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EDUC 2204

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University of New Orleans

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The University of New Orleans
College of Education and Human Development
EDUC 2204 – Introduction to Secondary Education

Education is not a preparation for life; education is life itself.
-John Dewey

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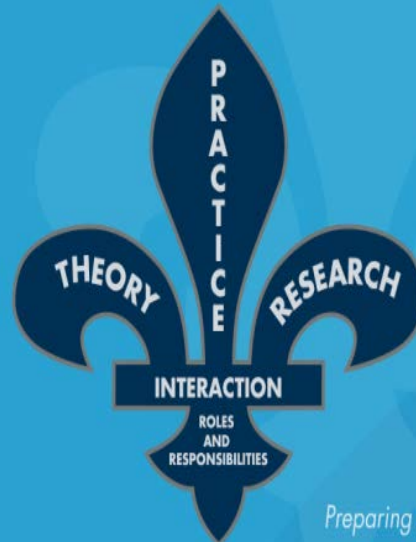
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Thursdays: 3:00-4:30
Wednesdays: Online 9:30-10:30 a.m. via FaceTime,
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Mondays, Wednesdays, Fridays: At schools with
student teachers and interns.

UNO College of Education Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

THE UNIVERSITY OF NEW ORLEANS
College of Education and Human Development



Preparing Reflective Practitioners

Conceptual Framework

Roles and Responsibilities of Professionals in Teacher Education

1. Effective teachers *manage classroom contexts and environments.*
 - They establish a culture for learning.
 - They create an environment of respect and rapport.
 - They manage students' behavior.
 - They organize classroom space.
 - They keep accurate records of students' progress.

2. Effective teachers *design curriculum and instruction.*
 - They understand and use curriculum and instruction.
 - They communicate effectively.
 - They know content and pedagogy
 - They set instructional outcomes
 - They design coherent instruction
 - They design student assessments
 - They incorporate knowledge of diversity in the classroom.

3. Effective teachers *deliver instruction and assess learning.*
 - They engage students in active learning.
 - They integrate disciplines into instruction.
 - They use assessment in instruction.
 - They embed diversity in decision-making.
 - They interact effectively with students
 - They demonstrate flexibility and responsiveness
 - They integrate technology and other resources.

4. Effective teachers *participate in professional responsibilities.*
 - They advocate for children, in terms of services and supports.
 - They collaborate to improve professional practice.
 - They reflect on teaching and learning.
 - They demonstrate knowledge of resources in the school and community.

**Notice how the College of Education Conceptual Framework aligns with
Louisiana Teaching Standards:**

<p style="text-align: center;">UNO College of Education Roles and Responsibilities of Teachers</p>	<p style="text-align: center;">Louisiana Teacher Evaluation Standards</p>
<p>1. Effective teachers <i>manage classroom contexts and environments.</i></p> <p>2. Effective teachers <i>design curriculum and instruction.</i></p> <p>3. Effective teachers <i>deliver instruction and assess learning.</i></p> <p>4. Effective teachers <i>participate in professional responsibilities.</i></p>	<p><i>1 Planning and Preparation</i> 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments</p> <p><i>2 Classroom Environment</i> 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space</p> <p><i>3 Instruction</i> 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness</p> <p><i>4 Professional Responsibilities</i> 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism</p>

The ultimate goal of our program is embedded in the Conceptual Framework: To prepare reflective practitioners. The College of Education coursework engages students content and field experiences to promote development of these roles and responsibilities.

Course Goals, Objectives, and Essential Questions:

The goal of this course is to build capacity for reflective practice through the application of research-based strategies and theory to secondary classroom teaching. This course is designed to develop reflective practitioners who are prepared to teach in diverse school settings. As we read, discuss, and complete course activities, we will consider many questions related to reflective teaching.

Essential Questions	Course Objectives
Is reflective teaching an art, a science, a craft, or a combination of all three?	Discuss the knowledge, skills, and dispositions that inform reflective practice.
What should be taught in secondary schools? What is taught?	Design student-centered units and lessons that meet diverse needs of students.
How do teachers design lessons that engage, challenge, and differentiate instruction to meet learner needs?	Model instructional strategies that promote inductive and deductive learning.
What assessment methods enable teachers to review prior learning, observe individual performance, and differentiate instruction to meet diverse abilities and needs?	Design assessments for student processes, products, and performances.
How can we interact with students in ways that validate, empower, and transform them as individuals?	Conduct field experiences that promote understanding of effective practices.
What teacher roles and reflective behaviors contribute to effective practice?	Understand principals of teaching, learning, assessment, and grading
How do legal mandates, teacher responsibilities, societal expectations, and ethical considerations promote the rights of all students to learn?	Develop a personal stance reflecting your philosophy toward education.
What are the larger aims of education in a diverse cultural and linguistic society?	

Required Textbook:

Savage, T., Savage, M. & Armstrong, D. (2012). *Teaching in the Secondary School* (Seventh Edition). Boston: Pearson.

You may use either the 6th or 7th edition. This textbook will serve as our touchstone for class discussions and activities. We will align our field experiences, assessments, and class assignments with text content.

Course Requirements

1. Attendance, Participation, Preparation
2. Field Experiences & Conceptual Framework Assessment
3. Micro-Teaching Project
4. Content Exam

1. Attendance, Participation, Preparation

- **Attendance:** As future teachers, it is important that you begin to develop professional dispositions and personal accountability regarding attendance, participation, and preparation for class. Much of the value of this course is embedded in class discussions and group collaboration; therefore, attendance is essential.
- **Participation:** Your participation and preparation for class are important aspects of your learning and professional dispositions for future teachers. We will use the Moodle Discussion Forum to post responses to readings, themes, and ideas that emerge in the course. I will provide discussion prompts that align with readings and topics for class sessions. Your discussion forum entries should merge your thinking with the texts and communicate your unique understandings of teaching, learning, and course themes. Each forum requires one original post and one response to another student. Your original Discussion Forum posts should be about 200-250 words long. Responses to other students' entries should be about 200-250 words long. For grading purposes, we will use the following criteria:
 - **A = consistent attendance, participation, preparation;** perhaps one or two missed classes; all discussion forums complete
 - **B = reasonable attendance;** three missed classes; missing one discussion forum
 - **C = inconsistent attendance;** four missed classes; missing two discussion forums
 - **D = marginal attendance;** five missed classes; missing three discussion forums
 - **F = minimal attendance;** six or more missed classes; missing four discussion forums
- **Preparation:** We will have periodic “check quizzes” based on assigned readings. These quizzes will not be announced and will be given during the first 5 minutes of class.

2. Field Experiences & Conceptual Framework Assessment

In addition to class sessions, this course requires four field experiences that align with course content. EDUC 2204 is an introductory education course, and students in this course must pass the Conceptual Framework Assessment in order to take further courses in the College of Education. The assessment requires you to apply course content to your field experiences and

text readings. Your field experience reports will constitute the Conceptual Framework Assessment.

Field experiences require you to go into New Orleans area schools and apply course content to actual practice. During field experiences, you will observe, participate, or perhaps teach students in classrooms, with a focus on specific course themes. Field experience reports require you to reflect on the new knowledge, skills, and dispositions you are gaining through your fieldwork. I will provide Field Experience Guides for each field experience.

3. Micro-Teaching Project

As we study the knowledge, skills, and dispositions essential to reflective practice, you will collaborate to plan a unit and individual lessons aligned with the unit. You will select topics for the unit and lessons as we study secondary school curriculum and lesson design.

Groups will contribute to design a unit, and each individual in the group will develop specific lessons for the unit. Groups and individuals will teach parts of their lessons to secondary school students or their peers in class as the teaching component of this project.

4. Content Exam

The exam will assess your understandings of text and course content regarding teaching and learning. The content of the exam will align with course readings and class discussions. The exam will include a variety of assessment items, such as multiple choice, short answer, and case studies. We will take the Content Exam Part 1 during or shortly after midterm exam week.

Assessment, Evaluation, Grading

I will read, assess, and assign “holistic letter grades” for each course requirements. Holistic grading is based on a comprehensive assessment of students’ work rather than small pieces of work. For example, a holistic grade for the Discussion Forums will be based on your entire production in the forum all semester, not a separate grade for each discussion. I will provide feedback and a grade for each assignment. For numerical grading, A=4; B=3; C=2; D=1. All grades will be averaged, and the following scale will be used to determine your semester grade:

3.4-4.0 = A Exemplary

Products and performance are models of excellence and insightful understandings

2.7-3.3 = B Reasonable

Products and performance demonstrate capable and competent understandings

2.0-2.6 = C Adequate

Products and performance demonstrate adequate and passable understandings

1.3-1.9 = D 0-1.2 = F Unacceptable

Products and performance demonstrate minimal understandings

In general, you can monitor your grade for the course based on the following chart. If all or most of your grades fall into one of these categories, you will earn that grade for the course.

<i>To Earn an A Exemplary, Thoughtful, Thorough</i>	<i>To Earn a B Reasonable, Reflective, Detailed</i>	<i>To Earn a C Average, Adequate, General</i>	<i>To Earn a D or F Unacceptable, Incomplete, Minimal</i>
<p>Class Sessions:</p> <ul style="list-style-type: none"> Attendance and participation in all class sessions are consistent. <p>Discussion Forums:</p> <ul style="list-style-type: none"> All discussion forums complete, provide unique insights and merge thinking with readings and other resources. <p>Check Quizzes:</p> <ul style="list-style-type: none"> Average score of “A” on check quizzes. <p>Conceptual Framework & Field Experiences</p> <ul style="list-style-type: none"> CF reports earn “4/A” on the CF Assessment Rubric <p>Micro-Teaching Project</p> <ul style="list-style-type: none"> The Micro-Teaching Project demonstrates exemplary knowledge, skills, and dispositions regarding process, product, and performance. The student engages actively in the collaborative process of developing units and lessons. The product demonstrates skills in designing lessons. The performance demonstrates proficient 	<p>Class Sessions:</p> <ul style="list-style-type: none"> Attendance and participation in class sessions are reasonable; 1 or 2 sessions missed. <p>Discussion Forums:</p> <ul style="list-style-type: none"> Discussion forums complete, maybe 1 missing; competent, but may lack insight or merging of thinking with texts and resources. <p>Check Quizzes:</p> <ul style="list-style-type: none"> Average score of “B” on check quizzes. <p>Conceptual Framework & Field Experiences</p> <ul style="list-style-type: none"> .CF reports earn “3/B” on the CF Assessment Rubric <p>Micro-Teaching Project</p> <ul style="list-style-type: none"> The Micro-Teaching Project demonstrates reasonable knowledge, skills, and dispositions regarding process, product, and performance. The student engages in the collaborative process of developing units and lessons. The product demonstrates skills in designing lessons. The performance demonstrates emerging skills in delivering 	<p>Class Sessions:</p> <ul style="list-style-type: none"> Attendance and participation in class sessions are inconstant; 3 or 4 sessions missed. <p>Discussion Forums</p> <ul style="list-style-type: none"> Discussion forums late, missing or incomplete, or show little evidence of insights based on readings and resources. <p>Check Quizzes:</p> <ul style="list-style-type: none"> Average score of “C” on check quizzes. <p>Conceptual Framework & Field Experiences</p> <ul style="list-style-type: none"> CF reports content and earn “2/C” on the CF Assessment Rubric <p>Micro-Teaching Project</p> <ul style="list-style-type: none"> The Micro-Teaching Project demonstrates adequate knowledge, skills, and dispositions regarding process, product, or performance, though one area may be lacking. The student participates in the collaborative process of developing units and lessons, but shows minimal engagement. The product shows basic skills in lesson design. The performance 	<ul style="list-style-type: none"> Requirements for a C are not met. Unacceptable work or incomplete assignments. If you receive a grade of D or F, you must repeat the course.

skills in delivering lessons. Content Exam grade = 4/A or 3/B and other course requirements meet the A criteria.	lessons. Content Exam grade = 3/B or 2/C and other course requirements meet the B criteria.	demonstrates tentative skills in delivering lessons. Content Exam grade = 2/C or 1/D and other course requirements meet the C criteria.	
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Professional and Collegial Conduct

Our classroom is a learning community where we will engage in discussions, exchange ideas, and challenge each other's thinking. We must all behave professionally and collegially during class. In general, no student may distract other students' learning. For our learning community to succeed, we must adhere to four guidelines:

Be prompt for class.

Be prepared to participate in class.

Be productive by contributing to discussions and activities.

Be polite by listening while others speak and turn off cell phones, iPods, etc.

Field experiences are an extension of our class. You must dress and behave professionally during field experiences. Any inappropriate conduct, including disruptive language or unprofessional behaviors will not be tolerated in class or during field experiences.

Accommodations for Students with Disabilities

The Office of Disability Services in conjunction with the Office of Academic Affairs provides the policy regarding accommodations of students with disabilities. The policy has two objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act in regard to equal access for qualified students to academic programs; 2) to uphold the academic integrity of UNO. When these objectives are met, students who qualify for services will receive those services or academic modifications for which they are legally entitled.

Academic Honesty

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information on the university website.

EDUC 2204 Course Schedule Spring 2015

This schedule may be changed as we progress through the semester.

<i>Week</i>	<i>Topics for the Week</i>	<i>Assignments Due this Week</i>
August 20	Course Structure Teacher Roles & Responsibilities	Purchase text Read/print syllabus for class August 25
August 25, 27	Secondary School Teaching	Read by August 27: Chapter 1: The Changing World of Teaching
September 1, 3	Student Diversity Professional Responsibilities	Read by September 1: Chapter 2: Understanding Diversity Identify a school for Field Experiences Discussion Forum 1 due before class September 1
September 8, 10	Curriculum and Standards	Read by September 8: Chapter 3: What Should Students Learn?
September 15, 17	Designing Instruction, Units & Lessons	Read by September 15: Chapter 7: Planning Units and Lessons Conceptual Framework 1 due September 18, via Turnitin
September 22, 24	Deductive Teaching: Direct Instruction	Read by September 22: Chapter 9: Models of Direct Instruction Discussion Forum 2 due before class September 22
September 29, October 1	Deductive Teaching continued	Conceptual Framework 2 due October 2 via Turnitin
October 6, 8	Inductive Teaching	Read by October 6: Chapter 10: Teaching for Higher Level Outcomes
October 13, 15	Inductive Teaching & Cooperative Learning	Read by October 13: Read Chapter 11: Small Group & Cooperative Learning Discussion Forum 3 due before class October 13
October 20, 22	Assessment	Read by October 20: Chapter 6: Learning Assessment Conceptual Framework 3 due by October 23 via Turnitin
October 27, 29	Management & Discipline	Read by October 27: Chapter 13: Successful Management & Discipline
November 3, 5	Content Exam	Content Exam via Moodle Assessments in the 3rd Floor

		Computer Lab
November 10, 12	Micro-Teaching Project Collaboration	Bring in Micro-Teaching Materials: Copy of the standards for your subject/grade level: <ul style="list-style-type: none"> • Language Arts & Math: Common Core State Standards • Social Studies & Science: Louisiana Grade Level Expectations Textbooks, laptops, handouts, or other classroom materials
November 17, 19	Micro-Teaching Project Collaboration	Bring in Micro-Teaching Materials Conceptual Framework 4 due by November 20 via Turnitin
November 24 (November 26 is Thanksgiving)	Micro-Teaching Project & Presentations	Bring in Micro-Teaching Materials Units/Lessons due November 25 via Moodle Assignments
December 1, 3	Micro-Teaching Presentations	Bring in Micro-Teaching Materials to Teach Class Discussion Forum 4 due before class December 1
December 7-11	Final Exam Week	Selected Revisions Due by December 11