

Course Proposal Checklist

(Submit for each course)

- Course Abbreviated Title WIP Methods Tchng Secondary Level
- (29 characters maximum)
- Course Complete Title: WIP Methods of Teaching on the Secondary Level, SCED 301

Average Weekly Contact Hours: 3

- Discussion X Field Experience _____
- Lecture X Independent Study _____
- Student Teaching _____ Web-Based Course _____

Course Proposal Checklist

Before submitting a proposal, please indicate whether each of the following tasks have been fulfilled.

	Yes	No	N/A
1. Does the course proposal include a rationale?	X		
2. Does this proposal require coordination with other departments in the College or University? If so, please attach supporting documentation.	X		
3. Are there adequate library resources (print and media) to support this proposal? If not, state how resources would be developed or how the proposal would be affected.	X		
4. Are additional resources (staff, fiscal, or technical, including lab space and equipment) required to support this proposal? If so, please identify the resources. If those resources are not available, state how the proposal would be affected.		X	
5. Has academic computing been consulted regarding the adequacy of resources (lab space, hardware and software) to support this proposal? If computing resources are not available, describe how those resources would be developed or how the proposal be affected.			X
6. If this proposal concerns a 300-level course to be offered for graduate credit, is the required academic rationale attached?			X
7. Is a course syllabus attached in support of this proposal? (See attached syllabus requirements)	X		
8. Are all supporting documents attached?	X		

Course Rational and Description:

This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline.

Course outcomes measured against College of Education Proficiency standards

Situating one's teaching in the structural, social, and political environments of schools and asking critical questions about the nature and purpose of secondary education	Proficiency 1: Students, schools, communities, pedagogy, and practice
Developing proficiency in planning, instruction, and assessments, including: identifying domains and levels of learning, writing instructional objectives, preparing lesson and unit plans that target a variety of standards within specific content areas, identifying and evaluating instructional materials, identifying and evaluating a variety of teaching strategies and techniques, and evaluating student learning	Proficiency 2: Professional competencies
Recognizing and integrating the needs of students from diverse cultural, ethnic, linguistic, and special needs backgrounds into one's lesson and unit planning	Proficiency 3: Differences among and between people and cultures in a global society Proficiency 5: Emerging needs and challenges of a changing world
Developing a facility in cultivating effective academic relationships with a variety of constituencies	Proficiency 4: Change in self, students, schools, and communities
Understanding the importance of reflection about one's teaching before, during, and after instruction and sharing critiques with one's peers	Proficiency 6: Professional growth

Course Texts

~ Kaufman, Bel. *Up The Down Staircase*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

~ Kellough, Richard D. and Jioanna Carjuzza. *Teaching in the Middle and Secondary Schools, 9th Edition*. Boston: Pearson, 2009.

~ Other readings as assigned

Weekly Topics & Assignments - subject to change

Week 1:

Topic: Introduction to the course, to each other, and to the profession

Week 2:

Topic: Students, Teachers, and Schools

Reading Assignments: Kellough and Carjuzza, 1-68

Response Essay Preliminary Draft due for in-class peer review

Week 3:

Topic: Planning for instruction

Reading Assignments:

-Kellough and Carjuzza, 114-228

-Illinois Professional Teaching Standards (available at <http://www.isbe.net/profprep/PDFs/ipts.pdf>)

-Illinois Learning Standards for your discipline (available at <http://www.isbe.net/ILS/default.htm>)

Week 4:

Topic: Student Learning

Reading Assignments:

-Kellough and Carjuzza, 69-113, 230-319

Written Lesson Plans due for in-class peer review

Week 5:

Topic: Testing and Assessments

Reading Assignments:

-Kellough and Carjuzza, 321-358

Response Essay Revised Draft due for in-class peer review

Week 6:

Topic: Teaching Exceptional Children

Reading Assignments:

-Forrest W. Parkay and Beverly Hardcastle Stamford, "Addressing Learners' Individual Needs" from *Becoming a Teacher, 8th Edition* (Upper Saddle, NJ: Merrill, 2010), 288-323.

Week 7:

Lesson Plan Presentations

*Written Lesson Plans due *

Week 8:

Lesson Plan Presentations

Week 9:

Reading Assignments:

-Kaufman, *Up the Down Staircase*

Week 10:

Multi-media Project Presentations

Response Essay Final Draft Due

Week 11:

Topic: Your future as a professional secondary education teacher

Reading Assignments:

-Kellough and Carjuzza, 359-384

Week 12:

Written Unit Plan drafts due for in-class peer review

Week 13:

Unit Plan Presentations

Week 14:

Unit Plan Presentations

Week 15:

*Final Written Unit Plans due

Instructor's Expectations

University, College, Department, Program, or instructor's statements on:

- Attendance, participation, assignment completion, etc.
- Academic Honesty and the University's Student Conduct Code, available at <http://www.neiu.edu/~DeanSt/survival/conduct.pdf>.
- Academic Integrity tutorials available through the Center for Teaching and Learning
- Accommodations for student with disabilities

Course Assignments and Assessment

Descriptions of the course assignments are below. These and additional assignments will be detailed as needed throughout the semester. Students must complete all assignments in order to pass this course. All grades, including students' final grades, are based on the quality of the completed work and fulfillment of course expectations. Students must confer with instructor within the first week of the semester if they require accommodations for particular disabilities to meet course expectations or to complete assignments. Similarly, students must inform instructor promptly if they have a compelling medical or personal reason for missing class and arrange to complete missed work. Please note that some of the work for this course may be appropriate additions to students' professional portfolios.

Assignments are worth different percentage points that determine the final course grade. Assignments designated with an asterisk (*) indicate formal, graded assignments. In addition, students will engage in several informal, ungraded in-class writing activities.

<u>Assignments</u>	<u>Percentage Points</u>
Readings, Attendance, Participation, & Disposition	15 %
Discussion Question Responses	5
Response Essay Preliminary Draft (3 to 4 pages)	0
Response Essay Revised Draft (3 to 4 pages)	0
Response Essay Final Version* (3 to 4 pages)	10
Lesson Plan Presentation	10
Written Lesson Plan draft	0
Written Lesson Plan* (3 to 4 pages)	10
Multi-media Project	15
Unit Plan Presentation	0
Written Unit Plan draft	0
Written Unit Plan* (15 to 20 pages)	20
Professional Portfolio* (10 to 20 pages)	15
TOTAL	100 %

Your final course grade is based on the following scale:

93 to 100%	= A
84 to 92%	= B
74 to 83%	= C
63 to 73%	= D
62% and below	= F

Readings, Attendance, Participation, and Dispositions

You are to complete all assigned readings; think carefully about the material; attend all classes arriving promptly and thoroughly prepared to engage class discussions and other activities. Further, you are to demonstrate the highest standards of professional demeanor, behavior, and courtesy during each class over the course of the semester. As such, you are not to use cell phones or other electronic devices for extraneous texting, web browsing, e-mailing, or other similar activities.

Discussion Question Responses

You will respond to Discussion Questions (DQ's) based on each of the textbook reading assignments in a written post to the appropriate Blackboard Discussion Board Forum. Your DQ Responses should not summarize the text, but rather should address what you find interesting, important, outrageous, or otherwise worth thinking about in greater depth, how it contributes to your intellectual, pedagogical, or professional development, or to your thinking about secondary school teaching and learning. From time to time, your posts will serve as the basis of our class discussion on those days. As such, I encourage you to respond to your classmates' posts or build on their comments in your own reflection. While each DQ Response is separate and individual, you, your classmates, and I should have a fuller picture of you as a secondary education teacher by the end of the course.

There is no word limit for your DQ Responses, but they should be at least 150 words in length. Further, I will not use any formal criterion to evaluate the quality of your DQ Responses - only completion. You must respond to each and every DQ to receive full credit for this element of your final course grade. You will forfeit the percentage points of your final grade should you fail to complete each and every DQ response.

Response Essay

You will write an essay responding to or discussing your reactions to an assigned topic. Your essay is due to Blackboard by the start of class on the dates indicated on the Course Schedule. An assignment sheet further detailing the specifics of your Response Essay is available in the Assignments section of Blackboard.

Lesson Plan and Presentation

You will develop a lesson for a 50-minute class period in your discipline. This includes a written plan detailing the goals, objectives, rationale, standards, methods, activities, assessment, and other related instructional elements. You will deliver a portion of your lesson to your colleagues in a 10 to 15 minute presentation. An assignment sheet further detailing the specifics of your Lesson Plan is available in the Assignments section of Blackboard.

Multi-media Project

This is a collaborative assignment. Working in groups of three, you and two colleagues from different disciplines will identify a non-print educational resource. You will ascertain the resource's potential for use in an interdisciplinary lesson plan or unit of instruction. In so doing, you will evaluate how effectively the source achieves its goals and will assess its usefulness for professional secondary education teachers. You will share your findings with your colleagues in a 10 to 15 minute presentation.

