

SCED 4101
Secondary School Student: Implications for Curriculum, Instruction, Assessment, & Management

Spring 2009 • Tuesday/Thursday 4:00 – 5:15 p.m. • University Hall 243
Department of Teacher Education, Augusta State University

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Office Hours: Thursday 9:00 – 3:00 and by Appointment

Prerequisites: Admission to Teacher Education

COURSE DESCRIPTION: Using knowledge bases derived from educational research and learning theory relevant to adolescents, students will study the characteristics of secondary school learners and the principles of educational psychology that inform our understanding of these learners. The course will examine that population in terms of multiculturalism and special needs; it will explore the implications of these learner characteristic for curriculum, instruction, and assessment.

TEXTS:

Milner, M. (2006). *Freaks, Geeks, and Cool Kids: American teenagers, schools, and the culture of consumption*. New York: Routledge.

Sternheimer, K. (2006). *Kids These Days: Facts and fiction about today's youth*. Lanham, MD: Rowan & Littlefield.

LiveText membership

Georgia Performance Standards: You need to go to www.georgiastandards.org and print off all of the standards for you subject areas in all grades 9-12. These should be kept in a notebook; you will refer to these many times during your program.

COURSE OBJECTIVES: Students will:

- engage in intellectual activity within a community of learners;
- articulate the characteristics of secondary students in relation to cognitive, psychosocial development and learning theories, and identify the implications of these characteristics for instructional planning and assessment of learning (NCATE I.A.2 &3; I.B.1&2; I.C.1; I.D.1&2; and I.E.1&2).
- examine the manifestations of exceptionalities in secondary students and apply their understandings of these exceptionalities to instructional and assessment (authentic and traditional) planning (NCATE – I.D.2; I.E.2&3).
- use research-supported theory to construct a culturally and socially thoughtful instructional plan;
- examine issues of race, ethnicity, social class, culture, gender, language, and sexual orientation in relation to print and visual media and curriculum development;

- apply strategies to create a positive classroom atmosphere which actively values the cultural and linguistic differences of classroom students; and
- apply their understandings of learning theories and the characteristics of adolescent learners in their lab assignments (NCATE – I.E. 1&2).
- include various technologies in their instructional plans and course assignments (NCATE - I.B.1&2; I.C.1&2; I.D.1&2).

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” In a 16 week semester, this translates to approximately 3 days for Tuesday/Thursday classes. Tardies and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion.

Please keep all pagers and cell phones OFF during class time. Also, do not have your laptops on during class.

ACADEMIC HONESTY: “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade.

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall and your instructor.

EVALUATION/GRADING: Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. Submitting assignments on due dates is expected.

Each assignment is due by the assigned date and time on LiveText. Late papers, **if** accepted, will be penalized 10% per day.

Field Experience: *It is not possible to pass SCED 4102 unless you pass the field experience requirements—no matter what your other grades are.

LiveText: All assignments and discussions are to be turned in on LiveText; I do not take hard copies of assignments. If you are not familiar with this program you need to become familiar before the date that an assignment is due. If you need help you can go to the Teacher Education website (http://www.aug.edu/teacher_development/) and on the left side there is a link for LiveText, on that page is a help link for students. We also have a graduate assistant at ASU that is available to help with LiveText; he is located next to the Teacher Education Suite in the afternoons. You can also set-up an appointment with me and I will be glad to assist you.

***Note: A failure of the field experience/lab constitutes a failure of this class regardless of other grades.**

Grading Scale: A = 93-100 B = 84-92 C = 70-83 D = 60-69 F = Below 60

Course Requirements:

10% - Regular and punctual attendance, active participation in class

10% - Technology Example

10% - Group Presentation

15% - Unit Plan

10%- Movie Essay

20% - Tests

25% - Field Experience Assignments & ISL*

Students are expected to check their ASU Campus Pipeline Account daily as messages may be forwarded from your instructor.

GUIDELINES FOR SPECIFIC COURSE REQUIREMENTS

THEORY INTO PRACTICE/ Group Presentation

This is a group project that will require you to work together outside of class. Research your four theorists. Describe each learning theory (key features) and how educators can design lessons based on the theory. As a team, prepare a lesson plan to teach these theories to your classmates. You will have 45 minutes. **Your lesson should be interactive and consistent with the learning theories you are demonstrating.**

Group 1: David Ausubel - Subsumption Theory

Albert Bandura – Social Learning Theory

Jean Piaget – Cognitive Development Theory

Robert Gagne - Conditions of Learning

Group 2: Leon Festinger – Cognitive Dissonance Theory

Jean Lave – Situated Learning

Jerome Bruner – Constructivist Theory

Lev Vygotsky – Social Development

Group 3: Max Wertheimer – Gestalt Theory

R. Sternberg – Triarchic Theory

Howard Gardner – Multiple Intelligences

Carl Rogers – Experiential Learning

Group 4: John Bransford - Anchored Instruction

B. Weiner – Attribution Theory

E. Thorndike- Connectionism

C. Argyris- Double Loop Learning

Technology Example: Using one of the examples shown in class or one that you find on your own you are to use technology to teach or reinforce a concept in your field of study.

Unit Plan: You are to create a 7-10 day unit that teaches concepts that are in your field's Georgia Performance Standards.

Movie Review: There are many movies that attempt to portray life in a High School. You are to view a movie and create a 3 page essay that addresses the following questions: What is the plot of the movie and who are the main characters? When was the movie made and what time period does it portray? What is the setting of the movie? How accurately does the movie portray an American High School? Can the teachers and students in the movie be found in the average high school? Your response must be in the form of a 3 page essay, 1" margins, Times New Roman 12 Font, double spaced. Do not just answer the questions, explain your answers

Field Experience Assignments: You are to provide 6 reflections/observations of your time in lab. Look at these as diaries and/or you can ask questions. Each reflection should be a minimum of 250 words. You are also required to respond to at least 10 reflections from other students. You must also complete an ISL of your unit/lessons.

Electronic Portfolio:

Remember that in order to complete this program you are required to have an electronic portfolio. You can use several of these assignments as evidence of your work in this portfolio.

Spring 2009

1/8 - Introduction and Expectations

1/13 - Explanation of Units and LiveText

1/15 - ISL's and Technology

1/20 - Group 1 Presentation

1/22 - Group 2 Presentation

1/27 - Group 3 Presentation

1/29 - Group 4 Presentation

2/3 - Part 1 in Milner

2/5 - Part 2 in Milner

2/10 - Part 3 in Milner

2/12 - Part 4 in Milner

2/16 – 2/20 Students report to lab school

2/24 – Discussion of Week Experiences

2/26 - Intro and Chp. 1 in Sternheimer

3/3 - Chp. 2 in Sternheimer

3/5 - Chp. 3 in Sternheimer

3/10 - Chp. 4 in Sternheimer

3/12- Chp. 5 in Sternheimer

3/16 – 4/17 Students report to lab school

4/6 – 4/10 Spring break

4/21- Discussion of Experiences

4/23- Chp. 6 and Conclusion in Sternheimer

4/28- Test Review