Syllabus for EDSC 321: Secondary Pedagogy I with Field Experience

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Dr. Stephen Lafer
e-mail: lafer@unr.edu
Phone: 682-7528
Web site: www.unr.edu/homepage/laf
Office hours: Monday 1-3, Wednesday 10-12 and by appointment (email request).

In this course we will explore basic principles of instruction, particularly those that allow one to develop and deliver instruction relevant to the purpose of secondary school education. You will, of course, be asked from the beginning of the course to the end to consider what that purpose is. The learner upon whom this course will focus is the middle school student, a human being experiencing what is perhaps the most interesting (and confusing) stages of development. We will consider who this student is, the abilities and the needs of students of this age, the role of school in promoting meaningful growth, and how instruction can and should be developed and delivered to insure that such growth takes place in positive ways. In doing this, we will develop a sense of the proper goals of good schools and how teachers go about planning that leads to student attainment of these goals. While in this course, the art of planning will be discussed and a good amount of time will be spent on developing objectives for teaching that are critical to achievement of curricular...
goals, objectives that will guide in the planning of activities that have the capacity to move students to achievement of these goal-derived objectives, and means of assessment that are appropriate to goals and objectives. We will consider how teaching is made effective for early adolescent students and how middle schools are organized to reflect the early adolescent realities.

The course is taught in coordination with a middle school practicum so that future teachers have a basis in reality for judging the principles discussed in the course. Students are expected to think deeply about those realities and what they mean for those who will, in the near future, be teachers. Those thoughts will be a part of classroom discussion and all members of the class are expected to share their observations, insights, understanding, questions, and confusion. Please know that the art of teaching has yet to be perfected, and, for many a good reason, most likely never will be. So, we will concern ourselves with what is seen that works and that which does not and then use our discoveries to determine how to be proceed in figuring out what is best for the education of the students we are getting to know.

This course supports the principles of the College of Education defined in the College Framework in that it emphasizes that students who will become teachers need to attain mastery of their disciplines in order to teach well in those disciplines. To help students become enthusiastic learners, teachers need to possess enthusiasm, not only for the things the discipline teaches, but also for the place in which those things take on their importance, in the world. Thus, the person working toward becoming an instructional professional must possess a profound love of learning that leads to life-long study in the broad range of disciplines that inform a human being of the world and its workings. To be an effective citizen in this democratic society one must possess a strong fund of knowledge and teachers must demonstrate that they are working toward developing, on an ongoing basis, a fund of knowledge that reflects understanding of the world in which they will teach and the world about which they will teach.

This course exists within the context of a democratic society and the manner in which education serves democracy will be emphasized throughout the course, in determining proper goals for schools and the disciplines and in guiding the manner in which the curriculum is shaped and delivered. In considering curriculum and instruction within the context of the American democracy, it is essential that education of the highest quality be available to all who live in the United States of America. Thus, the course will ask students to consider the nature of students who attend American schools and the manner in which instruction reflects the diversity of students in the schools so that all can receive a meaningful and empowering education.

Reflective practice is practice that is based in the thoughtfulness of the teacher who is thinking about the things he or she will teach, about the students who he or she will teach, about how to cause students to engage in thoughtful work that leads to real and meaningful understanding of what is taught in the classroom. The only
good teacher is a reflective teacher, one capable of determining what needs to be taught and how it needs to be taught. This teacher works inside and outside the classroom to insure that the methods of instruction and the content of instruction is appropriate for helping students grow toward the competencies that allow one to be a highly competent individual and a highly competent member of the society. Such a person is a reflective person and the teacher must be a model for the reflective human being.

Procedural Matters
Academic dishonesty is defined as cheating, plagiarism, or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion. Academic dishonesty will result in a failing grade on an assignment or test, a failing grade in the class, or a removal of student from class. Academic Dishonesty is considered a serious offense in this course. Academic dishonesty includes: misquoted work, fabrications of any type, work submitted without reference pages AND body documentation when requested, misrepresenting individuals consulted for assignments such as teachers, assignments presented for another course, downloaded materials/lessons/units or presentation of any work not done by oneself. For the purpose of this course, all assignments are considered examinations per the following definition, including those related to community-based work. Any academic dishonesty related to community-based work will result in the student earning a FAILING grade for the ENTIRE course. Academic dishonesty on other assignments may receive a failing grade for the course or the assignment at the discretion of the professor.

