/24	Student Relationships/Motivation Classroom Procedures (design-attendance etc.) Curriculum-approaches/influences (NCLB/MAP) Lesson Plans- design and format Readings: Chpt. 3-4 Marzano Pages 26-52 Haddon
<b>Week 3:</b> 1/31	Teaching Strategies Graphic Organizers Homework Reading: Chpt. 5-7 Marzano Pages 52-76 Haddon
<b>Week 4:</b> 2/7	Differentiated Learning Reading: Chpt. 8-9 Marzano Pages 76-100 Haddon
<b>Week 5:</b> 2[14	Critical Friends Teacher Support Assessment Special Education and its role in regular education classrooms Reading: Chapt. 10 Marzano

Pages 100-126 Haddon

**Week 6:** Classroom Discipline-Speaker  
2/21 Technology in the Classroom  
Reading: Chpt. 11-12 Marzano  
Pages 126-158 Haddon

**Week 7:** Project Presentations  
2/28 Reading: Pages 158-198 Haddon

**Week 8:** Project Presentations (if necessary)  
3/7 Semester Review  
Final  
Reading: 198-221 Haddon

**ASSESSMENT\*:**

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.