

**University of North Alabama**  
**ED 480 Materials and Methods of High School Teaching** Summer 2012

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Office Hours: M 10:00-11:00, T 12:15-4:00, W 10:00-11:00, Th 9:45-11:00  
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**Text**

Kellough, R.D. & Kellough, N.G. (2007). *Secondary school teaching: A guide to methods and resources*. Upper Saddle River, NJ: Prentice Hall.

**Course Description**

Unit organization of materials and lesson planning; general methods of teaching and classroom management; teaching methods in major fields.

**Content**

1. Orientation to teaching and learning in today's secondary schools.
2. Planning for instruction.
3. Strategies, aids, media, and resources for effective instruction.
4. Assessment and continuing professional development.

**Course Assignments**

1. Journal Search: Find 3 educational articles from 3 separate journals in the UNA Library that reflect an area of interest in secondary education. Reference the 3 articles using APA style. Due:
2. Journal Reviews: Read and summarize 2 articles from educational journals. The 2 articles should come from different journals. Each summarization should be 1 full page. Summarize the article and tell how it might influence secondary teachers and how it influenced you. Rate each article from 1 -10 (1 = worst, 10 = best), and tell why you gave it that rating. Staple them together. Due:
3. Sensitivity Modules: Each student should participate in and complete 2 sensitivity modules. Write a 1 page summary and reaction for each of your experiences, staple them together. Due:
4. Attend 3 school extra-curricular activities, i.e. play, musical, sporting event, etc. Interact with the public while there. At least 1 activity must be at UNA and at least one activity must be at a public secondary school. Do not attend the same activity more than once. Write ½ page for each activity, about your experience. Staple them together. Due:
5. Lesson Plan
6. Character Education Lesson Plan
7. Teaching Demonstration
8. Lee vs. Macon
9. Makes Sense Strategies
10. Take all exams and quizzes.
11. Read assignments and participate in class discussion.

12. Write your own Philosophy of Education. Due:
13. Complete 31 hours of classroom observation experience (**required to pass class**). 18 of the hours must be completed in blocks of 3 hours or more, and in your field/major. See Field Experience below for more information.
14. Self-evaluation. The self-evaluation for this course is a chance for you to review the work that you have done for this class and evaluate the effort that you put into it. Did you put in the time and effort that will help you become the type of teacher that you want to be? Did you read the assigned pages throughout the semester? Will you expect your students to read the assignments that you give to them? Did you complete all work in a timely fashion? Did you attend class regularly and did you contribute to the class, so that others could benefit from your knowledge and opinion? Or, are you already becoming one of the teachers that you might have criticized or disliked during your own education? Do you dress appropriately for class, presentations, and observations, or do you demonstrate a general and casual lack of caring for education? Due:
15. No whining, however, soft whimpering is allowable on occasion.

**Learning Strategies:** This course will be taught using diverse methods. Traditional reading of the text and lecture/discussion will be used; however, this will be done in a student-centered fashion so that both the students and the instructor are engaged in dialogue and a process of discovery.

**Field Experience:** As a requirement of ED 480, students must spend at least 31 hours observing and serving as aides to teachers in the public school system during the current semester. The hours spent are in regular classroom settings which contain students of both sexes, and where possible students of various ethnic backgrounds. Since the college students act as tutors to children as assigned by the classroom teacher, they are getting experiences in multicultural settings and with individual differences. It is the individual student's responsibility to make arrangements with the teacher and principal for these hours to be completed. Hours may be completed in different schools and different classrooms. A memorandum explaining the purpose of the school experience can be obtained from the instructor and **MUST** be presented to the principal and teacher. Signatures of the teachers must be included on the Field Experience forms.

### **Attendance Policy**

Students are expected to attend class regularly. University regulations prescribe that students absent for any and all reasons for more than the equivalent of  $\frac{1}{4}$  of scheduled class meetings may not receive credit for the course. For this class, any absence in excess of two will lower your grade.

### **Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the

semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

### **Scores**

Attendance/Participation/Punctuality	150
Character Education Lesson Plan	60
Journal Search	30
2 Journal Reviews (50 points each)	100
3 extra-curricular activities	60
Lesson Plan	120
2 Sensitivity Modules (50 points each)	100
Self-evaluation	50
Personal Philosophy of Education	30
Quizzes	100
Exams	200

### **Grading Information**

A = 920 – 1000

B = 820 – 919

C = 720 – 819

D = 600 – 719

F = below 600

**UNA Academic Honesty Policy:** All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty and graduates.

**Please Note:** All written assignments are to be typed (double spaced) and turned in on time. Papers should be neat and accurate. PLEASE PROOFREAD. Late assignments will be accepted, but with a 25% deduction per day. Papers should be stapled in the upper left corner before class (-10 if not). All assignments should include at the top left (-10 if not).

First and Last Name

Title of Assignment

Day and Time of Class

During class, please turn off all cell phones, pagers, beepers, CD players, transistor radios, TV's, stereos, and motorized vehicles.

