



Course Syllabus

COURSE NUMBER: EDUC 3500 Sec. 01	COURSE TITLE Techniques of Secondary Education	TERM: Spring, 2007
SITE: Webg.	INSTRUCTOR CONTACT INFORMATION: Paul Steinmann steinmpe@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION: (insert course description below, the box will automatically expand as you type.)

The course is 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: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Understands pedagogical principles of effective instruction	School of Education goal # 2, 3	MoSTEP 6, NCATE 1
Understands and uses a range of instructional strategies	School of Education goal # 1	MoSTEP 4, NCATE 1
Employs formal and informal assessments to monitor learning and modify instruction	School of Education goal # 2	MoSTEP 8, NCATE 1
Understands and responds appropriately to issues of diversity and bias	School of Education goal # 4	MoSTEP 3, NCATE 1, 4
Acknowledges social and cultural influences that effect teaching and learning environments and plans alternative teaching strategies	School of Education goal # 4	MoSTEP 6, NCATE 1, 4
Adapts instruction and assessment to individual's knowledge, ability, and	School of Education goals 2, 4	MoSTEP 2, NCATE 1

background		

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert schedule below; the box will expand as you type.)

Week 1

Orientation and Overview
 Research about Adolescents
 Retaining Information
 Determining Quality Schools

Week 2

Effective Lessons
 Lesson Model Plans
 Strategies for Improving Test Scores

Week 3

Cultural Awareness
 Learning Options for All Students
 Teaching to the Test

Week 4

Desegregations Impact
 Charter and Magnet Schools
 Other Education Alternatives

Week 5

Collaborative Teaching
 Guided Lecture
 Independent Learning
 Classroom as Laboratory

Week 6

Teaching and Learning Styles
 Teaching to Diverse Needs
 Library and Internet for Research

Week 7

The Administrators Perspective
 Rubrics
 Authentic Assessment

Week 8

Performance Based Learning
 Presentations
 Celebration

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4. RESOURCES: Goldblatt, P., Smith, D., *Cases for Teacher Development/Preparing for the Classroom*, 2005, Sage Publications, Thousand Oaks, California
 Supplemental Readings: Class Handouts, Professional Journals
 Audio-visual/other: DVD's, videotapes, Internet Resources, CSD curriculum materials

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

Cases for Teacher Development/Preparing for the Classroom/ P. Goldblatt and D. Smith

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
Group Project	SOE 1,2,4	30%
Individual Text Assignments	SOE 2, 3	30%
Class Participation and Attendance	SOE 1,2,3,4	40%

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

Standard Scale used in the School of Education

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

CLASS PARTICIPATION: Class members are expected to attend all classes and participate in discussions and class activities. It is impossible to “make-up” materials presented by guest speakers and other activities covered in a four-hour class meeting.

FINAL PROJECT: The final project will be the creation individually and collaboratively of a classroom teaching technique used in secondary teaching. Evaluation will be based on the quality of presentation and class handouts.

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

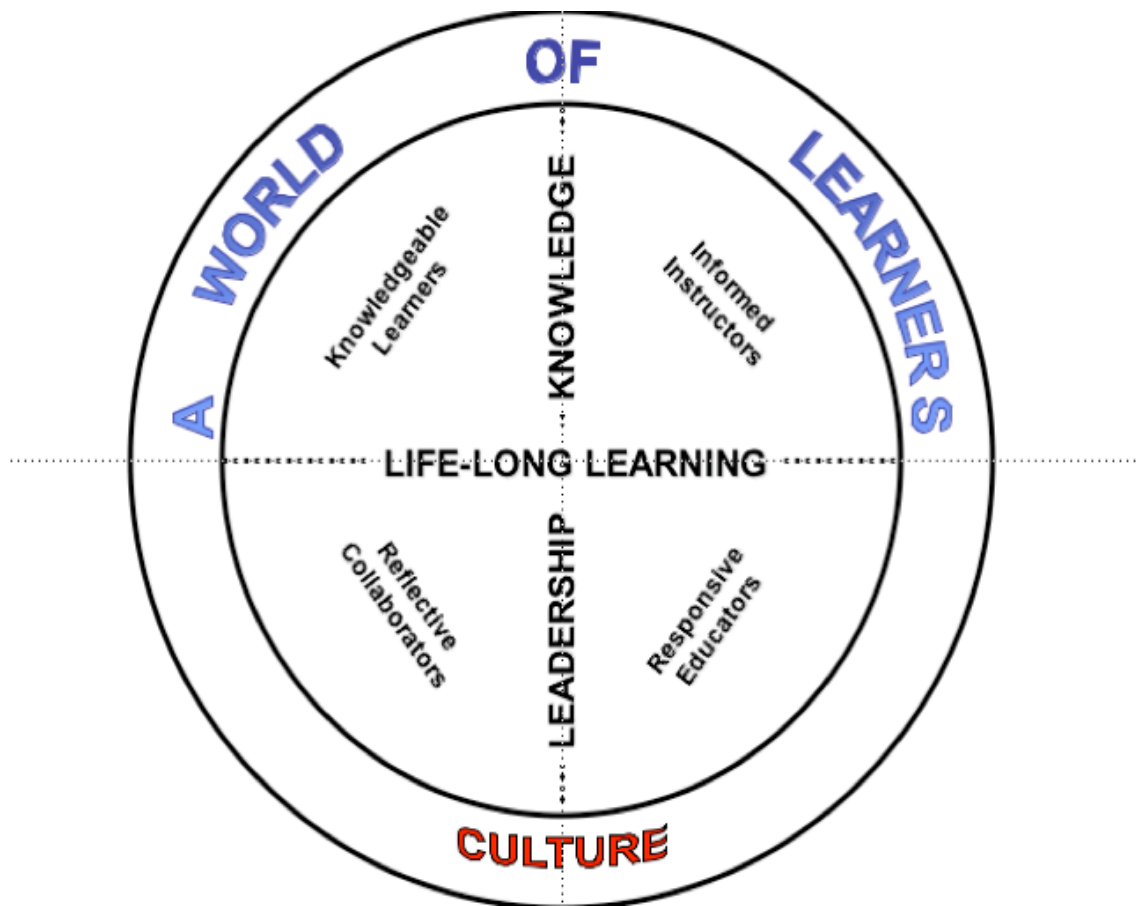
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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).