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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Summer 2019

MAT 526 Secondary Methods

Instructor Information:

Instructor Name	Dr. Dawn Greene
Office Number:	537
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Email:	dgreene@ccsj.edu
Office Hours:	Monday: 12-2 (by appointment or phone) Tuesday: 7:30-12:00 PM & 1-2 PM Wednesday: 7:30-12:00 PM & 1-2 PM Thursday: 7:30-12:00 PM & 1-2 PM
Instructor Background: Dr. Dawn Greene, after eventually transitioning to full time high school teaching, pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and operations. After working as a teacher, school principal, administrator, district assistant superintendent and higher education 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).	

Course Information:

Course Time:	May 18, 25 & June 1, 2019	
Classroom:	308	
Prerequisites:	MAT 500, 502, 506 & 516	
Required Books and Materials:	Burden, P. & Byrd, D. (2016). Methods for Effective Teaching: Meeting the needs of all students. Pearson Education, Inc.	
Learning Outcomes/ Competencies:	INTASC	NBTPS

Demonstrate knowledge of the relationship between educational theory and practice while planning instruction according to subject matter and curriculum and community goals.	1	2
Apply knowledge of major historical developments in educational thought and practice with respect to curriculum development while examining scholarly articles.	1	2,4
Examine current curriculum theories, issues and trends as they relate to content, curriculum design and development.	1	4
Develop lesson plans and apply curriculum-mapping skills that will assist with meeting the academic and developmental standards to meet the needs of a diverse student population.	1, 6	4, 6
Analyze curriculum mapping and how it relates to curriculum development and lesson planning.	2,3	1
Identify and incorporate of learning needs according to academic and developmental standards. Develop learning objectives, lesson plans, and a lesson plan unit according to academic and developmental standards.	2, 3	1, 4
Create a lesson plan according to required content and ideas associated with standards and Bloom's Taxonomy.	3,4, 6	2, 4
Compare and contrast two types of school facilities in relationship to curriculum through observations and interviews.	2,3	5
Examine instruction related to implementation of Differentiated Instruction to become familiar with how students differ in their approaches to learning and obtain knowledge about how to create instructional opportunities that are adapted to diverse learners.	3	2,3

This course meets the following learning objectives for the Education Program:

1. Apply national and state standards for secondary education to develop content-appropriate lessons;
2. Incorporate and compare different assessment techniques;
3. Select and implement the appropriate instructional strategies for teaching secondary students
4. Apply responsible use of technology to enhance opportunities for students' learning and thinking;
5. Evaluate teaching practice to ensure student learning at a rigorous level
6. Demonstrate integration of the skills of reflection, analysis, evaluation, synthesis, communication, and problem solving in educational situations

Course Description:

This course ensures that teachers at the secondary level have a broad and comprehensive understanding of student development, diversity, while demonstrating the ability to provide instruction that is

responsive to student differences as it relates to English Learners. The course promotes development and learning for all students while demonstrating strategies for teaching School Setting Developmental Standards (pedagogy) for Secondary Education. The learning process is applied at the secondary level to promote a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement. Clinical experience required.

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).

Experiential Learning Opportunities:

Field experience through observation within an actual classroom and reflection on the experience. Students will work in classrooms throughout Northwest Indiana with licensed educators to assist in increasing learning contacts with difficult to reach students.

Assessments:

GRADING SCALE:

<i>Assignments</i>	<i>Points</i>	<i>Objective Met</i>
Participation (Based on Discussion in Blackboard)	5	4
Student Interview Reflection	25	6
Cross Curricular Lesson Plan	25	2, 3, 4, 5, & 6
Classroom Reflection Review - Classroom	25	5
Discipline Procedure/Philosophy	20	2, 3 & 6
TOTAL POSSIBLE PTS.	100	

Grading Scale: Instructor reserves the right to alter scale and assignments as necessary.

Grading Scale:

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

Assessment Descriptions:

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 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 it will benefit or change your classroom delivery and presence. Paper should be 4 pages double spaced with standard 12-point font.

Discipline Philosophy and Procedure (Week #2):

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: **Research of discipline programs for classrooms**, 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 4-page double spaced paper has sources and details what you discovered. Reflect on your own classroom (or future classroom) using a standard 12 point font. Please include the parent and student notification while highlighting the process in a Powerpoint.

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 three-page reflection (paper should be double spaced in standard 12-point font). This will count as your clinical. **You may NOT use your own classroom.**

- Look for engagement
- Instructional Strategies
- Classroom Behavior
- Assessment

Course Schedule:

WEEK 1

Prior to class	Read chapters 1 & 2
During Class	<u>Class Discussions:</u> - <i>Authentic Learning</i> - <i>Classroom Diversity</i> - In class assignment: Discussion on Classroom Management
Due for the week:	Student interview: Please see “ASSIGNMENTS” for guidelines.

WEEK 2

Prior to Class	Read Chapters 3 & 4
During Class	<u>Class Discussions:</u> - <i>Educational Outcomes</i> - <i>Lesson Planning</i> - <i>Concept Maps</i> - <i>Clear Objectives</i> - In class assignment chapters 5 & 6 - Discipline Assignment Due: Present findings in Blackboard
Due for the week:	Written Discipline Philosophy/Policy: Please see “Assignments” for guidelines.

Week 3

Class	Read Chapter 5:
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	Course Summary/Presentations!
Due for the week:	One-day cross-curricular lesson plan & Visit Reflection: Please see "Assignments" for guidelines.

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

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. <u>I do not accept late work – please turn in work as it is due.</u>
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
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, in which case you will be marked absent. Instructor reserves the right to designate times as "No Technology" which means that you must put away all devices.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, 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 will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite PLEASE NOTE: All papers may be electronically checked for plagiarism.

Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
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.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .