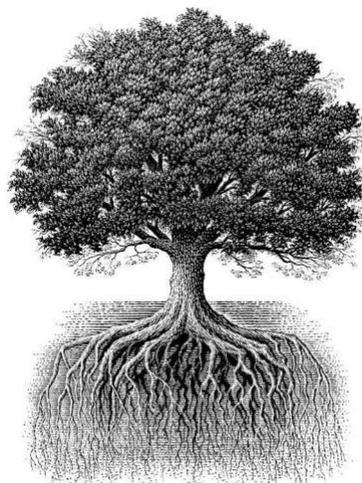


Secondary Curriculum and Instruction (EDU 301)

Block 3: October 21 - November 13, 2018

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Course Description

This course is designed to provide secondary teacher education candidates with an opportunity to study, reflect, question, and become knowledgeable about instructional methods while applying and practicing these methods in a collaborative and constructive setting. Major topics include assessment of student learning, classroom management, curriculum development, and instructional technology.

Educational Priorities and Outcomes

This course supports the educational priorities and outcomes of Cornell College with emphasis on knowledge, inquiry, reasoning, communication, and vocation. In addition, students will be evaluated on their proficiency in the InTASC Standards #1, 2, 4, 6, 7, and 8 (see InTASC document on Moodle).

Course Materials

- Eisner, E. *Cognition and Curriculum Reconsidered*, 2nd Edition. New York: Teachers College Press
- Readings as assigned on Moodle
- Two-year subscription to Chalk and Wire (paid for by the Education Department)
- Membership to your professional association (NCSS, NCTE, NSTA, NCTM, ACTFL, NAEA)

Academic Honesty

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Accommodations

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see

<https://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Diversity and Inclusion Statement

Cornell College values diversity and strives to create a welcoming community in which all individuals are respected and included. We support respectful and meaningful inquiry across actual or perceived differences. These differences include ability, age, appearance, athletics and student organization involvement, ethnicity, family/marital status, gender, gender expression, immigration status, language, military/veteran status, nationality, political ideology, race, religion/spirituality, sex, sexuality, socio-economic status, and other personal identities and experiences.

We live in an increasingly interconnected world. The ability to include, communicate, cooperate, and collaborate with diverse individuals is important. To that end, we engage in dialogue around issues of difference, identity, and ideology in the classroom, residence halls, and throughout campus. We embrace diversity, and as a result our viewpoints are enriched and our community strengthened.

The entire campus community is called upon to play a role in Cornell College's commitment to diversity and inclusion. Cornell will continue to evolve into a more inclusive and equitable campus that is committed to civic and social responsibility through the collaboration of the President, Diversity Committee, students, faculty, and staff.

Freedom of Expression and Civil Discourse Statement

Cornell College is an institution of higher education that aspires to develop lifelong learners and engaged citizens. Consistent with that mission, we strongly endorse freedom of speech, as articulated in the First Amendment, as an inherent *right* of individuals to express themselves. Expression and personal identity are inextricably intertwined. Further, while freedom of speech and expression are accorded constitutional protection in our civic life, the value of free expression must be given even more rigorous affirmation in an intellectual community that prizes liberal education, academic freedom, and critical thinking.

As a small, residential community of persons with diverse identities and backgrounds, Cornell is committed to maintaining an inclusive campus climate and emphasizes the importance of communication and cooperation between individuals who hold different perspectives, opinions, and identities. Civil discourse refers to the inherent *responsibility* of individuals to engage respectfully with the intent to foster understanding. In a community like ours, civil discourse is highly valued, as it guides the approach all individuals should take in order to achieve an inclusive campus.