Disability: Any student who qualifies with a disability should provide the instructor with a letter from the Disability Resource Center (DRC) stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the instructor as soon as possible.
**Materials**

**Books:**

*The Interdisciplinary Teachers’ Handbook* by Stephen Tchudi and Stephen Lafer, published by Boynton Cook Publishers. This is a book I co-authored several years ago and only use it now because there are many used copies available and I can no longer get rich asking my students to purchase it. Used copies are available in many of the usual places people buy used books, through Amazon, Barnes and Noble and other online sellers. I just bought copies for under $5!

*Promoting Harmony: Young Adolescent Development and School Practices* by Van Hoose, Strahan, and L'Esperance, a book published by the National Middle School Association and available in new and used form from many of the same sources that carry my book.

**Other Publications:**

*Nevada State Standards* in the discipline in which you plan to teach, to be found online at [http://www.doe.nv.gov/standards.html](http://www.doe.nv.gov/standards.html)

*The Common Core State Standards* available online at [http://www.corestandards.org/](http://www.corestandards.org/). This is of the future (rapidly becoming our present), a new set of standards that have been adopted by the State of Nevada to be implemented over the next several years. Core state standards have been published, to day, only for mathematics and the English language arts at this time, but it will be worth the while of all to get a sense of what these new standards are about. We will do our best to extrapolate from those currently available what standards in the other disciplines might look like when they are completed.

*Other material posted by the instructor, usually on the WebCampus site.*

**Course Requirements**

- Be present in class and be ready to contribute to course discussions. It is best that you be in class for every session, for your sake and for that of others who can benefit by your contributions to the discussion. You
have enrolled in the course and that obligates you to attend. Too many absences (two is one short of too many) will lead to dismissal from the course.

- Do the readings and listen to all that is said in class and respond responsibly to what is said (this, in and of itself should preclude use of instruments of distraction such as cellphones and iPods and computers and pads used for purposes other than those related to the purposes of the course). Responsible response is any response that is thoughtful whether or not agreeable. Speak up, speak out, but think before—or at least while--you speak.
- Practicum hour requirement met and practicum evaluation positive.

Coursework

Note: This is a junior level course and, therefore, the expectation is that those enrolled know how to write a proper college level paper, engage in thought at high levels, and know how to go about drawing value from courses through engagement in the work of the course. All work must be of such a nature that it is worthy of the successful college student and, here, one who will become an educator of other students. Substandard work, work that reflects little effort, and work that does not meet the requirements stated in this syllabus will most certainly lead to low grades, not because the instructor believes that grades are important, but because the instructor knows that one can learn only through effort and work of poor quality reflects inability or an unwillingness to do what is necessary to learn what the course is meant to teach.

- **Assignment 1: Exploration of Standards**
  - First, involve yourself in investigation of the type that will help you to understand both the substance and the nature of the standards currently in play, those being the Nevada State Standards and the Common Core State Standards currently being implemented in school districts across Nevada. Consider the intentions behind the standards and do what is necessary to understand the reasoning and the motives behind the standards. There are numerous newspaper and magazine articles that have been written about the standards movement and the current sets of standards being used or implemented in American schools. Make yourself familiar with the discussion and debates taking place in regard to the standards.
  - In your paper, discuss the nature of the standards you have examined, your sense of what they mean, particularly in regard to their relevance for the way you will go about teaching in your discipline. Explain what you see to be the strengths of the standards and the weaknesses.
  - You will want to make reference to specific standards and I suggest that you draw examples from standards aimed at the middle and high school levels, the middle school standards because we are focusing on
the middle school and the high school standards because middle school does have something to do with high school (or should). So, when looking at the high school standards, look at those that describe what students should be capable of doing at the time of graduation. Then consider how the middle school standards may be related to those expectations.

Due March 6. Worth a maximum of 100 points. The point value should be taken to mean that a considerable amount of thought and effort is expected for this assignment.

- **Assignment 2**: Take one of the standards for middle school level students and consider all that must be known, all that a student must be able to do in order to meet the standard. Then, using knowledge and insights drawn from the Van Hoose book and your observations in middle school classrooms, make a teacher’s determination as to what students would need to be taught in order to meet the specifications of the standard. Consider what they would need to know beyond what you can assume they already know, what they need to be able to do beyond what they already can do and, with this information as the basis for your reasoning, develop three objectives whose achievement is essential to progress toward achievement of the standard.
  
  o Write a paper that clearly describes three essential objectives and explains their importance by referring to the standards to which they pertain. Explain why you believe the objectives you have written are critical to the achievement of the standards to which they pertain.
  
  o The basic element of a clearly written objective a vivid description of the learning that the teacher intends to instigate through his or her teaching regarding a particular element of the curriculum. Clear descriptions help the teacher understand what must be taught if students are to be able to demonstrate that they have acquired adequate levels of skill and/or understanding from lessons taught. Thus, the objectives are to be written in such a way as to describe what students will have to produce to demonstrate that they have learned what a lesson is intended to teach. So, a basic format for objectives begins with the phrase, “students will demonstrate their understanding of and/or their ability to do something—at a particular level of competency—by producing something that shows acquisition of understanding or ability at that level of competency. We will spend a considerable amount of class time discussing the process by which sound objectives are developed.

As an ongoing exercise, for the course and into your career as a teacher, I ask that you consider what learning looks like when something is properly learned. For example, what would a student have to do to demonstrate that he or she had a proper understanding of molecules or metaphors? This is the most basic of the basics of sound instruction so practice by considering what it means to know
well or, at least, *well enough* or how to do something well or, well enough, and how one might go about showing another that he or she knows or can do. Due March 13, worth up to 50 points. *No points will be earned unless the objectives contain elements required as per the explanation of objectives below in the appendix section.* Study the format and understand the purpose of focusing on the manner in which students will demonstrate that they have learned that which a lesson is intended to teach.

- **Assignment 3, The lesson scenario:** This, I must admit, is an experiment, but I think you will find the work to be engaging and instructional if you put your mind to the task. In other courses in other semesters, this assignment would be in the form of a lesson plan with well-defined goals and objectives and an explanation of the means by which goal-related objectives were to be achieved through classroom activities and assignments. The plan would also include detailed explanation of the means by which student achievement would be assessed and how assessment would be used to inform students of strengths and weaknesses and the teacher, too, in regard to what might need to be done subsequently or otherwise to improve the effectiveness of the instruction.

For this assignment, you will have to do the kind of thinking that would lead to effective instruction that teaches students something worth their learning in the context of the discipline in which you are studying to teach. But instead of a lesson plan, I am asking that you narrate the lesson scenario, create a fictional episode for a middle school classroom in which the teacher offers a lesson to students, that lesson explained in detail along with some kind of discussion of the teacher’s reasoning in choosing his or her means of instruction, something that tells the reader why the teacher believes that what is being taught is a good thing to teach and why the methods used are appropriate for achieving the outcomes the lesson exists to bring about.

In this narrative, use whatever narrative devices you find helpful in offering the reader a plausible scenario, the students responding to the teaching as the teacher believes middle school students are likely to respond to a lesson so designed. You can, and probably should, include a few, but not too many, *typical* middle school students, of types, in the scenario, students drawn to reflect understanding of the material presented in *Harmony* book and who have some basis in the *reality* you experience during the practicum.
So,

- Find a standard that you find interesting and consider the kinds of learning students would have to achieve in order to meet the requirements of the standard. Be sure to explain why the teacher considers this to be an essential standard and what you understand the standard to mean in terms of the kind of thinking and/or skill acquisition it suggests.
- Consider what needs to be taught in the middle school if students are to, at some point, achieve all that is represented in the standard.
- Develop a standards-related objective (or perhaps a few) that you would teach for in a middle school classroom in your discipline.
- Develop and describe activities and assignments that you can explain to others as being appropriate for bringing middle school level students to the understands/skill levels/abilities that are essential to eventual achievement of the standard with which you are dealing.
- In thinking about the way in which students will demonstrate their acquisition of understandings/skills/abilities as you develop your objectives, draw up the assessment plan and use it in the narrative to convey your sense of proper assessment. At the same time, considering the instruction you have provided, develop in the narrative an explanation of how you think students, particularly your “case” students, will respond to the assessment task.
- As with the assessment task, as you explain the lesson unfolding in the classroom, have them reacting to the lesson in ways you expect them to respond and show how you go about responding to their responses. The goal is to be the teacher who really thinks about what will go on in students’ minds (this might necessitate presentation of internal monologue, of the type that appears in comic books with text bubbles with broken line to signify thought rather than utterance. It shows that someone is thinking rather than what one is saying aloud) as they encounter the various elements of the lesson. Make sure that, based upon the knowledge you have at this point regarding the realities of early adolescence, you offer up a story of a
lesson that is plausible, that is a likely story given the dynamics of the situation and the individuals involved.

You will be graded on the good sense you show in finding in the standards-based objectives appropriate and vital to the proper education of middle school students in your discipline. Critical to your success in this endeavor is your ability to show readers the logic of your plan in regards to moving students to critical understandings and development of skills and abilities that give your discipline its meaning. Your sense of how middle school students might respond to the lesson you are teaching will show how well you have digested the material concerning learning theory, methods, and the developmental realities of early adolescence.

The format is for you to choose. You can simply write a paper, a narrative that reflects all of the elements discussed above, or you can, if you want, write a screen play for, say, a episode of a TV series, or in the form of a play, or as a short story or as a teacher’s journal, or... Have serious fun with the assignment using your imagination tempered with your understanding of the realities of teaching at the middle school level.

Due April 3 and worth 200 points.

Assignment 4—The interdisciplinary unit project: This is a group project that allows you to experience the agony and ecstasy of interdisciplinary planning of the type in which teachers at the best middle schools engage. Even if you never have the opportunity to teach as a member of an interdisciplinary team, I think you will, from the exercise, have a sense of where your discipline is situated in the universe, how it is valuable in helping human beings figure out the meaning of things and how to deal with the contingencies of life in meaningful and beneficial ways.

You will be, early in the semester, assigned to a group made up of people teaching in a number of different disciplines to develop a unit that provides a meaningful context in which students can engage in learning that they will find useful and, hopefully exciting, particularly when the learning is applied to work in a project in which they care to be involved. Paulo Freire, a Brazilian teacher and educational theorist advocated quite forcefully for problem-based instruction in which the teacher (or students or students and teacher or teachers) find meaningful problems with which to concern themselves and, in doing what is necessary to discover solutions to these problems, find a need for the knowledge and skills the various disciplines have to offer.

Your group will think of ways to help students discover a theme, or discover in a theme you offer them, problems that must be, that they desire to be solved in order to achieve some desired end. The genius of your deliberations will be found in the way you consider how to work with students to discover problems and how you design curriculum in the various disciplines so as to utilize the problems to generate interest in the learning you desire to promote. For
example, students faced with the problems involved in creating a skateboard park or media center on the school campus would have to know something about fund raising and the mathematics of budgets and ledgers, and have knowledge those who have and/or control funds and how to convince these fund holders to contribute to the cause. They might have to consider building codes, safety issues, issues of liability, costs, cost-benefit relationships, and ways to argue using cost-benefit arguments. They might have to engage in research to discover where needed materials might be found and where to get the best prices on materials that are good for the purposes (economical versus cheap) for which they might be used. They would have to write for a variety of reasons, know something about both businesses and government (history lessons could be worked into the mix and, with some imagination, foreign language instruction, art, geometry, algebra, and English lessons). A theme might be about a particular place or era and lead to celebrations, commemorations, plays, or the development of an exhibit. Again, the problems involved in developing such projects would be used to teach concepts taught in the various disciplines involved.

The groups will organize and operate to:

- Find a unifying theme that will enhance the teaching in all of the disciplines represented in the group. In the document that group members submit regarding the unit, justification for the theme in regard to its value for teaching in and across the disciplines will be explained. In considering a unit theme, think about the tantalizing problems it will generate and:
  a. The standards in each discipline it can be used to address;
  b. The type of unit the theme will generate and the unit’s efficacy in regard to its ability to aid all disciplines in accomplishing standards-based goals;
  c. The ability of the theme to capture the attention of students;
  d. The ability of the theme to help middle school students attain competencies described in the standards in ways that represents proper understandings, the growth of abilities, the acquisition of knowledge.
  e. The value of the theme for allowing material to be taught in a manner that reflects understanding of the early adolescent student and the realities of modern middles schools.

B. Develop a means for properly and dramatically introducing the theme, a means to get students fired up and involved in the thinking that must take place if they are to become truly involved in the activities the unit will sponsor.

