Facilitator: Dr. Faye Hicks Townes  
Email: hickstownesf@cofc.edu  
Office Hours: Mondays 11:00 AM – 1:00 PM  
Office Location: 335 Education Bldg.  
Class Location: 216 Education Center  
Meeting Time: 4:00 pm – 6:45 pm

Course Description  
An in-depth content specific study of teaching methods and strategies for secondary education minors. The theory and practice of teaching in the specific content areas are the focus of the course; the goal is to reflect current state and national standards. A professional model using reflective practitioner practices is used in conjunction with practicum field placement. Students must register for a section corresponding to their academic majors (English, Social Studies).

Pre/Co-Requisites  
Currently there are no official pre or co-requisites.

Required Text  
Boston, MA: Pearson.

Course Objectives  
A mission statement and a set of seven teaching and learning standards guide the teacher preparation programs at the College of Charleston. The standards describe what we expect our graduates to know and be able to do in order to make the Teaching/Learning Connection for all students.

In order to make the Teaching/Learning Connections for all students, teachers need knowledge and skills in **Three Elements of Teacher Competency**:

- **Element 1**: Understanding and valuing the learner, (ETC1)  
- **Element 2**: Knowing what and how to teach and assess and how to create an environment in which learning occurs, and, (ETC2)  
- **Element 3**: Understanding of self as a professional. (ETC3)

The above elements are further defined in the School of Education, Health and Human Performance (SEEHP) Teaching and Learning Standards. Course objectives are derived from the ETCs, the standards set forth by the SEEHP, and NCATE standards (National Council for the Accreditation of Teacher Education). These standards define expectations for the SEEHP and the teachers we prepare. TEDU 456 course objectives follow and are organized by the Elements of Teacher Competency (ETCs). These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher for all students (numbers in parenthesis refer to the CEHHP Teaching and Learning Standards).

<table>
<thead>
<tr>
<th>ETC #1: outcomes related to understanding and valuing the learner:</th>
<th></th>
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<tbody>
<tr>
<td><strong>Use instructional strategies to address diverse cultures and learning styles (IV).</strong></td>
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<tr>
<td><strong>Use instructional strategies that evidence an understanding of the ways learners develop (I).</strong></td>
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<table>
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<tr>
<th>ETC #2: outcomes related to knowing what and how to teach and assess and how to create</th>
<th></th>
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</thead>
</table>

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ENVIROMENTS IN WHICH LEARNING OCCURS:

- Demonstrate an understanding of the importance of the physical and psychological climate of the classroom assumptions (IV).
- Identify, analyze, evaluate and apply curriculum development resources available to educators in your field (II).
- Identify district, state and national standards related to content area (II).
- Use district, state and content standards in curriculum planning (II, VI, and VII).
- Prepare assessments to effectively evaluate student learning (III, VI)

ETC #3: OUTCOMES RELATED TO UNDERSTANDING YOURSELF AS A PROFESSIONAL:

- Prepare materials to communicate effectively with parents, communities, students, peers and administrators (IV, V)
- Identify and implement techniques for self-reflection (III).
- Identify and apply the legal rights and responsibilities currently governing all members of the school community (SOE Standard III, V, and VII).
- Identify professional development opportunities that enhance your teaching (IV).

Class Format
Experiences in this class have been designed to prepare what you may encounter in a real classroom. Your assignments, for the most part, will relate to planning, creating, and presenting lessons and activities. You will be given classroom situations to which you will apply your prior knowledge and test new theories and information. Your peers and I will provide constructive feedback.

Course Requirements and Assessment

Requirements
This course aims at supporting teacher candidates to begin their journey/safari of becoming reflective practitioners. Practitioners are individuals who have the ability to critically examine their practice of teaching as they continue in the process of becoming a teacher. As Kierkegaard observes "We are constantly in the process/journey/safari of becoming—never arriving at the point of total absolute knowing." Reflective practitioners make the teaching learning connection(s) possible for diverse learners in our schools today. They display appropriate dispositions necessary to make the Teaching/Learning Connection a possibility.

