

**SCED 4102**  
**Secondary School Context, Curriculum Coherence, & Classroom Management**  
**Fall 2007 • Tuesday/Thursday 10:00-11:15 a.m. • University Hall 347**  
**Department of Teacher Education, Augusta State University**

**Instructor:** Jackie Tobias, Ph.D.  
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**Office Hours:** August 20-October 12: M 9:00-2:00; T 9:00-10:00; TH 9:00-10:00 a.m. & 1:00-4:00  
Beginning October 15: M 1:00-5:00, T 9:00-10:00, TH 9:00-10:00 a.m. & 1:00-5:00

**Prerequisites:** Admission to Teacher Education

**COURSE DESCRIPTION:** Using knowledge 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 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.

**COURSE OBJECTIVES:**

Upon completion of this course, students should be able to:

- ♦ engage in intellectual activity within a community of learners (NCTE/IRA 2,11);
- ♦ articulate the historical and political context of education as it relates to philosophical issues (NCATE 1.A,1.B,1.C,1.D);
- ♦ apply principles gleaned from reviewing models of teaching and approaches to critical thinking to plan, present, evaluate, and revise instruction in their content area specialization, with a focus upon analysis and critique of visual and print media (NCATE 1.A.1,1.B.1&2,1.D.2);
- ♦ use research-supported theory to construct a culturally and socially thoughtful unit 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
- ♦ analyze classroom management issues and propose a variety of solutions .

**NATIONAL & STATE STANDARDS:** This course complies with the principles, attitudes, characteristics, knowledge, issues and relationships among standards outlined and advocated in the IRA/NCTE's *Guidelines for the Preparation of Teachers of English Language Arts* (<http://www.readwritethink.org/standards/index.html>), the Five Core Propositions of the National Board (<http://www.nbpts.org/about/coreprops.cfm>), NCATE guidelines, and the Georgia Department of Education, English Language Arts Standards (<http://www.georgiastandards.org/english.aspx>).

**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. 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/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.

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

#### FALL 2007 CLASS/LAB SCHEDULE

August 20 - September 21	Class meets on campus
September 24 - September 28	Students report to lab school
October 1 - October 19	Class meets on campus
October 22 - November 16	Students report to lab school
November 19 - December 6	Class meets on campus

**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. Throughout the semester, feedback on students' work will be provided orally and in writing by both the instructor and peers. Specific guidelines for assessment of assignments will be provided and/or developed in class. In addition, reflective writing activities will provide students with opportunities for self-evaluation of their learning and growth. Submitting assignments on due dates is expected. If unusual circumstances prevent a student's attendance in class when an assignment is due, the student must contact the professor as late papers are not acceptable. On the extremely rare occasion a late paper is accepted, ten percent of the grade will be forfeited.

**COURSE REQUIREMENTS:** Regular and punctual attendance & participation in class discussions and activities Lack of participation in class (including absences) may lower your grade 10% (one grade).

15% - Philosophy Statement (20 pts) and Response Papers (80 pts)  
20% - Instructional Unit Plan  
10% - Presentation of Discipline Model  
10% - Discipline Model Written Report  
20% - Classroom Management Plan  
15% - Field Experience Assignments (observations, reflections, ISL)  
10% - Final Exam

Students are expected to check their ASU Campus Pipeline Account on a regular basis as messages might be forwarded from your instructor. Students are also expected to use *LiveText* to create and submit their assignments throughout the semester.

**TEXTS:**

Allen, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse Publishers.  
Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2006). *Classroom management for middle and high school teachers* (7th ed.). Boston: Pearson/A and B.  
*LiveText* Membership  
Various articles from current professional journals (on e-reserve).

**ALPHABETICAL BIBLIOGRAPHY OF SUPPLEMENTAL READINGS (ON E-RESERVE):**

Anyon, J. (1980). "Social class and the hidden curriculum of work." *Journal of Education* 162(1): 67-92.  
Brandt, R. (1995). Punished by Rewards? A Conversation with Alfie Kohn. *Educational Leadership*, 53(1), 13-16.  
Freire, P. (2000). *Pedagogy of the oppressed*. New York, Continuum.  
French, J. P. R. Jr., and Raven, B. (1960). The bases of social power. In D. Cartwright and A. Zander (eds.), *Group dynamics* (pp. 607-623). New York: Harper and Row.  
Intrator, S. M. (2004). The Engaged Classroom. *Educational Leadership*, 62(1), 20-25.  
Kohn, A. (1996). *Beyond Discipline*. Education Week on the Web. Retrieved July, 2007, from the World Wide Web: <http://www.alfiekohn.org/teaching/pdf/Beyond%20Discipline.pdf>  
Kohn, A. (2006). *Beyond discipline: from compliance to community* (10th anniversary ed.). Alexandria, Va.: Association for Supervision and Curriculum Development (pp. ix-xvi; 54-77; 101-119).  
Kohn, A. (2006). The Trouble with Rubrics. *English Journal*, 95(4), 12-15.  
Page, R. N. (1998). Moral aspects of curriculum: 'making kids care' about school knowledge. *Curriculum Studies*, 30(1), 1-26.  
Price, K. M. and K. L. Nelson (2007). Planning effective instruction : diversity responsive methods and management. Southbank, Victoria , Australia ; Belmont, Calif., Thomson/Wadsworth.

- Shindler, J. (in press). Chapter 13: Implementing the Social Contract and Delivering Consequences in *Transformative Classroom Management: Promoting a Climate of Community and Responsibility*. New York: Allyn and Bacon.
- Shindler, J. Teaching for the Success of all Learning Styles: Five Principles for Promoting Greater Teacher Effectiveness and Higher Student Achievement for all Students. Retrieved 7/2007 from [http://www.calstatela.edu/faculty/jshindl/cm/Teachingacrosstype5Principlesv1 .htm](http://www.calstatela.edu/faculty/jshindl/cm/Teachingacrosstype5Principlesv1.htm).
- Unknown. (2002). Which Type of Rubric is Best? Exploring Various Structural Options for Performance Assessment Scale Design, *Forum Journal of Teacher Education*, V12, n2.
- Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally Responsive Classroom Management: Awareness Into Action. *Theory into Practice*, 42(4), 269-276.
- Wiles, J., & Bondi, J. (2002). *Curriculum development: a guide to practice* (6th ed.). Upper Saddle River, N.J.: Merrill/Prentice Hall. (pp. 19-50 & 63-71).