



SPRING 2004 SYLLABUS for “SECONDARY BLOCK”

includes

ED 285 READING AND LANGUAGE ARTS ACROSS DISCIPLINES

ED 286 FIELD PLACEMENT

ED 287 INSTRUCTIONAL DESIGN FOR ADOLESCENTS

Instructional Team Members:

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Meeting Times: Monday and Friday -- 8:00 a.m. to 10:20 a.m.

Classroom --in 100 East 8th Building -- B-01

I. CATALOG DESCRIPTIONS (Truth in Advertising)

ED 285: *This course will focus on the integration of reading and language arts strategies into grades 6-12 content subjects. Course topics will include the use of literature; reading, writing, listening and speaking as tools for diverse learners in content subjects; diagnostic teaching; study skills; direct skill instruction and formal/informal assessment practices. Planning for content area lessons and units will be integrated with ED 287.*

ED 286: *A coordinated, supervised field placement in an appropriate content area middle school or high school classroom. This placement is shared with ED 286/287 and requires a minimum of two hours a week.*

ED 287: *This course will examine critical dimensions of adolescent (ages 12-18) development and identify appropriate instructional structures which create effective middle and high school learning environments. Research and instructional strategies will be utilized to design, monitor, assess, and evaluate instructional plans. Includes an overview of classroom and behavior management theories and techniques.*

II. THE GUIDING QUESTION FOR THE BLOCK IS....

*"How do I create meaningful, interactive learning experiences that **engage** curiosity, challenge students with high, attainable expectations, and ensure the success of diverse learners?"*

III. COURSE ORGANIZATION

This will be the fourteenth semester that I have taught the Secondary Block since 1995, and the fourth year I have teamed with Teaching Assistants from the previous year's course.

This Spring 2004 we will be organized in a "Workshop" format. This means that each class session will be organized in such a way to provide you with opportunities to acquire and "practice" the knowledge and skills for being an effective Secondary Teacher. All of us—each of you and the Instructional Team—will assume responsibility for making the classroom a place where motivated and prepared people come to learn from and with each other.

We will meet on Monday and Friday mornings for 2 hours and 20 minutes; in addition you will go to a weekly field placement for at least 2 hours. These times will be "worth" 6 credits for the semester—all three courses receiving the same "blocked" grade.

IV. PURPOSE of BLOCKING COURSES

This integrated structure is intended to provide you with multiple opportunities to collect, articulate, and synthesize research-based, effective instructional strategies for specific content areas into your own "buffet of choices" to ensure that you are becoming a *highly qualified* secondary teacher.

V. PROFESSIONAL TEXTS in order of use

The beginning and ending texts are adolescent novels that are intended to provide contexts and analogies for critical discussions about adolescent learners. The remaining are professional development texts written by teachers for teachers.

Reading assignments should be completed before coming to class—concepts, strategies, models suggested in the reading will be used in each workshop session.

Lois Lowry's *The Giver*

Barbara Given's *Teaching to the Brain's Natural Learning Systems*

Ron Brandt's *Powerful Learning*

Cris Tovani's *I Read It, But I Don't Get It!*

Strong & Silver's *Reading for Academic Success*

Barbara Benson's *How to Meet Standards, Motivate*

Students, and Still Enjoy Teaching

Johnson & Johnson's *Cooperative Learning in the Classroom*

Garmston & Wellman's *How to Make Presentations that Teach and Transform*

Robert Cormier's *The Chocolate War*

VI. COURSE OBJECTIVES

The Secondary Block student will

...examine the professional literature to develop a **professional working model** which may be used to design instruction for adolescent learners

...demonstrate knowledge and skill in **using technology** to 1) enhance personal and professional work, 2) examine national and state standards for content areas, 3) locate current research on adolescents and instructional lesson plans, and 4) enhance the instructional process.

...collect strategies which **promote literacy skills** for life-long learning: reading, writing, speaking, listening, viewing and graphically representing.

...examine strategies for preparing adolescent learners to **use content area textbooks and documents** effectively for their own learning.