1. Demonstration of SOE Dispositions: Examples of how those dispositions will be evident are provided in italics.
   a. Belief that all students can learn
      - e.g., participation and attitudes expressed about students and learning
   b. value and respect for individual differences
      - e.g., interactions in class discussion, participation in group work
   c. value of positive human interactions
      - e.g., participation in class and group discussions
   d. exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
      - e.g., participation in class and group discussions, performance on graded work, degree to which you pose questions
   e. dedication to inquiry, reflection, and self-assessment
      - e.g., quality of journal responses, performance on graded work, participation in class and group discussions
   f. value of collaborative and cooperative work
      - e.g., thoughtful, constructive critiques of others’ work, participation in small group learning activities
   g. sensitivity toward community and cultural contexts
      - e.g., participation in class and group discussions, degree to which you vary your point of view
h. engagement in responsible and ethical practice
   -e.g., performance on graded work, class attendance, participation in group activities
i. development of professional mastery over time
   -e.g., performance over time in writing, thinking, and expression of knowledge

2. Completion of all assigned readings and projects on time: All Assignments must be computer generated using the latest APA style guide. Obtain a copy from The Writing Lab Room 216 Education Center [http://www.cofc.edu/~csl/Writing_Lab.html](http://www.cofc.edu/~csl/Writing_Lab.html). The majority of the assignments will be submitted on OAKS.

3. Active participation in class: Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. All assessments activities (in-class quizzes, activities, threaded discussions and projects) will require responses based on the readings, class discussions and personal experiences. A significant portion of the work of this course will be conducted through the students' participation in a series of small group learning activities and in-class presentations.

Assessment

*Progress in the course will be measured by performance in:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>100</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2. Field Experience Reflections Journal &amp; Practicum Hours (35)</td>
<td>50</td>
<td>12/05</td>
</tr>
<tr>
<td>3. Resource Notebook</td>
<td>235</td>
<td>See Rubric</td>
</tr>
<tr>
<td>4. Long Range Plan (LRP)</td>
<td>50</td>
<td>10/19</td>
</tr>
<tr>
<td>5. Thematic Unit Plan (CWS)</td>
<td>100</td>
<td>11/04</td>
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<tr>
<td>6. Lesson Plans</td>
<td>250 (5 @ 50 pts. each)</td>
<td>11/19</td>
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<tr>
<td>7. Reflective Microteaching</td>
<td>50</td>
<td>TBA</td>
</tr>
<tr>
<td>8. Reflective Essay</td>
<td>50</td>
<td>Three days after presentation</td>
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<tr>
<td>9. Class Presentation of Website, Journal, and Organization</td>
<td>30 (3 @ 10 pts. each)</td>
<td>TBA</td>
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<tr>
<td>10. Final Exam</td>
<td>60</td>
<td>12/07</td>
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<tr>
<td>TOTAL</td>
<td>975</td>
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*The facilitator retains the privilege of making changes at her discretion.

Grade Formulation:
To determine your course grade throughout the term, simply divide the number of points you have earned by the number of points available at the current time in the semester.

Example: There have been four assignments worth a total of 300 points. You have earned a total of 245 points for them. Your grade at this point in the term would be:

245/300 = .816 = 82% (C+)
Assignment Descriptions

**Field Experience Reflection & Practicum Hours**
You are required to complete a minimum of 35 practicum hours in a school setting with an assigned cooperating teacher. During the 35 hours of your practicum you will be required to teach at least three (3) lessons. The Field Experience Reflections document should include the following elements: 1) daily synopsis describing your observations in the cooperating teacher’s classroom, 2) an interview with the cooperating teacher, and 4) a reflection (2-3 pages) on the overall practicum experience.

