



SYLLABUS FOR SECONDARY METHODS

Term: Spring 2016
Course Number: MAT 526 N
Instructor: Dr. Dawn Greene
Office: 500A
Office Phone: (219) 473-4306
E-mail: dgreene@ccsj.edu

Office Hours: By Appointment
Course Dates: January
Course Times: Tuesday-Individual Classrooms/Thursday 5:00 PM-9:00 PM
Course Meeting Room: 308

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

About Your Professor:

Dr. Greene has always had a desire to teach and maintained a position teaching evening classes while working in the field of Business. After eventually transitioning to full time high school teaching, she pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and administration. After working as a teacher, school principal, administrator, district assistant superintendent and higher education adjunct professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

Prerequisites: MAT 500 (Education Psychology), MAT 502 (Foundation in Education), MAT 504 (Child Development), MAT 516 (Curriculum Development)



Textbook:

Sparks-Langer, G.M. ET alia. (2004). Teaching As Decision Making: Successful Practices for the Secondary Teacher (2nd Ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Additional Resources used in class:

Arnold, H. (2001). Succeeding in the secondary classroom: Strategies for Middle and high school teachers. Corwin Press: CA.

Learning Outcomes/Competencies: Teacher candidates will demonstrate reflection and understanding of the following:

Course Outline & Class Dates:

WEEK 1 – January 25, 2016

Prior to class	Read chapters 1 & 2 from Teaching as Decision Making
During Class	<u>Class Discussions:</u> <ul style="list-style-type: none">- <i>Gardner</i>- <i>Authentic Learning</i>- <i>Classroom Diversity</i>- In class assignment: Learning styles matrix
Due for the week:	Student interview: Please see “ASSIGNMENTS” for guidelines.

WEEK 2 – February 1, 2016

Prior to Class	Read Chapters 3 & 4 from Teaching as Decision Making
During Class	<u>Class Discussions:</u> <ul style="list-style-type: none">- <i>Educational Outcomes</i>- <i>Lesson Planning</i>- <i>Concept Maps</i>- <i>Clear Objectives</i>- In class assignment chapters 5 & 6- <i>Assessment- Create a rubric</i>- <i>Validity and Reliability</i>- <i>6 Principles</i>
Due for the week:	Written Discipline Philosophy/Policy: Please see “Assignments” for guidelines.

Week 3 – February 8, 2016

Class	<u>Presentations!</u>
Due for the week:	One day cross-curricular lesson plan: Please see “Assignments” for guidelines.



Standards for Indiana: <http://www.doe.in.gov/standards>

INTASC Teaching Standards:

THE LEARNER AND LEARNING	
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
CONTENT KNOWLEDGE	
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning and Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard # 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
PROFESSIONAL RESOPONSIBILITY	
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Learning Strategies: Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments (lesson plan and unit plan).



ASSIGNMENTS

Chapter Readings:

Your textbook is your resource. Although we will use the book, we will not study the book and read chapter by chapter; this will be your responsibility. Class discussions will come from the “Teaching as Decision Making” textbook.

Blackboard Assignments (Due Dates posted on Blackboard)

Complete the required blackboard assignments by responding by due date. Then respond to at least one of your classmates in each discussion.

Student Interview: Week #1

This assignment will allow you to develop a series of questions to ascertain what your student thinks that are learning and why. Generally, you will ask the student to describe how they feel about the education that they are receiving, why they feel the way that they do and how they feel that education could be improved. Please look for opportunities to expand on the discussion with your student based on their responses. Please submit a one-page reflection on this student interview experience. Reflect on what you learned from the student and how if it will benefit or change your classroom delivery and presence. Paper should be double spaced with standard 12-point font.

In Class Assignment on Gardner:

This assignment will be conducted in the computer lab. You will conduct a Learning Styles Inventory of yourself. Based on this information, you will develop a Matrix identifying your strengths, challenges, goals, and needs. In understanding your learning styles you will become better teachers. After creating a Matrix, write a **1 page** self-analysis of your strengths, weaknesses and what you will need in your class that will meet your learning style and how it will relate to your teaching style. Post in Blackboard as a Microsoft Word document attachment in understanding you who are as a teacher and how you can make teaching decisions based on your learning styles. <http://www.edutopia.org/multiple-intelligences-assessment>

Discipline Philosophy and Procedure:

Develop the Classroom Management Procedure you will use in your classroom. State the procedure and explain how you will model this procedure in order for it to be effective. In addition, you must outline how you will present it to parents. Incorporate your current school policy with your own classroom procedure (if currently in a classroom). If you are not currently in the classroom, use an observed method. Considerations might include: Discipline and rewards, method of policy delivery for students and parents, rationale for system used and a written illustration of what the process looks like. This is a two-page double spaced paper with standard 12 point font.

