



**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, 9<sup>th</sup> 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, 8<sup>th</sup> 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
<b>TOTAL</b>	<b>100 %</b>

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.