C. Develop an interdisciplinary project that will be both the culmination of the unit a means for unifying work during the unit and for evaluating the interdisciplinary understanding students develop as a result of involvement in the unit.
  a. A plan for evaluating the effects and the consequences of the unit.
Individuals, with the help of team and subject area groups will:
D. Development of at least one lesson plan for his or her discipline that is:
   a. A powerful lesson that will cause students to become engaged
      with the material and develop proper and adequate
      understanding, ability, and knowledge;
   b. Developmentally sensible and appropriate for use with early
      adolescents;
   c. That is based on proper formulation of objectives from relevant
      standards;
   d. That make use of the dynamics created by the unit;
   e. That has a mechanism for evaluation that clearly can be useful in
      determining whether students have achieved the objective[s].

Final Product:
Each student will submit a unit plan, most likely the same unit plan as others
in the group, but with amendments and adaptations that reflect the
individual teacher's particular concerns such as the discipline for which he or
she is responsible, the nature of the curriculum, goals, as so forth.

Along with the unit plan, the individual will submit a description of class
sessions (at least 4 besides the full blown plan) to be taught during the
course of the unit (brief but enough to give the reader a sense of how the unit
is being used to teach in his or her discipline, how it makes use of unit theme,
and why it is taught at a particular point in the sequence of lessons) and one
full blown lesson plan for his or her discipline that meets the lesson plan
requirements stated in the syllabus. This lesson plan will be written in such
a way as to show how the individual plan works within the context of the
unit plan, making reference to unit and them as elements of the lesson are
being described.

The final product will show evidence of understanding of material covered in
the class and in the reading materials. These materials must be cited as they
pertain to the decisions the teacher makes in the development of the lesson.
The works referenced will be used to develop an adequate and proper
rationale for all elements of the lesson as described in the syllabus.

The final product must make reference to material covered in the course in the form of citations to works read to support
rationale. If it appears that the person submitting the unit
has not read the assigned material or has not paid attention
to what has taken place during class sessions, the unit plan
will not receive a passing grade.

The full lesson plan:
The full lesson plan (to be integrated into the unit plan) will
contain the components described for the lesson narrative project
(assignment 3) but may be written in a form other than a narrative. If you use a format suggested in another course, you will need to modify that format to insure that the elements of lesson plans required by this course are included. Thus, the plan must contain:

- An introduction that explains how the lesson plan fits into the unit;
- Describe and justify the standards to which the lesson plan pertains along with a sound explanation of what the standard means to the teacher;
- At least one well-written objective that reflects the requirements for objectives for this course and a sound explanation of why the objective(s) are understood to be essential to achievement of the standards to which it pertains (a well reasoned rationale).
- A description of lesson activities that is so clear as to allow one reading the description to replicate the lesson by reading the description. In describing the elements, offer rationale that explains how the activities are appropriate for moving students to achievement of understandings and/or skills and abilities described in the objective. For example, what purpose does the drawing of a venn diagram have in helping students understand the nature of characters and their relationships in a short story?
- A means of determining whether and how well have acquired the understandings and/or skills and abilities the lesson is intended to teach. This assessment element, of course, is already described to some extent in the objective.

**Group presentation:** Beginning on April 24, groups will present their unit plans to the class and, hopefully, to a group of middle school teachers. The final version of the written unit plan, with a fully developed lesson plan and a description of at least 4 other lessons to be used in the individual teacher’s classroom during the course of the unit is to be submitted no later than 12 A.M. on 10.

Grading: 375 points total possible. To earn an “A” one must earn 90 percent of points possible, for a “B,” 80%, for a “C” 75%, and for a “D,” 60%.

In order to receive a passing grade for the course, all work must receive a grade of “D” or above.
Course Schedule

**January 23:** Hello, memories of middle school, purpose of the course, syllabus and course requirements and expectations.

**Assignment for January 30:** Read materials on psychology of learning and give consideration of the notions of what it means to be human that these psychological schools advocate.

