

**Augusta State University**  
**College of Education**  
**Teacher Education**  
**SCED 4102**  
**Secondary School Context, Curriculum Coherence, & Classroom**  
**Management**  
**Tues./Thurs. 4:00-5:15 UH 328**

Dr. C. Steven Page  
377 University Hall

**Office hours:**

Tues. 9:00-11:00, 2:00-4:00

Wed. 9:00-11:00

Thurs. 9:00 -11:00, 2:00-4:00

706-729-2296

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**Required Texts:**

Johnson, L. (2005). *Teaching Outside the Box: How to grab your students by their brains*. San Francisco: Jossey-Bass.

Emmer, E. T. & Evertson, C. M. (2008). *Classroom Management For Middle and High School Teachers*. Upper Saddle River, NJ: Pearson.

*LiveText* Membership is required. (This is available in the ASU Bookstore, most assignments will be submitted using this program).

**Students are required to check their campus email regularly.**

**Course Description:**

Using language bases derived from educational research, from state, national, and local curriculum standards, and from secondary school effective practices, students will examine the secondary school curriculum in terms of the connections that exist among the subject area disciplines and in terms of the strategies that secondary school teachers and learners use (including models of teaching, critical thinking techniques, and approaches to content area reading). Students will examine the secondary school in its historical and political context as well as in relation to pertinent philosophical issues. Students will examine multiple models of classroom management and their relationship to the learning environment of the classroom.

**Prerequisite(s):** Admission to teacher education.

**Attendance Policy:** Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. 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.

**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/Special Needs:** 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.

**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 upon 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 seeks the opportunity to grow professionally.

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

**Class Requirements:**

Field Experience	P/F
Participation and Punctual Attendance	10%
Philosophy Statement	15%
Essay	10%
Instructional Unit Plan	15%
Discipline Model Written Report and Presentation	10%
Classroom Management Plan	10%
Field Experience Assignments (Reflections, Observations, ISL)	20%
Final Exam	10%

**Class/Lab Schedule:**

8/18-9/19	Classes Meet on Campus
9/22-9/26	Students report to lab school
9/29-10/17	Classes meet on Campus
10/20-11/14	Students report to lab school
11/17-12/4	Classes meet on Campus

**\*\*\*You are required to complete 45 hours of lab for this course.**

**Explanation of Course Requirements:**

Essay: You are to write an essay answering the following question: “Why do you want to be a teacher?” This needs to be a minimum of 600 words.

Unit Plan/Lessons: You will be able to begin these after you have reported to your lab school and met with your Master Teacher. You cannot turn in the Master Teacher’s lesson plans, the plans I expect from you are more detailed.

Philosophy Statement: You are required compose a paper that explains your philosophy of education. This is a minimum of five pages. The basic philosophies of education are: perennialism, idealism, realism, experimentalism, and existentialism. However, there are others. This should be a well researched paper.

Discipline Model: You are required to write a discipline model for your class. And present it to the class.

Classroom Management Plan: You are required to write a classroom management plan that includes (but is not limited to) how home work will be turned in, taking attendance, absences, parent contacts, etc...

Class Presentation of Book Chapter: You will choose one of the chapters in our texts and using the information in the texts and your research present the chapter to the class.

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 to complete an ISL of your unit/lessons. You are also required to respond to at least 10 reflections from other students.

**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.