Unit Plan and Presentation

You will plan and develop a unit of study for your discipline lasting no less than two weeks of instruction with no fewer than seven individual lesson plans. In so doing, you will utilize elements of good planning and instruction by developing a rationale for your unit, evaluating your intended teaching materials, preparing lesson plans that progress logically and thoughtfully throughout your unit, incorporating state or professional organizational standards, and developing appropriate form or forms of assessments. You will share your unit with your colleagues in a 15 to 20 minute presentation. An assignment sheet

further detailing the specifics of your Unit Plan and Presentation is available in the Assignments section of Blackboard.

Professional Portfolio

You will begin to develop and organize your professional portfolio as required by the Secondary Education program. You will continue to develop your portfolio throughout your progression in the Secondary Education program sequence to demonstrate your mastery of the College of Education's performance standards. For this course, you will gather artifacts that demonstrate your mastery of a minimum of four standards. You also will author a written reflection of your understanding or mastery of the standards. We will discuss this project in detail throughout the semester.

Informal In-class Writing Activities

You will respond to different writing prompts at various points throughout the semester. Writing prompts will be based on reading assignments, Discussion Questions (DQ's) responses, or current trends or issues in the field of education. There are no word- or page-length requirements for your responses, nor will your responses be collected or graded. You should, however, be prepared to share your responses with your classmates. In essence, informal in-class writing activities provide you the opportunity to organize and clarify your thinking on a particular topic through the active process of writing and to share your thoughts with a larger audience.

For Committee Use Only

Course	SCED 301
Date Submitted	11-05-10
Action	Approved
Date Action Taken	11-10-10

Writing Intensive Course Proposal Form

NEIU Writing Intensive Program, Center for Academic Writing
Ronald Williams Library www.neiu.edu/~wip

Beginning with students who newly enroll in Fall 2008, all students must successfully complete a Writing Intensive course within their discipline in order to graduate. Successful completion of ENG 101 or its equivalent with a grade of "C" or better is a prerequisite to enrolling in a Writing Intensive course. Writing Intensive courses must be NEIU courses.

Writing Intensive courses:

- Are 200-level or 300-level courses offered relatively early in the major
- Must be a minimum of 3 credit hours
- Have an absolute maximum of 25 students so that the instructor can devote a great deal of time to provide feedback on early drafts of written work
- Meet the Writing Intensive Guidelines (see p. 3 or <http://www.neiu.edu/~wip> for the guidelines)

Departments and programs have several options for implementing Writing Intensive courses:

- Create a new course to add to the list of requirements for the major*
- Modify an existing course*
- Choose to offer one course that students must use to fulfill the Writing Intensive requirement or allow students to choose one of several courses that can be used to fulfill the Writing Intensive requirement
- Work with faculty in a group of departments/programs to develop a Writing Intensive course that can be used by all their majors
- Consult with the Writing Intensive Faculty Advisory Committee (WIFAC) if they wish to propose alternative ways of providing Writing Intensive courses for their majors

***Note:** Departments and programs that choose to create a new required course or modify an existing course that was not previously required will need to propose a change in the major program and submit the program change through the appropriate governing bodies.

Support for designing Writing Intensive courses, preparing the course proposal documents, and/or designing and implementing writing assignments is available through the Center for Academic Writing. The sources listed below can also provide guidance in designing Writing Intensive courses.

Bean, J. C. (2001). *Engaging ideas: The professors' guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Gottschalk, K., & Hjortshoj, K. (2004). *The elements of teaching writing: A resource for instructors in all disciplines*. Boston: Bedford / St. Martin's.

Please contact Kate Hahn at x4490 or mk-hahn@neiu.edu with any questions or visit <http://www.neiu.edu/~wip> for more information.

Writing Intensive Course Proposal Form

INSTRUCTIONS

The following need to be submitted electronically to WIFAC at mk-hahn@neiu.edu for each course that is proposed:

- Writing Intensive Course Proposal Form
 - Available at <http://www.neiu.edu/~wip>
- Proposed Course Syllabus
- Curricular Proposal Transmission Form
- FCAA Course Proposal Checklist (and any necessary documents, e.g. proposal rationale)

Please use the "Save As" function to save this document with the Subject and Course Number of the proposed course as the document name (for example, PSYC202.doc). Provide the information requested on the following pages.

Subject: Education

Course #: SCED 301

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Methods Tchng Secondary Level

Course Title: WIP:Methods of Teaching on the Secondary Level

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline. Prerequisites: EDFN 305, EDFN 306, 21 hours in the academic major, and English 101, with a grade of C or better.