**Resources:**
- **Behaviorism:**

- **Cognitive developmental theory:**

**January 30:** Basic approaches to learning theory: Behaviorist and developmental notions of education and learning.

**Assignment for February 6:** Read materials on Bloom's Taxonomy and Kohlberg’s Taxonomy. Familiarize yourself with the format of the standards, both those published by the Nevada State Department of Education and the Core State Standards, mentioned on the State Standards page and described on the Common Core State Standards Initiative page. We will discuss these document and the concepts they introduce in regard to what the goals of instruction are now, what they mean for teachers, and what they mean for your future as a teacher.

**Resources:**
- **Bloom:**
  - [http://www.odu.edu/educ/roverbau/Bloom/blooms Taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms Taxonomy.htm)
More sites at:
http://www.google.com/search?client=safari&rls=en&q=bloom's+taxonomy&ie=UTF-8&oe=UTF-8

Kohlberg:
http://pegasus.cc.ucf.edu/~ncoverst/Kohlberg's%20Stages%20of%20Moral%20Development.htm;
More sites at:
http://www.google.com/search?client=safari&rls=en&q=kohlberg's+stages+of+moral+development&ie=UTF-8&oe=UTF-8

February 6: Taxonomies of learning that deserve exploration for the guidance they may provide for the development of teaching strategies.

Assignment for February 13: Read through the chapter 2 of the Van Hoose book and consider how aspects of the early adolescent’s reality are to be considered in managing middle school classrooms and teaching to early adolescents. Read chapter 1 of the Tchudi and Lafer book.

February 13: Early Adolescent realities. Knowing who the student is and what one does as a teacher to fit instruction to who the student is and who he or she is becoming.

Assignment for February 20: Read chapter 3 in Van Hoose and build in your mind, using chapters from this book and the materials covered earlier, a good sense of who it is we are teaching when we are teaching to the early adolescent. Read chapter 2 of Tchudi and Lafer. Read also the material above concerning expectations for the assignments and look at material provided in the appendix regarding lesson planning, particularly the material concerning the development of objectives. methods and the advance organizer.

February 20: Developing a sound understanding of what teachers can expect from the middle school aged student and what students need from teachers and their courses if they are to receive the benefits of a sound middle school education.

Assignment for February 27: Read chapter 4 in Van Hoose and chapter 3 in Tchudi and Lafer. Take a very close look at the Nevada standards in your disciplinary area as well as the available Core State Standards for one of the areas for which there are standards available. Get a sense of what the State and District currently require of students and, in looking at the Core State Standards, a sense of what the expectations will be in the near future. Look at both the standards for the middle school years (grades 5-8) and at the 12th grade standards that describe the kind of understandings and skill students should achieve before leaving the secondary school. Those exit outcomes should tell us something about what work at the middle school is intended to help accomplish in regard to the contribution of middle school instruction to well educated graduates of the high school. Lastly, if you haven’t already, look over the assignments you will be asked to complete for this course and pay particular attention to requirements for rationale, goals, and objectives and understand that goals are the ultimate purpose for the teaching you do and that objectives
are the achievements students accomplish as they move toward achievement of a goal. For example, the goal of ski lessons is to eventually be able to come down a hill and end up at the bottom still standing and able to stop before crashing into the lodge. To be able to *demonstrate* you ability to turn to the left and then to the right are probably two essential objectives which, when achieved, contribute in valuable ways to the goal. What takes place in a particular classroom during a particular lesson is made sensible by a *rationale* that explains why the lesson activities are good activities by which to aid students (of a particular level of development) in developing understandings and abilities that contribute to eventually achievement of curricular goals, these described in the standards.

**February 27:** Objectives and their relationship to goals and goals and objectives and their relationship to the growth and development of students in a particular stage of growth and development. Rationale that explains why the goals are good goals and what they mean in regard to the development of goal-related objectives and activities that have the greatest potential to move a particular group of students toward acquisition of understandings and skills relevant to the goals of a discipline.

**Assignment for March 6:** Assignment 1 due. Read chapter 4 in Tchudi and Lafer and finish Van Hoose. Read the materials below on presentational methods and advanced organizers and the material in the syllabus about objectives. Read at least one article from each category and consider the methods in relation to goals and objectives about which you have been thinking. Consider a set of information that is essential for a teacher in your discipline to deliver to students and how the pointers in the article may be used to help you to insure that students receive the information offered as they must if the information is to produce learning that leads to the kinds of understandings to which the information is related.

