



Syllabus:

EDU 252 Introduction to Teaching in the Secondary School

Fall 2008 – Tuesdays 5:00 to 8:00 p.m., O'Connor 205

Instructor: Tim Myers

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Office: Reading and Learning Center 755 Franklin Street (just north of campus from the Mission Church; just east of Henry's. Appointment only; there's no administrative assistant, and the Center is generally locked. Please don't call me at home unless it's an emergency).

Office Hours: After class, in classroom, or by appointment.

YOU ARE REQUIRED TO READ EVERY WORD OF THIS SYLLABUS.

Course description:

EDU 252 is designed to provide a bridge between academic work in your content area and the challenges you'll face as a secondary school teacher. The focus of the course is primarily, though not exclusively, on lesson design. This will include content selection and organization, instructional techniques, assessment, working with special needs students (including English language learners), motivation, and other topics. You'll also learn to use California Content Standards, ELD standards, and E/LA standards and begin the process of unit development (which will prepare you for the unit design requirements later in your program).

The overall goal is for you to gain tools which will help your students learn, and in so doing help you to become an effective and happy teacher.

Required texts:

Armstrong, David G., Savage, Marsha K., & Savage, Tom.V. (2002). *Teaching in the secondary school*. 6th edition. Columbus: Merrill/Prentice Hall. ISBN: 0131194410

Garcia, Eugene. (2001). *Student Cultural Diversity: Understanding and Meeting the Challenge*. 3rd edition. Houghton Mifflin. Chap. 9. ISBN: 0618122087

NOTE: Since this text is used throughout the education program, Dr. Savage recommends that you hold on to it after this course is over.

Herrell, A.L. & Jordan, M. (2004). *Fifty Strategies for Teaching English Language Learners*. 2nd edition. Merrill/Prentice Hall. ISBN: 0130984620

California State Department of Education, Framework for your subject area. Order from the state directly. www.cde.ca.gov

Content Standards for your subject area. Order or download from the state. www.cde.ca.gov

ELD Standards. Order or download from state. www.cde.ca.gov

English/Language Arts Standards. Order or download from the state. www.cde.ca.gov

Reading/Language Arts Framework. Order or download from the state. www.cde.ca.gov

Taking Center Stage: A Commitment to Standards-Based Education for California Middle Grades

Students, California Department of Education. Order or download from the state.

www.cde.ca.gov (I found it easiest to go to the site, then use "Search.")

Aiming High: High Schools for the 21st Century, California Department of Education. Chaps 1-3.

Order / download from the state. www.cde.ca.gov (easiest: go to the site, then "Search.")

Objectives:

(NOTE: The letters "TPA," below, refer to the California Department of Education's "Teacher Performance Assessments," which you'll be responsible for as public-school teachers).

Students will

1. evaluate current directions in their teaching field, overview curriculum scope and sequence, and determine the most appropriate teaching strategies for that field (**TPA 4, TPA 1 Scenario 1, TPA 2 Task 2 Step 1B, Task 4 Step 5A**).
2. show evidence of familiarity with the California Frameworks and content standards in their teaching field (**TPA 2 Task 2 Step 1B, Task 3 Step 1A**).
3. develop lessons that show understanding of academic content standards including the *English/Language Arts Standards* and the *ELD Standards* (**TPA 1 Scenario 1, TPA 2 Task 2 Step 1B, Task 3 Step 1A, Task 4 Step 5A**).
4. incorporate multicultural and global perspectives into planning and teaching (**TPA 2 Task 2 Step 1B, Task 4 Step 1A**).
5. point out characteristics of various teacher roles.
6. identify characteristics unique to the middle school student (**TPA 4, 8, TPA 1 Scenario 1, TPA 2 Task 2 Step 1B, Task 4 Step 1A**).
7. write instructional objectives at different levels of Bloom's Taxonomy (**TPA 9, Task 3 Step 1A, Task 4 Step 5A**).
8. discuss characteristics of selected types of tests, including those designed to assess English language learners (**TPA 1 Scenario 1**).
9. write effective lesson plans that incorporate a variety of strategies for a diverse student population (**TPA 7, TPA 1 Scenario 1, TPA 2 Task 2 Step 1B, Task 4 Step 1A, Task 4 Step 5A**).
10. deliver an effective lesson with appropriate motivational components (**TPA 5, TPA 2 Task 2 Step 1B, Task 4 Step 5A**).
11. discuss legal issues related to teachers and students, including but not limited to search and seizure, copyright issues, contractual issues, etc. (**TPA 12**).
12. prepare a semester-long curriculum plan (**TPA 9, Task 3 Step 1A**).
13. identify appropriate strategies for providing access to the core curriculum for special needs students (**TPA 1 Scenario 1, Task 4 Step 1A**).
14. develop lessons using appropriate SDAIE and ELD methodologies (**TPA 1 Scenario 1**).
15. identify materials appropriate to support English language development (**TPA 1 Scenario 1**).
16. identify characteristics of schools that promote achievement of ELL students (**TPA 1 Scenario 1**).
17. demonstrate how to interpret assessments of English Language learners (**TPA 1 Scenario 1**).

Reading Schedule:

By this date, at the beginning of class...

2nd meeting

3rd meeting

4th meeting

5th meeting

6th meeting

7th meeting

...have this read and well-considered...

