Tentative Syllabus

TEACHING IN THE SECONDARY SCHOOL

EDSE/4320/01
Russell Miller
Fall 2015

Contact; Office Hours; and Course Information –

<table>
<thead>
<tr>
<th>Professor/Instructor:</th>
<th>Russell Miller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:rmiller@wtamu.edu">rmiller@wtamu.edu</a></td>
</tr>
<tr>
<td>Mailbox:</td>
<td>Department of Education, WTAMU Box 60208, Canyon, TX 79016</td>
</tr>
<tr>
<td>Class Meeting Dates:</td>
<td>Mondays</td>
</tr>
<tr>
<td>Times:</td>
<td>6:00-8:40pm</td>
</tr>
<tr>
<td>Location:</td>
<td>Old Main 207</td>
</tr>
</tbody>
</table>

All other appointments are welcome to be made in person, by telephone, or by email.

Department of Education Conceptual Framework—
The WTAMU Department of Education prepares confident, skilled, and reflective professionals through course work and field experiences who are critical creative thinkers, effective communicators, advocates for diverse learners, users of technology, life-long learners, and stewards of the profession.

Program Educational Outcomes (PEOs) –

Content Knowledge -- InTASC Standards 4 & 5

Program Educational Outcomes/Objectives:
After participating in the Baccalaureate Educator Preparation Program, our candidates will be:
<table>
<thead>
<tr>
<th>Program Educational Outcomes/Objectives (PEOs)</th>
<th>Explanation of PEOs</th>
<th>General Learning Outcomes (GLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical creative thinkers</td>
<td>Who develop solutions to improve the educational environment and who inspire students or co-workers.</td>
<td>GLO 2; GLO 7</td>
</tr>
<tr>
<td>2. Effective communicators</td>
<td>Who use verbal, nonverbal, electronic, and print modes of communication to establish a positive school or work environment and promote thinking and learning.</td>
<td>GLO 1</td>
</tr>
<tr>
<td>3. Advocates for diverse learners</td>
<td>Who appreciate, promote, and model the values of diversity.</td>
<td>GLO 4; GLO 5</td>
</tr>
<tr>
<td>4. Users of technology</td>
<td>Who integrate multimedia in learning environments as instructional and management tools to enhance learning.</td>
<td>GLO 6</td>
</tr>
<tr>
<td>5. Life-long learners</td>
<td>Who take responsibility for their own learning and continuously foster their professional renewal.</td>
<td>GLO 3; GLO 5; GLO 6</td>
</tr>
<tr>
<td>6. Stewards of the Profession</td>
<td>Who represent ethical and professional dispositions.</td>
<td>GLO 4</td>
</tr>
</tbody>
</table>

Sources: WTAMU 2014-2016 Learning Assessment Plan/General Learning Outcomes or GLOs (See https://www.aacu.org/leap/); and the DoE Conceptual Framework.

### Ethical and Professional Dispositions

Candidates will:

<table>
<thead>
<tr>
<th>Items</th>
<th>Dispositions</th>
<th>Research and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Demonstrate an expectation that all students can learn and are a vital part of the learning community.</td>
<td>DL 1, 3; CF 2, 3; InTASC 1, 2, 8.</td>
</tr>
<tr>
<td>B.</td>
<td>Display sensitivity to students’ needs.</td>
<td>DL 2; CF 1, 2, 3; InTASC 2, 3, 6, 7.</td>
</tr>
<tr>
<td>C.</td>
<td>Work with peers, clinical instructors, cooperating teachers, university field supervisors, and relevant stakeholders to advance learning.</td>
<td>DL 4; CF 1, 2, 4; InTASC 4, 5, 10.</td>
</tr>
<tr>
<td>D.</td>
<td>Model poise, maturity, and sound judgment.</td>
<td>DL 5; CF 5; InTASC 9.</td>
</tr>
<tr>
<td>E.</td>
<td>Engage in continuous self-evaluation and improvement.</td>
<td>DL 5, 6; CF 1, 2, 5; InTASC 9.</td>
</tr>
<tr>
<td>F.</td>
<td>Promote ethical and professional standards in teaching, learning, and research.</td>
<td>DL 6; CF 1, 2, 5; InTASC 9, 10.</td>
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</table>
Sources: Six Dimensions of Quality Teaching and Learning; Conceptual Framework; and InTASC Standards.

Texts and Other Materials –

Required Texts:
ISBN-10: 0-13-210152-1


Additional texts and reading as assigned.

Other Required Materials (software, other readings, etc.):
WTAMU e-mail account checked regularly
Internet Access
Printing capability

Course Prerequisites –
EDPD 3340, EPSY 3341 and full admission to the Teacher Education Program.