**Resources:**

**Presentational methods:**
Read as much as you can and continue to read as you have time over the course of the next few weeks. Do read at least one article in each category for the coming week.

http://teachingcenter.wustl.edu/teaching-lectures
http://www.cidde.pitt.edu/teaching/lecture-method
http://www.slideshare.net/WSSU_CETL/teaching-with-the-lecture-method

**Questioning:**
http://www4.uwsp.edu/education/lwilson/learning/quest2.htm
http://www.facultyfocus.com/articles/teaching-and-learning/questioning-skills-to-engage-students/

**Advance Organizers:**
http://edutechwiki.unige.ch/en/Advance_Organizer
http://www.learningandteaching.info/teaching/advance_organisers.htm
http://teachingcenter.wustl.edu/teaching-discussions
http://www.youtube.com/watch?v=bU7t5bVFy4E
http://www.youtube.com/watch?v=hZi8TXtRRYg
http://www.youtube.com/watch?v=2hKssFQdZ0k

**Discussion:**
http://teachingcenter.wustl.edu/teaching-discussions
http://www.mhhe.com/socscience/english/tc/discussion.htm

**March 6:** Goals, objectives and their relationship to various models of instruction. Introduction to presentational methods. Problem-solving as a key element in all instruction. The problems addressed by presentational methods and the use of problems in the presentation of information.

**Assignment for March 13:** Assignment 2 due. Read chapter 5 of Lafer and Tchudi and read from each of the categories of articles offered for last week’s assignment and from the articles directly below:

**Collaboration and Cooperative Methods:**
http://www.thirteen.org/edonline/concept2class/coopcollab/index.html
http://www.studygs.net/cooplearn.htm
http://trc.virginia.edu/Publications/Teaching_Concerns/Fall_1992/TC_Fall_1992_Cooperative_Collaborative.htm
http://www.pgcps.pg.k12.md.us/~elc/learning1.html
http://www.thirteen.org/edonline/concept2class/coopcollab/index.html
http://serc.carleton.edu/introgeo/cooperative/whatis.html
http://serc.carleton.edu/introgeo/cooperative/group-types.html
http://serc.carleton.edu/introgeo/cooperative/techniques.html

**Jigsaw:**
http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/
http://serc.carleton.edu/NAGTWorkshops/teaching_methods/jigsaws/index.html
March 13: Basic teaching methods: Discussion and questioning and the principles of learning addressed, the objectives to which they pertain. Contrasting presentational methods with student-centered methods.

**Assignment for March 27:** Read chapter 5 in Tchudi and Lafer and the materials on constructivism and inductive methods below. Consider these methods and their value in light of the learning mandated by the standards. Consider the kinds of objectives these types of methods for which might be most useful.

**Resources:**

Constructivism and inductive methodologies:
- [http://www.thirteen.org/edonline/concept2class/constructivism/index.html](http://www.thirteen.org/edonline/concept2class/constructivism/index.html)
- [http://carbon.ucdenver.edu/~mryder/itc/constructivism.html](http://carbon.ucdenver.edu/~mryder/itc/constructivism.html)

Inductive/constructivist methods:
- [http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/inductivedeductive.html](http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/inductivedeductive.html)

March 27: Constructivist teaching methods and how they differ from the teacher centered approaches. Student as problem-solver; inquiry and the benefits of discovery.

**Assignment for April 3:** Read chapter 6 in Tchudi and Lafer and, again, syllabus material on developing objectives. Look at requirements for the lesson narrative project and consider how objectives are related to the goals of education stated in the various standards documents and think about how, with a clear notion of what constitutes demonstration of obtainment of objectives, one goes about finding the best means for insuring that students will acquire knowledge and skill necessary for success on the outcome project.

April 3: Thinking in the planning mode. Lessons and units.

**Assignment for April 10:** **Lesson narrative, assignment 3 due.** Read Tchudi and Lafer chapter 7. It is time to begin moving toward full engagement toward full engagement in the unit planning process. Be ready to discuss the Tchudi and Lafer book and its implications for the planning of the unit.

April 10: The unit as a powerful contextualizing tool for learning across the curriculum and for integrating curriculum so that it addresses use of disciplinary knowledge and skill in ways that reflect the types of problems people face in their encounters with the world.