Savage chaps 5, 10 and 13

Savage chaps 1 and 2 and *Aim High*, first 3 chaps

Savage pp. 106-107, 241-242, 290-293, *Center Stage*, and Garcia chap 9

Savage chaps 3 and 4

Savage chaps 6 & 7; Herrell/Jordan chaps. 2, 24

Savage chaps 13 & 15

Required assignments and due dates:

(for particulars on these assignments, please see the individual assignment sheets)

October 7:	<u>Website Evaluation Presentations</u> (oral)	(10 POINTS)
October 21:	<u>School Analysis Presentations</u> (oral)	(15 POINTS)
November 14:	<u>Semester Plan Presentations</u> (oral)	(15 POINTS)
November 11:	<u>Lesson Plan (rough draft)</u>	(for class use)
November 18:	<u>Lesson Plan (written)</u>	(25 POINTS)
Final exam day: (Dec. 9 likely)	<u>Micro-Teaching Presentations</u> (oral)	(25 POINTS)

Attendance:

There are 10 points for attendance. For each class you miss – whatever the reason – you automatically lose one point from your 100-point total for the course. This way I don't have to make decisions about your reasons for missing class; you know best whether you should "spend" that point or not. And since it only costs a single point to miss a class, the effect on your grade is minimal. However, since we only meet 11 times, you can't miss more than one (2) classes and pass the course (unless there are some very unusual circumstances). **YOU ARE REQUIRED TO GET ANY NOTES, HANDOUTS, ETC. THAT YOU MISS.** Tardies later than 20 minutes count as absences; this also applies to leaving class early. (You can't leave class early, even twenty minutes, unless I've approved your reason). **(N.b. WE DON'T MEET ON 11-25 – T-GIVING WEEK).**

Participation:

Note-taking is required; I reserve the right to take up anyone's notes for inspection at any time. I expect you to take notes continually. During class you must be attentive and "on-task," and I expect you to make serious efforts to learn, both in class and out.

These are my requirements for your participation. Since I expect, of course, that you'll participate fully, I don't award points for this. But I will take points from your total – up to 10 – if you don't follow these participation requirements. Please don't ask to be let out of class early, complain to me about being tired, tell me you're "just not into it today," etc.

Late Policy:

The grade for unexcused late work will be dropped a half step (e.g. from A- to B+) for each non-holiday weekday that the assignment is late.

Grading scale:

A	= 93-100 points
A-	= 90-92 points
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79
C	= 73-76
C-	= 70-72
D+	= 67-69
D	= 60-66

Suggested additional materials (not required):

- Gregory, Gayle & Chapman, Carolyn. (2002). *Differentiated Instruction: One Size Doesn't Fit all*. Corwin Press.
- Roberts, Kikanza Nuri, et al. (2002). *Culturally Proficient Instruction: A Guide for People Who Teach*. Corwin Press.
- Gagnon, Jr., George and Michelle Collay. (2001). *Six Elements in Constructivist Classrooms*. Corwin Press.
- Stone, Randi. (2002). *Best Practices for High School Classrooms: What Award-Winning Secondary Teachers Do*. Corwin Press.
- Obiakor, Festus E. (2001). *It Even Happens in "Good" Schools: Responding to Cultural Diversity in Today's Classrooms*. Corwin Press.
- Wyatt, III, Robert L. and J. Elaine White. (2002). *Making Your First Year a Success: The Secondary Teacher's Survival Guide*. Corwin Press.
- Arnold, Harriett. (2002). *Succeeding in the Secondary Classroom: Strategies for Middle and High School Teachers*. Corwin Press.
- Daniels, Harvey & Marilyn Bizar. (1998). *Methods that Matter: Six Structures for Best Practice Classrooms*. Stenhouse Publishers.
- Atwell, Nancie. (1998). *In the Middle*, 2nd edition. Heinemann.

Websites – general:

- Council for Exceptional Children - www.cec.sped.org
- International Reading Association - www.reading.org
- International Society for Technology in Education - www.iste.org
- National Association for Gifted Children - www.nagc.org
- National Middle School Association --- www.nmsa.org
- Association for Supervision and Curriculum Development -- www.ascd.org
- National Association for Bilingual Education --- www.nabe.org
- National Association for Multicultural Education - www.inform.umd.edu/name
- National Catholic Education Association - www.ncea.org

Websites – content specific:

- National Association of Biology Teachers (NABT) - www.nabt.org
- American Association of Physics Teachers (AAPT) - www.aapt.org
- National Council of Teachers of English (NCTE) - www.ncte.org
- National Council of Teachers of Mathematics (NCTM) - www.nctm.org
- National Science Teachers Association (NSTA) - www.nsta.org
- National Council for the Social Studies (NCSS) - www.ncss.org
- National Business Education Association (NBEA) - www.nbea.org
- National Art Education Association (NAEA) - www.naea-leston.org
- Music Teachers National Association (MTNA) - www.mtna.org
- American Alliance for Health, Physical Education, Recreation, & Dance (AAHPERD) - www.aahperd.org
- American Council on the Teaching of Foreign Language (ACTFL) - www.actfl.org

ACADEMIC HONESTY

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data. A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. In particular, it is each student's responsibility to

understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution. See: <http://www.scu.edu/studentlife/resources/academicintegrity/>

DISABILITY ACCOMMODATIONS PROCEDURE

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.