Syllabus

SECONDARY TEACHING METHODS
EDSE 6333.70
Dr. Riney
Summer 2016

Contact; Office Hours; and Course Information –

<table>
<thead>
<tr>
<th>Professor/Instructor:</th>
<th>Dr. Riney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td>Please use the course email through WT Class.</td>
</tr>
<tr>
<td>Office:</td>
<td>Old Main 442</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesday and Thursday 10:00-12:30</td>
</tr>
<tr>
<td>Mailbox:</td>
<td>Department of Education, WTAMU Box 60208, Canyon, TX 79016</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>806.651.2618</td>
</tr>
<tr>
<td>Class Meeting Dates:</td>
<td>Online: Summer 2016</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:
Competencies for Texas Teachers.

<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><strong>1. Critical creative thinkers</strong></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><strong>2. Effective communicators</strong></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><strong>3. Advocates for diverse learners</strong></td>
<td>Who appreciate, promote, and model the values of diversity.</td>
<td>GLO 4; GLO 5</td>
</tr>
<tr>
<td><strong>4. Users of technology</strong></td>
<td>Who integrate multimedia in learning environments as instructional and management tools to enhance learning.</td>
<td>GLO 6</td>
</tr>
<tr>
<td><strong>5. Life-long learners</strong></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><strong>6. Stewards of the Profession</strong></td>
<td>Who represent ethical and professional dispositions.</td>
<td>GLO 4</td>
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</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; InTASC2, 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>Items</td>
<td>Dispositions</td>
<td>Research and Standards</td>
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<td>D.</td>
<td>Model poise, maturity, and sound judgment.</td>
<td>DL 5; CF 5; InTASC 9.</td>
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<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:**


**Other Required Materials (software, other readings, etc.):**

None.

**Course Prerequisites –**

Pre-admission into an alternative certification program; consent of WTAMU’s alternative certification program is required.

**Catalog 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. Summer.

**Candidate Learner Outcomes (CLOs) –**

**The Learner and Learning – InTASC Standards 1, 2, & 3**

Candidates will:

* critique sample lessons, analyzing and evaluating their effectiveness for classroom instruction;
* design effective lessons to meet the needs of diverse learners;
* apply a variety of research-based instructional strategies to differentiate instruction and to increase student learning;
* align the content of their lessons to the TEKS (the official Texas curriculum standards);
* design a logically organized scope and sequence for an instructional unit;
*develop effective forms of assessments for both lower and higher cognitive levels of thinking;  
*write a critique to analyze and to evaluate the effectiveness of their own lessons and to make recommendations for improvements.

**Course Requirements and Evaluation –**

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

**Critiques of Lessons**
Criteria: Key concepts about effective lesson planning are addressed; relevant ideas are clear and supported with appropriate explanations and examples; research findings are connected explicitly to the given concepts; a logical progression of ideas is evident; smooth transitions are used between and within paragraphs; correct grammar, usage, and punctuation are used.

**Short Answers**
Criteria: Each question is addressed and answered; relevant ideas are clear and supported with appropriate explanations and examples; research findings are noted and explicitly connected to the given concepts; a logical progression of ideas is evident; smooth transitions are used between and within paragraphs; correct grammar, usage, and punctuation are used.

**Short Essays**
Criteria: Relevant ideas are clear and supported with appropriate explanations and examples; research findings are noted and explicitly connected to the given concepts; a logical progression of ideas is evident; smooth transitions are used between and within paragraphs; correct grammar, usage, and punctuation are used.

**Multiple Choice Questions**
Multiple choice questions are used to assess background and conceptual understanding of key concepts.

**Discussion Forums**
Criteria: The given prompts are addressed; clear ideas are developed with relevant examples; research findings are addressed; education research/literature is cited; explicit connections to research and theories are noted; correct grammar, usage, and punctuation are used.