Classroom Observation and Reflection:

You are to observe another teacher’s class to see their classroom management strategies and procedures, instructional strategies, transitions, presence and assessment strategies. Look around the room and note the culture and atmosphere created. Use all of this information in your one-



page reflection (paper should be double spaced in standard 12-point font). This will be an assigned school that will allow you to participate in “assisting the class for a day”.

Cross-Curricular Lesson Plan for one day:

Develop a 1 day cross curricular plan utilizing the CCSJ lesson plan template in your content area. You must illustrate how you will work with other content areas to formulate a lesson that supports your chosen standard. The lesson plan should be complete with methodology, strategies, adaptations and assessment. As an example: a cross curricular lesson plans may integrate a standard lesson that includes reading the Diary of Anne Frank (E/LA) that works with the History teacher on outlining the historical sites and connections as a connected lesson for that day. **You are to write your lesson plan for your own content area, then write a one-page summary on how you will work with another content area to formulate a lesson that supports your chosen topic and standard.** What will the other content area lesson look like? How will the other content area support your lesson? What is the assessment for both lessons? Spell out objective and learning goals. You will present this information in summary and teach your content portion of the class.

****Clinical Experiences for those who are not in the classroom:**

Clinical experiences are required for each education methods course. You will observe in a classroom setting.

- Lesson plans must include all components as listed on the CCSJ lesson plan template
- You will spend a total of **3 school days** with the CT. It’s your choice how you arrange this with the CT.
- I will observe you teaching 1 class period, or more if needed. I will email you your feedback.
- Have a pre and post-test on your teaching topic
- Day one: observation, discuss with CT the subject, lesson you will teach, etc.
- Day two: Give pre-test (short – only on what you will be teaching); Teach the lesson and continue to teach as directed by the CT.
- Day three: Give post test (revise the pretest). Continue to teach as directed by the CT.

Class Policy for Assignments:

GRADING SCALE:

<i>Assignments</i>	<i>Points</i>
Participation	5
Student Interview Reflection	15
Learning Styles Inventory Reflection	15
Cross Curricular Lesson Plan	15
Classroom Reflection Review - Classroom	20
Discipline Procedure/Philosophy	15
In-class Assignments	15
<i>TOTAL POSSIBLE PTS.</i>	<i>100</i>

Grading Scale:



Grade	Points
A	100-92
A-	91-90
B+	89-88
B	87-82
B-	81-80
C+	79-78
C	77-72
C-	71-70
D+	69-68
D	67-62
D-	61-60
F	59 and below

Please see specific standards for elementary and secondary content found under the Indiana Department of Education Website - <http://www.doe.in.gov/>

Class Policy on Attendance:

You cannot succeed in this class if you do not attend required functions. We believe that intellectual growth and success in higher education occur through interactions in the classrooms. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse your from doing class work; absence means you now have more responsibilities to keep up and meet the objectives of the course. Therefore, if a student is absent "three (3) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.

Turning in Your Work:

You cannot succeed in this class if you do not turn in all of your work on the day that it is due. I do not accept late work, therefore all assignments are due as assigned.

Using Electronic Devices:

Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave the class, in which case you will be marked absent.

Participating in Class:

You must be on time and stay for the whole class and speak up in a way that shows that you have done the assigned reading. If you are not prepared for the class discussions, you may be asked to leave, in which case you will be marked absent.

Doing Your Own Work:

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog. The maximum penalty for any form of academic dishonesty is dismissal from the college.



Using standard citations guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your student handbook.

Please Note: All papers may be electronically checked for plagiarism.

RESOURCES

Student Success Center:

The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219-473-4287 or stop by the library.

Citation Guidelines:

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral "Student Handbook and Planner" and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the "Works Cited" and "References" pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy:

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule).



Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, please contact the Disability Services Coordinator at 219-473-4349.

CCSJ Alert:

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice messages. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

CCSJ Alerts:

An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Internet:

<http://www.ccsj.edu>

<http://www.EmergencyClosings.com>
Facility: Calumet College of St. Joseph
Phone: 219.473.4770

Radio:

WAKE – 1500 AM
WGN - 720 AM
WIJE – 105.5 FM
WLS – 890 AM
WZVN – 107.1 FM
WBBM NEWS RADIO 78

TV Channels:

2, 5, 7, 9, 32



RUBRIC

Learning Styles Assignment Scoring Guide

Name _____ Date _____

Requirements	Points
Completed the Learning Style Inventory	30
Developed a Matrix using the learning style inventory and identifying your strengths, challenges, goals, and needs.	20
Write a one page self-analysis based on the matrix of your strengths, weaknesses and needs.	50

Total Score: _____ /100

Comments