WI GUIDELINES

Complete the chart below by showing how the proposed course meets each of the WI Guidelines. Please make a reference to where in the proposed syllabus this information can also be found. **Refer to the complete guidelines and notes below for more information.** Contact the CAW and/or see Bean (2001) and Gottschalk and Hjortshoj (2004) for help designing a WI course (full references at the bottom of page 1).

<p>1. The writing activities should be an integral part of the course and should be designed so that students will receive active instruction in disciplinary writing.</p>
<p>1/ Instructor will introduce elements of a structured essay which students will use to write three drafts of a response essay commenting on or discussing their reactions to an assigned topic. 2/ Instructor will explain different aspects of a lesson reflecting the best practices of the profession, including goals, objectives, rationale, standards, methods, activities, and assessments. Instructor will demonstrate how to express those practices in a written lesson for a 50-minute class period 3/ Instructor will explain how to develop a unit of study. Instructor will demonstrate how to develop and express a rationale for the unit, to evaluate intended teaching materials, to incorporate state and professional organizational standards, and to develop appropriate forms of assessments. 4/ Instructor will facilitate students' planning and development of the professional portfolio as required by the Secondary Education program to demonstrate students' mastery of Illinois Professional Teaching Standards and College of Education Proficiencies, including students' collecting and organizing of appropriate artifacts and authoring individual reflections about them.</p>
<p>2. Students will write the equivalent of at least 15 pages of graded assignments over the course of the semester. <i>NOTE: See Guideline 4 for more specific information about these graded assignments.</i></p>
<p>Students will meet or exceed this Guideline through the different graded assignments listed below. See Pages 4 to 6 of the proposed course syllabus for more details about these assignments.</p> <p>Response Essay Final Version (3 to 4 pages) Written Lesson Plan (3 to 4 pages) Written Unit Plan (15 to 20 pages) Professional Portfolio (10 to 20 pages)</p>
<p>3. Each Writing Intensive course will require multiple types of writing. Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, case studies, lab reports, creative writing, problem-solving, or computer programming, as well as other forms of course-related writing.</p>
<p>Students will encounter multiple types of writing in this course, including personal reflections, lesson plans, unit plans, and professional portfolios.</p>

4. The graded assignments, consisting of multiple types of writing, will constitute a significant portion (**at least 50 percent**) of the final grade for the course; the grade on each assignment will reflect effective and correct written expression as well as knowledge of content.
NOTE: As such, in-class exams and quizzes will not apply toward the 15-page requirement unless effective and correct written expression are explicitly considered in determining the grade.

Graded assignments will meet or exceed this Guideline. See Pages 4 to 6 of the proposed course syllabus for more details about these assignments.

Response Essay Final Version (3 to 4 pages)	10%
Written Lesson Plan (3 to 4 pages)	10
Written Unit Plan (15 to 20 pages)	20
Professional Portfolio (10 to 20 pages)	15
TOTAL	55%

5. On some graded assignments, students will be provided an **opportunity to produce multiple drafts**, in order to learn that writing is a process as well as a tool for invention and discovery. Students will get feedback from the instructor on those early drafts of written work before the grade is assigned.

Students will produce multiple drafts of their Response Essay, Lesson Plan, and Unit Plan. Instructor will provide feedback on those early drafts. See Pages 2 to 3 of the proposed course syllabus for a timeline of weekly activities and assignment due dates.

6. Each Writing Intensive course will also provide an opportunity for students to engage in **ungraded assignments**, such as writing-to-learn activities, in order to practice writing and also to become actively engaged in processing the information that is presented in class or in a textbook. Informal journal writing is another useful means of developing students' critical thinking skills.
NOTE: Ungraded writing activities might include in-class minute papers, muddy point papers, brief reflections on what students have learned in the class period, or brief explorations of questions students have about a topic. Although some of these assignments and activities may receive completion points, some must be truly ungraded, and not contribute to a student's course grade in any way. Contact the CAW if you would like more information on designing and implementing these kinds of writing-to-learn activities.

Students will engage in ungraded assignments. These mostly will be in one of two forms. One will be Discussion Question Responses posted to the Blackboard course site Discussion Board. The other will be In-formal In-class writing activities in response to different prompts at various points throughout the semester. There are no word- or page-length requirements for these responses, nor will these responses be collected or graded. Students should, however, be prepared to share their responses with their classmates.

SAMPLE WRITING ASSIGNMENTS

Include here at least two sample writing assignments: one formal, graded assignment and one informal, ungraded assignment/activity. For each assignment:

- Provide the information that will be given to students when the assignment or activity is given,
 - Clearly describe how each assignment or activity will be evaluated and/or responded to, and
 - Indicate how each sample assignment or activity is connected to course objectives or learning outcomes.
-

FORMAL, GRADED WRITING ASSIGNMENT

Student Writing Assignment Sheet (paste into the gray box below the handout given to students)

Response Essay

SCED 301

Task

Please respond to the following as thoroughly as possible.

Why should high school students know what you would expect them to know about your subject area. In developing your answer, consider first the subject area you hope to teach in a secondary school. This either will be English/Language Arts, Mathematics, History, or Science. Next, identify what you would expect students to know about your subject after studying it for four years in high school. Finally, explain and describe why students should know what you expect them to know.

Audience

You should consider your instructor and your classmates as your audience. Assume your audience is familiar with the culture of American high schools.

Purpose

There are several purposes for assignment:

- To identify important topics or concepts of your subject area
- To prioritize subject-area topics or concepts
- To clarify the importance of those topics or concepts

Due Dates

You will submit two drafts of your essay before submitting your final version

Week 2: Preliminary draft due for in-class peer review

Week 5: Revised draft due for in-class peer review

Week 10: Final version due

Format

Your essay should be in a 12-point font, printed on a standard 8 1/2" by 11" paper with 1-inch margins. Be sure to include your name and the current date on your essay.

Evaluation

Preliminary Draft: Feedback from your peers and from me will center on your stated thesis and the ideas you present in support of your thesis

Revised Draft: Feedback from your peers and from me will center on how you organize your ideas to support your thesis and how you express those ideas, including grammar and style

Final Version: I will evaluate your final version on the facets identified for your Preliminary and Revised Drafts, along with spelling and other related issues.

Please answer the following questions regarding this sample writing assignment:

1. How will this writing assignment be evaluated and/or responded to?

The instructor will respond formally to students' essays, providing feedback on early drafts leading towards the final draft. Students also will respond to each others' work during in-class peer review sessions and discussions. The final grade will be based upon how well students explain what they expect high school students to know about their subject area and why it is important that they know that, which requires students to develop and support a thesis about their subject area

2. How is this writing assignment connected to course objectives or learning outcomes?

This writing assignment promotes students' understanding of the role of academic subjects in secondary education and fosters students' ability to prioritize and explain the importance of topics and themes within their academic subjects.

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

Paste into the gray box below handout for the writing assignment/activity or describe the writing assignment/activity.

Teacher Bio-Poem
SCED 301

Task

You will construct a Bio-Poem of one of your high school teachers. A Bio-Poem is a structured way of expressing what you see as significant or meaningful about a particular topic or subject. Your subject for this Bio-Poem is either a teacher from your high school experiences whom you liked and appreciated or one whom you did not.

Audience

You should consider your instructor and your classmates as your audience. Assume your audience is familiar with the culture of American high schools.

Purpose

There are several purposes for assignment:

- To identify significant traits of high school teachers
- To describe meaningful characteristics of high school teachers
- To compare the traits and characteristics of high school teachers across subject areas
- To assess the influence of high school teachers on their students

Due Dates

This is an informal, ungraded writing activity to be completed in class. Your Bio-Poem will not be collected or graded. You should, however, be prepared to share your Bio-Poem with your classmates.

Format

Your Bio-Poem should follow this format

Line 1: Teacher's Name

Line 2: Four traits or characteristics you most remember

Line 3: Teacher of (subject matter and grade level)

Line 4: At (name of school)

Line 5: Lover of _____ (list three topics s/he instructed the class on or regularly talked about with students)

Line 6: Who thinks _____ (list three ways s/he thought about the topics in Line 5)

Line 7: Who would like to _____ (list three items)

Line 8: Who taught me _____ (list three items)

Please answer the following questions regarding this sample writing assignment/activity:

- 1. How will this ungraded writing assignment/activity be responded to or used by the instructor?**
This is an ungraded, informal writing activity. The instructor will check to ensure that students have completed the assignment according to the format provided within the allotted classtime. Students will share their Bio-Poems with their classmates to facilitate an all-class discussion for that session.
- 2. How is this ungraded writing assignment/activity connected to course objectives or learning outcomes?**
This ungraded informal writing activity requires students to identify the qualities of effective and ineffective instruction at the secondary level and fosters student discussion about best instructional practices in secondary schools.