Therefore, we expect that community members, when engaging in civil discourse, will approach each other with:

1. The intention to understand—The process of civil discourse places responsibility on both the speaker and the listener to be willing to learn, acknowledging that neither one has all of the answers. It can be messy, involves risk, and is ultimately rewarding. Active listening and asking thoughtful questions are key components.
2. Respect for the inherent dignity and worth of every person—Civil discourse means that we recognize that all persons, regardless of differences and disagreements, have inherent dignity, worth, and their own unalienable right to freely express themselves.
3. Commitment to learning and appreciation of critical thinking—Freedom of speech is fundamental for learning, critical inquiry, and growth as an individual and as a community. Civil discourse involves thinking critically about *all* ideas, opinions, and identities one encounters. The invitation to think critically is meaningless unless diversity of opinion and perspective is not only respected but actively sought out.
4. Empathy—A critical component of civil discourse is empathy. In practicing empathy, each individual involved attempts to understand the feelings, experiences, and perspectives of another.

Course Policies and Expectations

In addition to considering the above statement on Diversity and Inclusion, please review the Humanistic Dispositions document and InTASC Standards #9 and #10 made available to you on Moodle. These descriptors illustrate what is expected of teachers and thus what I expect to see of you in this class. More specifically, I expect you to attend every class meeting (on time, if not early) and to communicate with me and your peers in a professional manner. Maintaining a sense of humor and a reflective stance is also appreciated!

Attendance

You are expected to attend all class sessions. More than one absence without prior notice and appropriate documentation will result in the loss of 10% of your final grade.

Assignments

Please turn in all assignments by the due date and time. I take off 1% from the assignment grade for every hour the assignment is late. If assignments are not complete, not proofed, or inappropriately submitted (file type or formatting oddities), I will consider the assignment “late” until the problems are rectified.

Engagement

It cannot be stressed enough that your engagement is critical to the success of this class. Your engagement will be assessed holistically according to the following criteria:

- **Active listening:** This is a vital component to constructive dialogue. Monopolizing and dominating the conversation is not considered high quality engagement. Additionally, distracting behaviors such as texting and side-talking are inappropriate. Please turn off your cell phones and laptops/tablets unless we are using these as a class.
- **Active Discussion:** Dialogue is a key to our understanding of the material. If I don't hear your ideas come up during our class conversations, it's very difficult to assess what you

understand and what you do not understand. As future teachers, you are expected to be enthusiastic discussants on all things related to teaching and learning.

- **Preparation:** For one, *be on time*. Also, you must *actually read* the required materials in order to participate. Other indicators of preparation might include notes on readings, prepared questions and comments, and having readings/notes available for reference. Ultimately, my assessment of your level of engagement is based on the preponderance of evidence displayed in class - not your intentions.

Summary of Assignments

Each assignment and grading criteria is described in detail on Moodle.

- **Teaching Philosophy Paper (20%):** Statement of your beliefs about the purpose of education, the importance of your discipline, and what it means to be a “good” teacher.
- **Lesson Plan, Teaching Demonstration, and Reflection (20%):** You will develop a lesson plan, teach it to us as your “class”, and reflect on it afterwards in a one-page narrative.
- **Assessment Paper (20%):** Statement about your purposes and plans for assessment, along with a well-developed rubric for assessing student writing.
- **Course Syllabus and Curriculum Map (20%):** Detailed guide of your course and expectations of students as well as a matrix of skills and assessments.
- **Engagement and Participation (20%):** Includes daily reading responses and activities (as evidenced in your composition journal); evidence of preparation for class activities, active listening, and active discussion. These elements will be documented in the composition notebook provided to you in class.