...develop **direct instruction and cooperative learning lesson plans and materials** that engage adolescent learners.

...examine traditional and performance assessment approaches to **evaluating and grading**.

...propose a classroom environment and **behavior management plan** which reflect effective literacy instruction in specific content areas.

...**communicate effectively in a variety of interviews** intended to demonstrate your knowledge of secondary teaching.

VII. ASSIGNMENTS

You will be involved in “*action learning*.” Assignments, classroom activities, uses of technology, and field placement participation will all require that you demonstrate what you are learning and the skills you are developing through “reading, writing, speaking, listening and representing visually.”

There will be multiple opportunities to demonstrate your learning. With seven exceptions, you will choose what work you complete. **In the spirit of professional practice**, the following rules will govern all successful completion of assignments:

1. At least 50% of the total points possible for each individual assignment must be earned; otherwise, NO POINTS will be recorded.
2. Once the due date for an assignment has passed, that assignment will not be accepted.

VIII. OPTIONS OF CHOICE

A. Required Assignments: (210 points)

1. Professional Homepage
2. Ginger Letter re: *The Giver*
3. Content Standards Interview with Mentor Teacher
4. Exit Interview with Mentor Teacher
5. Mentor Teacher's Evaluation of your efforts
6. Professional Interview—during Exam Week
7. Teaching Seminar – plan, revise, implement

B. Professional Commitment: (106 points)

A continuous demonstration of your commitment to the profession will involve “being there” and the autonomy and initiative you take in “doing the work.”

1. **Attendance** – (“being there”) 28 class sessions, 2 points each -- 56 total points

2. **Participation**-- (“doing it”) As a learning community, we will create a participation rubric which will be used to assess your contributions to the class. In addition, you will create a set of individually generated goals. Participation is worth 50 points and will involve a 5-page typed participation analysis paper, submitted in three parts. Part I: One page, reacting to and assessing the class-generated rubric AND in which you generate your own participation goals for the semester. Part II: Three pages, two pages consisting of a midcourse progress report of your own efforts and one page which is a letter to your Block partner providing specific feedback on his or her participation as you have observed it to date. Part III: One page, which contains a final, realistic assessment of your participation in the course. **The 5-page paper must be completed if any points for participation are to be earned.**

C. Higher Order Thinking Reflected in Writing (190 points)

These assignments will provide opportunities for students to explore how the course content relates to their major and minor content areas, to adolescent learners, and to their growing awareness of what it will mean to teach adolescents.

D. Authentic Professional Development Tasks (200 points)

These assignments will involve “practicing” instructional thinking and planning. Specific guidelines and scoring rubrics will be provided for each assignment.

E. Use of Technology (130 points)

These assignments will involve the professional uses of technology: Internet searches, production tools, discussion boards. Specific guidelines and scoring rubrics will be provided for each assignment.

IX. ASSESSMENT/EVALUATION/GRADING

We will work together to create the evaluation criteria for the following: participation, writing, and speaking. From these criteria we will create scoring rubrics to be used in providing feedback on the results of your efforts to completed assignments. We will use the evaluation categories that are consistent throughout the Education Department’s program: *Excellent; Proficient; Developing Proficiency, and Unsatisfactory.*

X. GRADES

The total number of points for all possible assignments is 836. Given the choice options in the course, you will be able to earn an A with 627 points or above—this represents 75% of the total possible.

Grades in this course are assigned according to the following point scale:

627 and above	A	100%
583 to 626	A-	99-93%
564 to 582	B+	92-90%
545 to 563	B	89-87%
527 to 544	B-	86-84%
508 to 526	C+	83-81%
489 to 507	C	80-78%
470 to 488	C-	77-75%
451 to 469	D+	74-72%
432 to 450	D	71-69%
414 to 431	D-	48-66%
413 to 0	F	65-0%

XI. DEVELOPING A PROFESSIONAL DEVELOPMENT PLAN

For the purposes of planning, you will be asked to circle the assignments you are considering, and then total the points possible. Be realistic. It is highly unlikely that you will get all the points possible for the assignments. Check your total with point totals needed for each grade. Be sure that you’re planning to do enough assignments to get the grade you desire in the course. Keep track of your points as the course progresses (a point grid is available on the Block website) so that you know if you need to add more assignments.