**Lesson Plan Sets**
Criteria: Lesson plan sets (5-7 days of lessons for 55 minute class periods). The given lesson plan format is followed, and all components such as ABCD objectives with their cognitive levels, bell work, and all learning activities are labeled. All materials that will be used in the classroom context must be included. For instance, if an activity entails a discussion, include discussion questions in written form. Or, if a learning activity is a lecture, then a PowerPoint presentation or a set of detailed guided notes of all concepts covered must be included with the lesson materials. Likewise, if students are required to complete a set of problems for homework, include a worksheet with all homework problems. Also, use models of the type of academic work students are required to complete. For example, if students are expected to write an essay, include a model essay in addition to an outline of essay structure. The steps of model mathematical problems must be written in both numeric and written verbal form, and the steps of psychomotor skills should be explained in written verbal form with diagrams and/or photographs.
of the set steps. In terms of academic vocabulary terms, include learning activities that introduce the given terms and provide students opportunities to use and learn them. Furthermore, review key terms and concepts at the end of each lesson. Make sure that there is a logical progression of concepts from one learning activity to the next and that learning activities build in complexity and difficulty (e.g., from lower to higher cognitive levels; or, from simple to more complex applications of psychomotor skills). In addition, if background information is taught through a PowerPoint presentation, guided notes, or some other format, include a follow-up learning activity (e.g., study questions, etc.) that provides students an opportunity to learn the respective background information. Likewise, if some sort of reading is to be assigned or if a video is to be shown, include a set of written questions to focus students on important concepts. (The question set is like an advanced organizer that “cues” students to focus on important concepts at the beginning of the respective learning activity; these types of instructional strategies significantly increase student learning.)

Final Paper
Criteria: Analyze the effectiveness of your lessons, and discuss the following: (1) the strengths of your lessons, (2) ways to improve them, and (3) the most important things you learned from this course. Refer directly to learning theories and to research findings discussed in this course to develop your ideas. (Four pages double-spaced with 12 point font is the minimum length; a logical progression of ideas unfolds smoothly; correct grammar, usage, and punctuation are used.)

Policies and Responsibilities –

Professional Responsibility – InTASC Standards 9 & 10

Due Dates: All assignments should be completed by the specified due date, and there is a 30% deduction for late work. No assignment is accepted after 3 calendar days of the designated due date or after “dead day” - the day before final examinations begin.

If you have an emergency, please let me know before an assignment is due, and we will try to find a viable way to remedy the situation.

Grading: A: 91% of the total points or higher; B: 90%-81%; C: 80%-71%; D: 70%-61%; F: 60% and below.

Incompletes: Please note that an incomplete is not an option for this course.

Acceptable Student Behavior: Syllabi for all courses at WTAMU are expected to include standards of acceptable behavior, and that is why I have included this section. However, the bottom line is this: Graduate students in education courses are professional educators, and I know you will honor standards of professional behavior and will be respectful of administrators, professors, support staff, and peers. Although the “Golden Rule” is often trivialized, it certainly makes sense for people to treat others how they want to be treated themselves. For example, some assignments for this course include discussion forums, and when discussing ideas with peers, it is important to respect the views of others even when we disagree with them just as we expect others to respect our own views.

Email Messages: Please use the WT Class email for this course to keep all email messages in one place. Also, when sending an email message, remember you are in a professional context. In other words, avoid text-like messages; these types of messages are appropriate to send to friends.
but not to professors. When sending me an email message, address me by name, state your question or concern, and then note your name at the end of the message. For example, the following message includes each of the three aforementioned components of an appropriate email message:

Dr. Smith,

I would like to begin a literature review on parental involvement. Do you think parental involvement in low-income schools is a good topic for my project, and do you have any suggestions about where to begin my research? Any suggestions would be appreciated.

Thanks,

Jane Doe

In short, please do not send texting types of messages in professional settings.