**The following is a study guide for the ED 480 portion of the exit exam**

- Be able to explain the following concepts and discuss how you can effectively implement each into your subject area:

- Howard Gardner's Theory of Multiple Intelligences
- Effective teaching strategies
- Withitness
- Instructional plan
- Questioning (3 main levels)
- Group learning
- Lesson planning
- Classroom management
- The Learning Experiences Ladder (p. 180)
- Conventional vs. year-round schooling

The following rubric is used for essays in ED 480

<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0</b>
The response is clear, focused, accurate, logical, and concise. Answers all parts of the question completely. Incorporates significant amounts of specific information and examples from readings and class discussions, without the inclusion of unrelated material. Demonstrates a comprehensive grasp of the subject matter, including an in-depth understanding of the relevant concepts, theories and issues related to the topic addressed.	Answers major parts of the question completely. Incorporates an acceptable amount of specific information and examples from readings and class discussions, without the inclusion of unrelated material. Response is logical and organized clearly, and contains all required components.	Not all required components are included. Does not incorporate a sufficient support from readings and class discussions. Some attempt at organization. Student's position is unclear and poorly communicated.	Question is not answered

**The following rubric will be used for grading journal reviews**

- 5** Demonstrates *exceptional* degree of content understanding
  - outstanding grasp of main idea and significant supporting details
  - presents interpretations, generalizations, and/or predictions based on specific and compelling evidence
- 4** Demonstrates high degree of content understanding
  - thorough and accurate grasp of main ideas and relevant specific supporting details

- presents interpretations, generalizations, and/or predictions based on specific and solid evidence
- 3** Demonstrates some degree of content understanding
- indicates an understanding of main ideas and relevant specific supporting details
  - presents obvious interpretations, generalizations, and/or predictions based on adequate but not exhaustive evidence
- 2** Demonstrates inadequate degree of content understanding
- correctly identifies some main ideas; focuses on isolated details or misunderstandings or omits some significant details
  - attempts to present interpretations, generalizations, and/or predictions; fails to provide adequate support
- 1** *limited* degree of content understanding falls below grade level:
- shows a fragmented, inaccurate, or incomplete understanding; presents random, incomplete, or irrelevant evidence
  - fails to provide supported interpretations, generalizations, and/or predictions, or provides those that are not supportable.

**WARNING: Do not listen to Dr. Hurren's lectures while driving, drowsiness may occur.**

**Money Back Guarantee: Any half-competent student who stays awake during this class will benefit from it and be a better prepared and better overall teacher because of it, or your money back (up to \$1.99) guaranteed.\***

\*Dr. Hurren reserves the right to determine which students are half-competent.

**Course Objectives:**

**The student will be able to demonstrate *knowledge* of:**

(State Standards)

Standard Code	Standard:	Assessment:
290-3-3-.03(2)(c)2.(ii)	The principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies	Exercises 4.2, 4.3 CF 1
290-3-3-.03(2)(c)2.(iii)	The components and characteristics of collaboratively designed and implemented individual behavioral support plans	Exercises 4.2, 4.3, Test question using B.F. Skinner's and Dreikurs' models for behavioral

		support CF 3
290-3-3-.03(4)(c)2.(i)	The process of English language acquisition and strategies to support the learning of students whose first language is not English	Test question p. 330 CF 5
290-3-3-.03(4)(c)4.(i)	Research and theory related to learning styles and multiple intelligences	Classroom activity and exam question CF 5
290-3-3-.03(5)(c)2.(ii)	Range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.	Read and discuss Chapter 10 “Professional Development: A Continuing Process”
290-3-3-.03(5)(c)2.(iii)	Processes and skills associated with peer coaching and mentoring.	Read pp. 335, 385-386 and discuss in small, peer groups “ways to incorporate effective peer- coaching and peer-mentoring activities in respective fields. Report findings to class.
(2)(c)2.(iv)	Conflict resolution strategies, school emergency response procedures, and <u>juvenile law</u>	Class presentation by juvenile law officer, followed by a question and answer session, and written reflection. CF 1

**The student will be able to demonstrate his/her *ability* to:**  
(State Standards)

290-3-3-.03(5)(c)2.(iv)	Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment	Livertext submission of personal teaching philosophy CF 6

These ability statements will be measured via products, demonstrations, presentations, oral explanations, role play or microteaching experiences.

**The student will be able to demonstrate knowledge of and ability to:**

(Alabama Professional Education Personnel Evaluation Competencies)

1. 1.1 Select/state long-range goals and short term measurable objectives.
2. 1.2 Identify various instructional strategies.
3. 1.3 Prepare instructional resources for use.
4. 2.1 Orient students to the lesson.
5. 2.2 Give clear directions.
6. 2.3 Develop the lesson.
7. 2.4 Provide practice and summarization.
8. 2.5 Demonstrate knowledge of subject matter and pedagogy.
9. 3.3 Provide feedback about student performance.
10. 4.1 Manage class time.
11. 4.2 Manage student behavior.
12. 5.1 Involve students in interaction.
13. 5.2 Communicate high expectations.
14. 5.3 Express positive affect/minimizes negative affect.
15. 5.4 Maintain physical environment conducive to learning within limitations of facilities provided.
16. 6.1 Speak clearly, correctly, and coherently.
17. 6.2 Write clearly, correctly, and coherently.
18. 7.2 Take a leadership role in improving education.

**Please Note: All standards-based requirements of the course must be satisfactorily completed to receive credit for the course. To apply credit for this course to a teacher education program the candidate must earn a "C" or better.**

**UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION**

**CONCEPTUAL FRAMEWORK**

***“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”***



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is

continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

### **“Knowledgeable Practicing Professionals”**

**who:**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

### **Syllabus:**

I have received a copy of the syllabus for ED \_\_\_\_\_. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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(cut)



**Syllabus:**

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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date