Course Schedule

Week One		
Date and Meeting Times	Topic	Reading and Assignments Due
Mon. October 21 12:30 – 3:00 p.m.	Overview of course; join Professional Organizations; Review InTASC Standards; Review Humanistic Dispositions; Preview of life as a student teacher	Join your professional organization
Tues. October 22 12:30 – 3:00 p.m.	Conceptualizing Your Curriculum: How shall we decide what to teach? How does your professional organization conceptualize the curriculum?	Eisner, Ch. 1 Review Prof. Organization Position Statements
Wed. October 23 9:30 – 11:00 a.m. 1:00 – 3:00 p.m.	The Role of the Senses and an Expanded View of Knowledge	Eisner, Ch. 2
Thurs. October 24 12:30 – 3:00	Forms of Representation	Eisner, Ch. 3 Review Prof. Org. Standards and Objectives
Fri. October 25 12:30 – 3:00	Making Learning Problem-Centered	Eisner Ch. 4 Teaching Philosophy Due by 5 p.m. Saturday 10/26
Week Two		
Date and Meeting Times	Topic	Reading and Assignments Due
Mon. October 28 12:30 – 3:00	Constructing Classroom Curriculum	Null, "What is Curriculum?" and "The March..."
Tues. October 29 12:30 – 3:00	Learning Targets and Assessment of Student Learning	Carjuzaa and Kellough Ch. 5 and 11
Wed. October 30 9:30 – 11:00 1:00 – 3:00	Short and Long-term Planning	Carjuzaa and Kellough Ch. 6
Thurs. October 31 9:30 – 11:00 1:00 – 3:00	Instructional Strategies: Lecture/Interactive Presentations	Larson and Keiper Ch. 5
Fri. November 1 9:30 – 12:00	Instructional Strategies: Questioning	Larson and Keiper Ch. 6 Assessment Plan Due by 5 p.m. Saturday 11/2

Week Three		
Date and Meeting Times	Topic	Reading and Assignments Due
Mon. November 4 12:30 – 3:00	Instructional Strategies: Cooperative Learning	Larson and Keiper Ch. 8
Tues. November 5 12:30 - 3:00 p.m.	Instructional Strategies: Simulations, Role Play, and Dramatization	Larson and Keiper Ch. 9
Wed. November 6 9:30 – 11:00 1:00 – 3:00	Instructional Strategies: Discussion and Debate	Larson and Keiper Ch. 10
Thurs. November 7 9:30 – 11:00 1:00 – 3:00	Instructional Strategies: Student-Directed Investigations	Larson and Keiper Ch. 11 Lesson Plans (Spanish and English) due by 5 p.m.
Fri. November 8 9:30 – 12:00	Professional Development	-Review Professional Association materials (Details TBA) -Course Syllabus and Curriculum Map due by 5 p.m. Sunday 11/10 -Lesson Plan Science and Math Due 5 p.m.
Week Four		
Date and Meeting Times	Topic	Reading and Assignments Due
Mon. November 11 12:30 - 3:00 p.m.	Teaching Demonstrations: Spanish and English	-Lesson Plan History and Art due 5 p.m. -Teaching Reflection due for Spanish and English – 8 a.m. Tuesday
Tues. November 12 12:30 – 3:00 p.m.	Teaching Demonstrations: Science and Math	-Teaching Reflection due for Science and Math – 8 a.m. Wednesday
Wed. November 13 9:30 – 12:00 p.m.	Teaching Demonstrations: History and Art	-Journals due at start of class -Teaching Reflection due for History and Art – 8 a.m. Thursday 11/14

Journal Reflections: Your Daily Composition Notebook

- I. Eisner: Develop three questions using the “Questions for Critical Thinking” document as a guide and provide a sample answer to ONE of your questions.
- II. Null Reading: Answer the reflection questions at the end of each chapter.
- III. Carjuzaa and Kelleough:
 - Identify concepts or terms that are new to you.
 - Write a brief response to one *Teaching Scenario*.
 - Write a brief response to one *Activity*.
 - A good idea you can imagine implementing in your own class.
 - An idea that you find problematic or unrealistic.
 - Questions or comments you want to bring up in class about the topic.
- IV. Larson and Keiper
 - Identify concepts or terms that are new to you.
 - Write a brief reflection on how you will apply the ideas from this chapter in your own teaching with an emphasis on your subject area. Be specific.
 - Identify any pitfalls you’d like to avoid.
 - Pose questions or comments you want to bring up in class about this topic.
- V. Professional Association:

Identify resources from your **professional organization** that will be useful to you as a teacher and a professional in your field. Especially take note of teaching ideas, opportunities for professional and intellectual growth, position statements, and research in the field. In addition, write a reflection to the following questions:

 - a. Describe at least three opportunities for professional development that are provided by this organization.
 - b. What are some current issues under discussion within the organization?
 - c. How do these issues relate to your field experiences?
 - d. Examine the standards issued by your professional organization. Do these standards reflect what you believe is important for students to know and be able to accomplish in your discipline? Why or why not?