_Tentative Calendar of Readings, Topics, and Due Dates_

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<thead>
<tr>
<th>Modules and Due Dates</th>
<th>Readings</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Module 1 6/8 by 11:59 p.m.</td>
<td>Professor’s Comments</td>
<td>Course introduction.</td>
</tr>
<tr>
<td>Module 2 6/10 by 11:59 p.m.</td>
<td>Professor’s Comments</td>
<td>Theories of learning and introduction to the Texas Curriculum Standards (TEKS).</td>
</tr>
<tr>
<td>Module 3 9/12 by 11:59 p.m.</td>
<td>Professor’s Comments; also, Chapter 2 in the Lemov textbook.</td>
<td>Bloom’s Taxonomy of Cognitive levels of thinking; also, writing instructional objectives.</td>
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<tr>
<td>Modules and Due Dates</td>
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<td>Topics</td>
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<tr>
<td><strong>Module 4</strong>&lt;br&gt;6/14 by 11:59 p.m.</td>
<td>Professor’s Comments; Chapter 3 in the Lemov textbook and posted articles.</td>
<td>Forms of direct instruction for the classroom context; including an analysis of the lesson cycle model.</td>
</tr>
<tr>
<td><strong>Module 5</strong>&lt;br&gt;6/16 by 11:59 p.m.</td>
<td>Professor’s Comments</td>
<td>Critiquing a lesson per the guidelines of the lesson cycle model.</td>
</tr>
<tr>
<td><strong>Module 6</strong>&lt;br&gt;6/18 by 11:59 p.m.</td>
<td>Professor’s Comments</td>
<td>Applying principles of the lesson cycle model to create an effective lesson.</td>
</tr>
<tr>
<td><strong>Module 7</strong>&lt;br&gt;6/21 by 11:59 p.m.</td>
<td>Professor’s Comments; also, Chapters 2, 3, 6, 7, 8, in the Dean textbook.</td>
<td>Marzano’s Nine Principles of Learning (principles: reinforcing effort and providing recognition, cooperative learning, summarizing and note taking, assigning homework and practice, &amp; identifying similarities and differences).</td>
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<tbody>
<tr>
<td>Module 8 6/24 by 11:59 p.m.</td>
<td>Professor’s Comments; also, Chapters 1, 4, 5, 9 in Dean textbook.</td>
<td>Marzano’s Nine Principles of Learning (principles: setting objectives and providing feedback, nonlinguistic representations, generating and testing hypotheses, and).</td>
</tr>
<tr>
<td>Module 9 6/24 by 11:59 p.m.</td>
<td>Professor’s Comments; also, Chapters 1 and 12 in the Lemov textbook.</td>
<td>Strategies for differentiating instruction and reasons why differentiation is important; including the SIOP Model.</td>
</tr>
<tr>
<td>Module 10 6/26 by 11:59 p.m.</td>
<td>Professor’s Comments, Chapter 4 in the Lemov textbook, and posted articles.</td>
<td>Differentiation, continued.</td>
</tr>
<tr>
<td>Module 11 6/30 by 11:59 p.m.</td>
<td>Professor’s Comments</td>
<td>Scope and sequence and Curriculum and lesson planning.</td>
</tr>
<tr>
<td>Module 12 7/7 by 11:59 p.m.</td>
<td>Professor’s Comments</td>
<td>Designing a set of lesson plans (5-7 days of lessons for 55 minute class periods).</td>
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<tr>
<th>Modules and Due Dates</th>
<th>Readings</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 13 6/9 by 11:59 p.m.</td>
<td>Professor’s Comments; also, posted articles.</td>
<td>Assessments- content validity and reliability; formative and summative assessments; objective and essay forms of assessments.</td>
</tr>
<tr>
<td>Module 14 6/11 by 11:59 p.m.</td>
<td>Review content from all modules.</td>
<td>Final Exam Paper- analysis and self-evaluation of lesson plans.</td>
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</table>

**References**

Additional readings (other than those from the required textbooks) are posted in some modules.

**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/](https://www.notalone.gov/)

For more information, see the [WTAMU Code of Student Life](#).

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1 WTAMU Code of Student Life

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