**Resource Notebook**
The resource you will create is designed to guide you in exploring sources and materials for your subject area. You are expected to evaluate the information you find and adapt it to fit your teaching style and philosophy. Rubric for your Resource Notebook components will be posted on OAKS.

**Long-Range Plan**
Using the Long-Range (LRP) form provided, you will prepare a sample course syllabus. Each section of the LRP you are to complete will be discussed in class. Your completion of the LRP will demonstrate your knowledge of planning, assessment, and classroom management.

**Thematic Unit plan**
Your thematic unit plan will cover at least one week of instruction aimed at a common set of goals and objectives. As you create your thematic unit plan, you will demonstrate your knowledge and understanding of district, state and national standards for your subject area. We will use the Unit Work Sample (UWS) form for your thematic unit plan. The UWS is the same one you will use during your clinical internship.

**Lesson Plans**
You will create five lesson plans (Introductory, Developmental, and Culminating) from your thematic unit. A rubric and template will be provided. The components of the template will be covered in class. Examples will be provided in class and on OAKS. You will have the opportunities to create examples of the components in class.

**Reflective Microteaching**
You are required to create at least one micro-lesson plan from your thematic unit to teach to your peers. Additionally, you will complete a reflective essay (1 – 2 pages) after the microteaching lesson. The essay should summarize the intended outcomes of the lesson, identify the successes and trouble spots in the lesson, and provide ideas for improvement. A signup sheet will be circulated during class. The rubric will be posted on OAKS.

**Resource Presentations**
You will be called upon to share with the class the results of your research for your resource notebook by making a formal presentation of your favorite website, journal, and organization. A rubric will be available on OAKS and the signup sheet will be circulated during class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Readings</th>
<th>Class Events</th>
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</thead>
<tbody>
<tr>
<td>08/29</td>
<td>Syllabus &amp; Calendar</td>
<td>Introductions</td>
</tr>
<tr>
<td>9/05</td>
<td>Library Research Assignment</td>
<td>Independent Activity</td>
</tr>
</tbody>
</table>
| 9/12    | Effective Teachers
         Understanding Students
         *ETM Chapters 1 & 2          | Activities & Discussion    |
| 9/19    | Goals, Standards & Objectives
         *ETM Chapter 3             | Activities & Discussion    |
| 9/26    | Goals, Standards & Objectives
         *ETM Chapter 3             | Activities & Discussion    |
|         |                                      | Presentations              |
| 10/03   | Unit and Lesson Planning
         *ETM Chapter 4              | Activities & Discussion    |
|         |                                      | Presentations              |
| 10/10   | Unit and Lesson Planning
         Art & Non-Print Media
         *ETM Chapter 4              | Activities & Discussion    |
|         |                                      | Presentations              |
| 10/17   | Teaching Strategies
         Direct & Indirect Instruction
         *ETM Chapter 7 &8           | Activities & Discussion    |
| 10/24   | Teaching Strategies
         Direct & Indirect Instruction
         *ETM Chapter 7 & 8          | Presentations & Discussions |
|         |                                      | Reflective Microteaching   |
| 10/31   | Self- Directed & Cooperative Learning
         *ETM Chapters 10 & 11       | Presentations & Discussions |
|         |                                      | Reflective Microteaching   |
| 11/07   | **FALL BREAK**                       | **FALL BREAK**             |
| 11/14   | Self- Directed & Cooperative Learning
         *ETM Chapters 10 & 11       | Presentations & Discussions |
|         |                                      | Reflective Microteaching   |
| 11/21   | Assessing Learners
         *ETM Chapter 12              | Activities & Discussion    |
| 11/28   | Assessing Learners
         *ETM Chapter 12              | Activities & Discussion    |
|         |                                      | Reflective Microteaching   |
| 12/05   | **Last Class Day**                   | Presentations & Discussions |
| 12/07   | **Final Exam Day**                   | **FINAL EXAM**             |

**NOTE:** The professor reserves the right to make changes to the calendar and assignments as she sees fit.

*Effective Teaching Methods*