**Assignment for April 17:** Read to the end of Tchudi and Lafer and think about how the book should be allowed to inform your work on the interdisciplinary project. Look again at how the book suggests value in interdisciplinary instruction even in classes that are not involved in a team approach to teaching.

April 17: Interdisciplinary instruction, its particular value at the middle school level and how a sense of interdisciplinary logic aids one in developing lessons for all teaching situations.

**Assignment for April 24:**

April 24: Interdisciplinary teaching.

**Assignment for May 1:**
Be prepared for interdisciplinary project presentations.

**May 1:** The interdisciplinary teaching project.

Unit plan documents are to be submitted no later than May 10 at midnight.

Appendix

**Goals and Objectives**

**Goal:** The ultimate result of instruction. At some point in their education, during their lives, students will be able to do something as a result of the cumulative effect of the teaching to which they have been exposed: Drive a car, know a bargain, find a bargain, know how to select foods to stay healthy, make reasoned political decisions, succeed in getting the jobs for which they apply, get along with others who are different from them, write a letter to their mothers that truly says what it is intend it to say, be able to take a recipe for fifty and cook for two with no waste, read an editorial in a newspaper and be able to respond reasonably it...

Goals are not achieved in a day. Planning for instruction, to some extent, represent the attempt to devise ways to move students, in a thoughtful way, toward the day of achievement.

The goals for schools and for disciplines must be **worthy ones, and** they are only worthy if what students achieve is somehow **meaningful and useful.**

Meaningfulness and usefulness are determined in relationship to what people need to learn in order to be highly effective citizens of the world in which they live.

**Objectives:** Steps on the way to achievement of goals. Remember that objectives tell us **what students will learn as a result of the lessons we offer.** An objective if focused upon what students will learn and written in a way that shows how students will be expected to demonstrate that the learning has occurred, this
feature of the objective causing a teacher to really understand what he or she is trying to accomplish so that lesson activities are truly the appropriate means for moving students toward achieving meaningful learning outcomes.

Students will do something at some point that shows that they have or have not learned what the lesson is intended to teach.

**Weak:**
Students will draw a Venn diagram; Indeed, the drawing they make represents an outcome. But should a teacher be satisfied with this fact alone, that a drawing of a Venn diagram was completed? Would a worthy outcome of instruction be that students simply replicated the shape a teacher projected on a screen? Or, do we care that students understand the meaning(s) conveyed, the relationships shown in Venn diagrams?

**Stronger:**
Following a lesson, students will draw Venn diagrams that effectively depicts traits shared by two entities and traits unique to each, in this instance, by for a character and his or her foil in a piece of literature.

Following a lesson on the apostrophe, students will demonstrate their understandings of the proper use of apostrophes by correcting sample paragraphs and supplying apostrophes where they are needed. The desired learning outcome is an understanding of the use of apostrophes. The criterion for achievement is expressed as placing them where they are needed. **Another Objective:** Following several lessons on the Constitution of the United States, students will demonstrate their understanding of the purpose of a constitution by developing, in small groups, constitutions to govern their school. Students will be asked to support each element of their constitution by showing how it serves a purpose similar to those served by the U. S. Constitution.

Note that the objective states what students will learn as a result of having participated in the lessons and how they will demonstrate their understanding. If students are unable to develop a constitution, or if they develop one but are unable to show how it elements serve purposes similar to those of the U.S. Constitution, then the teacher must consider why the lessons failed to bring about the kind of understanding they were intended to bring.

**Specificity is critical:** Think deeply of what makes an objective worth the time it takes to help students achieve it. To say that students will learn about paragraphing or even that students will understand paragraphing tells us nothing about the teacher’s sense of what constitutes understanding. Including in the objective the evidence one will look for to determine if understanding exists helps to define what the teacher means by understanding.
The key to objectives is making certain that they tell you what it is that students will learn as a result of their participation in the learning activities in which they are engaged. This gets at the purpose of instruction, the what they will do to demonstrate learning portion is carefully considered in light of whether, by doing what they are asked, students can truly demonstrate whether they got whatever it is that they are supposed to get.

So, forget the format for a moment and think of this process of writing objectives as a way to think through and put down on paper, in the clearest manner possible, what it is that students are going to learn, what it is that your lesson or lessons will teach them. Then consider how they will show that they have indeed learned what the lessons teach. Lastly, consider what you and they will look for in the demonstration to determine if they got it.