Course Description –
Intensive study of general methods of teaching which focuses on secondary curriculum, instructional planning and instructional skills, including strategies for English language learners. To be taken prior to student teaching.

Candidate Learner Outcomes (CLOs) –

The Learner and Learning – InTASC Standards 1, 2, & 3
The successful student in this course will be able to:

- Develop the knowledge, skills, techniques, and professional dispositions that demonstrate efficacy and competency in content, professional knowledge, and disposition knowledge;

- Demonstrate proficiencies in student-centered instruction, culturally relevant pedagogy, collaboration, critical thinking, and effective communication with all stakeholders;
- Understand how to think and solve problems critically using research-based and reflective pedagogy;
- Be prepared to effectively deliver rigorous curriculum, instruction, and assessment for all learners in the classroom and to make informed decisions; and
- Understand the professional responsibilities and legal obligations of being a secondary teacher.

**Course Requirements and Evaluation –**

**Instructional Practice – InTASC Standards 6, 7, & 8**

A point system will be used to assign grades in this class. All activities and assignments have a designated number of points and these will be reflected in the grade book in WT Class. Points and assignments are below:

- Daily Activities, Assignments, Participation, and Readings – 150pts (10pts per class)
- 3 Exams (Part 1, 3, & 4 in *Teaching in the Secondary School* and readings) – 100pts (each)
- Cooperative Learning Project and Presentation: Teaching for Higher-Level Outcomes – 150pts
- Reflection Paper (Key Effectiveness Indicator) – Teach Like a Champion – 200pts
- Comprehensive Final Exam – 200pts

Grading Scale:

1000-895 = A  
894-795 = B  
794-695 = C  
694-595 = D  
594 and below = F

**Policies and Responsibilities –**

**Professional Responsibility – InTASC Standards 9 & 10**

- **Attendance Policy:** Consistent and active participation is essential for candidates to successfully master the course objectives. Therefore, regular attendance is crucial. Candidates will be allowed 2 absences without penalty. For each additional absence, your overall grade for this class will be dropped one full letter grade. Arriving more than 10 minutes late or leaving more than 15 minutes early will be counted as an absence.
- **Punctuality:** Punctuality is an important part of any professional position and is required for this class. Two tardies (less than 10 mins) or leaving early twice (less than 15 mins) will count as an absence.
- **Late Work Policy:** As professionals, late work is not well tolerated and will not be accepted in this class. If there is an emergency of some kind, please contact me as soon as possible and we will discuss your options.
- **Cell Phone / Electronic Device Policy:** Electronics such as laptops, iPads, and tablets are encouraged. Please feel free to bring and use these devices in class, but they should be used in an appropriate manner. Cell phones will be allowed, although they are limited in their effectiveness. Texting, music, earbuds or headphones of any kind are not allowed as they will
distract from the learning environment. The expectation is that electronic devices are used for educational purposes only. No electronics of any kind will be allowed during exams.

- **Behavior Expectations:** All candidates are expected to participate in class discussions and activities. Candidates will be respectful of others’ opinions and beliefs and conduct themselves in a professional manner at all times. Rude, discourteous behavior will not be tolerated and students engaging in unacceptable behavior may be asked to leave the classroom.

- **Food and Drink Policy:** Food and Drinks will be allowed within reason. Any food or drink items that distract the candidate or others from learning are not allowed, and the candidate may be asked to leave the class if their food or drink causes a disruption.

- **Tips for Doing Well in this Course/Program:** All assignments should follow APA format unless otherwise noted and candidates should be active participants in the learning environment.