Required Assignments:	(210 points)
Professional Homepage	10 points
Letter to Ginger (<i>The Giver</i>)	10 points
Standards Interview with Mentor Teacher	30 points
Mentor Teacher’s Evaluation	30 points
Teaching Seminar	100 points
Professional Interview—during Exam Week	30 points

Professional Commitment	(106 points)
Attendance	56 points
Participation	50 points

Writing & Higher Order Thinking	(190 points)
Summary of adolescent Characteristics	25 points
Weekly Learning Log Entries (10 points each)	140 points
Teaching Seminar Synthesis papers (5 total)	25 points

Authentic Tasks	(200 points)
Plan for Content Reading Strategies	30 points
Reading-to-Learn Autobiography	15 points
Direct Instruction Lesson Plan	25 points
Cooperative Learning Lesson Plan	25 points
Behavior Management Plan	20 points
Lesson Plan Taught in Placement	20 points
Exit Interview with Mentor Teacher	15 points
<i>To Supplement the Professional Interview during Exam Week. You have a Choice of:</i>	
Concept Map of Literacy	50 points
Or	or
Teaching Handbook	50 points
(assemble work in Portfolio format)	

Use of Technology	(130 points)
Inspiration Map of Content Standards	20 points
Standards Internet Search	30 points
Participation in Discussion Board	30 points
Electronic Grade Book	30 points
Internet Search for Content Instructional Resources	20 points

Grand Total 836 points

XII. GUIDING NATIONAL AND STATE STANDARDS

Over the past decade, multiple categories of standards place requirements on Teacher Education programs to guarantee that candidates they certify have adequately demonstrated that standards have been met.

The following standards will guide the content, instructional strategies, and assessments throughout this course. These will be indicated at the beginning of each Unit and will be used to assess your performance and products in the course.

1. Entry-Level Standards for Michigan Teachers
2. Michigan Standards for Authentic Teaching and Learning
3. Michigan K-12 Curriculum Framework
4. Michigan Standards for Secondary Literacy Instruction
5. Educational Technology Standards (NETS)

*This is **NOT** to be considered a methods course; rather it is an "instructional foundations" course for promoting **adolescent literacy** across all content areas.*

XIII. DEPARTMENT EXPECTATIONS

Education faculty have identified six **PROFESSIONAL ABILITIES** that we believe are the critical final outcomes of our certification programs. We expect each of our graduates to leave Hope College with an entry level confidence and demonstrated competence as

- an EFFECTIVE COMMUNICATOR,*
- a PROFESSIONAL COLLABORATOR,*
- a CURRICULUM DEVELOPER,*
- a PROBLEM SOLVER,*
- a DECISION MAKER,*
- a SCHOLARLY EDUCATOR.*

Therefore, the workshop sessions will be designed to provide you with multiple opportunities to practice and demonstrate competence in each of the Abilities.

XIV. COLLEGE EXPECTATIONS for Academic Integrity VS. Plagiarism

As your instructional team, we will create assignment and assessment structures in a manner that allow you to demonstrate your personal level of knowledge, skills and “dispositions.” Our expectation is that you will present your own personal and creative responses. If there should be any question that an individual has not submitted his or her own work with integrity and honesty, we will follow the guidelines from the *Hope College Code for Academic Integrity*.

(Quoted from the 2003-2004 Hope College Catalog, pp. 84-85: *Academic integrity is based on the principles of honesty and individual responsibility for actions.... Plagiarism is the dishonest presentation of the work of others as if it were one's own. ...Because plagiarism violates the expectations of trust and honesty necessary for academic work in an ethical community, it is a serious offense. In addition, plagiarism undercuts the basic purposes of higher education by short-circuiting the process of inquiry, reflection, and communication that leads to learning.*