### Tentative Calendar of Readings, Topics, and Due Dates –

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings – Complete Readings Prior to Class</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24, 2015</td>
<td><em>Teaching in the Secondary School:</em> Chapter 1, Pages 2-25</td>
<td>The Changing World of Teaching</td>
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<td></td>
<td>Supplemental Readings</td>
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<tr>
<td>August 31, 2015</td>
<td><em>Teaching in the Secondary School:</em> Chapter 2, Pages 26-47</td>
<td>Students and Schools</td>
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<td></td>
<td><em>Teach Like a Champion:</em> Introduction, Pages 1-23</td>
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<tr>
<td></td>
<td>Supplemental Readings</td>
<td></td>
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<tr>
<td>September 7, 2015</td>
<td>Labor Day – No Class</td>
<td>Labor Day – No Class</td>
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<tr>
<td>September 14, 2015</td>
<td><em>Teaching in the Secondary School:</em> Chapter 3, Pages 49-71</td>
<td>Understanding Diversity</td>
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<td></td>
<td><em>Teach Like a Champion:</em> High Expectations, Pages 27-55</td>
<td></td>
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<tr>
<td></td>
<td>Supplemental Readings</td>
<td></td>
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<tr>
<td>September 21, 2015</td>
<td><em>Teaching in the Secondary School:</em> Chapter 4, Pages 73-95</td>
<td>Reflective Teaching</td>
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<td></td>
<td><em>Teach Like a Champion:</em> Planning, Pages 57-69</td>
<td></td>
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<tr>
<td></td>
<td>Supplemental Readings</td>
<td></td>
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<tr>
<td>September 28, 2015</td>
<td>Exam – Part 1</td>
<td>Exam – Part 1</td>
</tr>
<tr>
<td>Date</td>
<td>Readings – Complete Readings Prior to Class</td>
<td>Topic</td>
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</table>
| October 5, 2015    | *Teaching in the Secondary School*: Chapter 10, Pages 214-240  
*Teach Like a Champion*: Structuring Lesson, Pages 71-108  
Think Critically, Pages 235-245  
Supplemental Readings | Teaching for Higher-Level Outcomes                        |
| October 12, 2015   | *Teaching in the Secondary School*: Chapter 11, Pages 241-264  
Supplemental Readings | Small-Group and Cooperative Learning                   |
*Teach Like a Champion*: Reading Teachers, 249-262  
Supplemental Readings | Reading Across the Curriculum                         |
| October 26, 2015   | *Teaching in the Secondary School*: Chapter 13, Pages 287-309  
*Teach Like a Champion*: Classroom Culture: Pages 145-165  
Behavioral Expectations, 167-201  
Supplemental Readings | Successful Management and Discipline                     |
| November 2, 2015   | Exam – Part 3                                              | Exam – Part 3                             |
| November 9, 2015   | *Teaching in the Secondary School*: Chapter 14, Pages 312-334  
*Teach Like a Champion*: Building Character, 203-223  
Supplemental Readings | Legal Issues                                         |
*Teach Like a Champion*: Conclusion, Pages 309-310  
Supplemental Readings | Career-Long Professional Growth                        |
| November 23, 2015  | Exam – Part 4                                              | Exam – Part 4                             |
| November 30, 2015  | Group Project Presentations                                | Group Project Presentations               |
Date | Readings – Complete Readings Prior to Class | Topic
---|---|---
December 7, 2015 | Finals Week | Final Exam KEI Assignment Due

**References** –

West Texas A&M University, Texas State Legislature HB 2504, and Texas A&M System Policies

**Academic Integrity**

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the [WTAMU Code of Student Life](#).

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other candidates to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

**ADA Statement and Student Support/Disabilities Services**

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the candidate’s responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335. See [WTAMU Student Disabilities Services](#).

**Evacuation Statement**

If you are on campus and receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assembly areas, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651-5000 or 911). In the event an evacuation is necessary: evacuate immediately; do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; candidates needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.
Title IX Statement

West Texas A&M University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

• WTAMU Title IX Coordinator Becky Lopez – Kilgore Research Center 147, or call 806.651.3199
• WTAMU Counseling Services – Classroom Center 116, or call 806.651.2340
• WTAMU Police Department – 806.651.2300, or dial 911
• 24-hour Crisis Hotline – 800.273.8255, or 806.359.6699, or 800.692.4039
  https://www.notalone.gov/

For more information, see the WTAMU Code of Student Life¹

WT Attendance Policy for Core Curriculum Classes –

For the purposes of learning assessment and strategic planning, all candidates enrolled in Core Curriculum courses at West Texas A&M University must swipe their Buff Gold cards through the card reader installed in the classroom/lab for each class/lab meeting.

For more information on these policies, see WTAMU Policy and HB 2504 Combined.docx³

Candidate Laboratory Safety Training

An online Candidate Laboratory Safety Training may be required and assigned through WTClass upon registration for this class. By registering for this class, the candidate agrees to complete the assigned training (if needed), no later than 12th class day for fall/spring terms or 5th class day for summer terms and acknowledge non-participation in activities if not completed by 18th class day for fall/spring terms; 10th class day for summer terms.

Copyright Statement

Candidates are prohibited from selling to (or being paid for taking) notes during this course or by any person or commercial firm without the express written permission of Russell Miller.
Acknowledgement

I acknowledge that I have read the syllabus for this course and will follow the policies, procedures, and requirements of the course as outlined. If I have questions or need further clarification, I will contact the professor/instructor.

__________________________________________________________    __________________________
Signature and Student ID Number       Date

¹ WTAMU Code of Student Life

² http://www.wtamu.edu/student-support/disability-services.aspx

³ WTAMU Policy and HB 2504 Combined.docx