
Course: ED448 D & DN Teaching in Middle & Secondary Schools
Credit: 3 credit hours
Semester: Fall 2020 (Cycle 3)
Date & Time: Tuesdays, 8:00 a.m. — 11:00 a.m.
Location: East Education, Room 125
Instructor: Dr. Mary F. Briggs
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I. DESCRIPTION

This course will explore techniques for effective teaching at the middle and secondary school levels. This includes designing effective plans of study that incorporate critical thinking and problem solving for middle/secondary school students as well as literacy skills in the content areas. Differentiated learning plans for exceptional learners and ELL is included. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to the Teacher Education Program)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES: The student will:

1. Examine basic concepts and theories that are essential to effective secondary teaching and learning.
 - a. PLO-1, 2, 4, 5 & 6
 - b. Assignments: A.1, A.2, A.3, C.1, C.3, C.4, C.5

2. Begin to formulate a set of classroom practices and teaching strategies which are consistent with a biblical philosophy of education.
 - a. PLO-1, 2, 3, 4 & 5
 - b. Assignments: A.1, A.2, A.3, B.1, C.1, C.2, C.3, C.4, C.5, C.6
3. Write instructional objectives in the cognitive, affective, and behavioral domains.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, A.3, C.2, C.6
4. Write lesson plans incorporating educational technology
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, A.3, C.2, C.6
5. Design an instructional Unit Plan
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.3, C.2, C.6
6. Discuss various approaches to measuring, evaluating, and reporting student progress.
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, A.3, C.1, C.2, C.6
7. Demonstrate effective practices for teaching secondary content area
 - a. PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: B.1, C.2
8. Demonstrate awareness of cultural diversity in classrooms.
 - a. PLO-1, 3 & 4
 - b. Assignments: A.1, A.2, A.3, B.1, C.1, C.2, C.3, C.4, C.5, C.6

IV. MATERIALS

Required Textbooks:

A. Bible (Please refer to Course Policies.)

B. American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).
ISBN-13: 978-1433832734 ISBN10: 1433832739 \$32.63

C. Carjuzaa, J. & Kellough, R. (2017). *Teaching in the middle and secondary schools*.
(11th ed.) Loose-leaf version with Pearson eText ISBN-13: 978-0134069227 \$74.66

V. REQUIREMENTS

A. Reading Assignments:

1. **Textbook Reading:** Read the assigned textbook.
2. **Quizzes:** Complete five (5) “open book” quizzes posted on CANVAS. These quizzes serve to reinforce the key ideas covered in the textbook chapters.
3. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. **Activity Assignments:**

1. **Teaching:** Present two lessons. Provide written lesson plans and supporting materials for all students in the class. Your lessons will be video recorded. Further details will be provided by the instructor.

C. **Written Assignments:**

1. **Discussion Questions:** A total of five (5) topics and associated questions will be posted in CANVAS. Students are to provide a 250– 300 word reflection addressing the topic and answering the questions. Students should also respond to at least one classmate’s post.
2. **Lesson Plans:** Use the Calvary University Lesson Plan Format to plan four lessons: 1) a Direct Instruction lesson plan, 2) a Project Based Learning lesson plan, 3) a Small Group Work (SGW) or Collaborative Learning lesson plan, and 4) a Discovery Learning lesson plan.
3. **Observations:** Arrange to visit and observe a secondary classroom in a local public or private school. Complete five (5) hours of formal observations of the classroom, the teacher, and the students. For each hour of observation, write a 250 – 300 word narrative that focuses on the teaching methods of all teachers observed. The student may observe the same teacher for five (5) hours or select as many as five different teachers to observe.
4. **Paper:** Read the Hanover Research Report entitled *Best Practices in Raising High School Graduation Rates*. Write a 1,500 word paper which includes: 1) a summary of effective strategies, 2) a summary of research-based programs, 3) a discussion of commonalities among the research-based programs, and 4) an analysis of Missouri’s efforts to raise graduation rates.
5. **PowerPoint/Prezi:** Read the *Honors Project: The Impact of Demographics in Education*. Research the demographics of a school district of your choice. Prepare a PowerPoint or Prezi Presentation which provides an analysis of the demographics in terms of their potential impact on education in that community. Your presentation should be 5 - 8 minutes in length.
6. **Unit Plan:** Design a five to ten (5 – 10) day instructional unit related to your chosen topic. Your unit plan should include daily lesson plans, assessments, elements of educational technology, and one completed 4 x 4 bulletin board. If possible, you should incorporate the four lesson plans you completed throughout the course. (See Written Assignments, 2. Lesson Plans.)

VI. METHODS

A. Teaching and Learning

1. Research and reading
2. Writing
3. Projects
4. Practicing skills
5. Field Observations
6. Lectures
7. Discussions
8. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Discussion Questions	100 (20 points x 5 DQs)
Lesson Plans	200 (50 points x 4 plans)
Observations	100 (20 points x 5 narratives)
Paper	50
PowerPoint/Prezi Presentation	50
Quizzes	100 (20 points x 5 quizzes)
Teaching	100 (50 points x 2 sessions)
Unit Plan	200
Final Exam (Proctor U)	100
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director (dss@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

VIII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Oct. 20 th	Introduction Middle and Secondary Schools: Past, Present, and Future	<i>Due by Midnight on Oct. 26th</i> 1. Arrange for observations. 2. Read Chapters 1 & 2. 3. Complete Ch. 1 & 2 Online Quiz. 4. Read Honors Project. 5. Prepare PowerPoint/Prezi.* 6. Read Chapter 6 then 5.
2	Oct. 27 th	Instructional Planning Writing Instructional Objectives *Students present PowerPoint or Prezi presentations.	<i>Due by Midnight on Nov. 2nd</i> 1. Complete Ch. 6 & 5 Online Quiz. 2. Complete DQ #1. 3. Complete paper on High School Graduation Rates. 4. Read Chapter 7 & 9.
3	Nov. 3 rd	Writing Lesson Plans Direct Instruction	<i>Due by Midnight on Nov. 9th</i> 1. Complete Ch. 7 & 9 Online Quiz. 2. Choose a Unit Topic. 3. Prepare a DI lesson. 4. Prepare to teach a DI lesson. 5. Read Chapter 3.

4	Nov. 10 th	*Students Teach Lessons Cultural Diversity Project-Based Learning	<i>Due by Midnight on Nov. 16th</i> 1. Complete DQ #2. 2. Prepare a PBL lesson. 3. Read Chapters 4 & 8. 4. Work on your Unit Plan.
5	Nov. 17 th	Safe Learning Environments Small Group Work and Cooperative Learning	<i>Due by Midnight on Nov. 23rd</i> 1. Complete Ch. 4 & 8 Online Quiz. 2. Complete DQ #3. 3. Prepare an SGW or CL lesson. 4. Read Chapter 10. 5. Work on your Unit Plan.
6	Nov. 24 th	Educational Technology Discovery Learning	<i>Due by Midnight on Nov. 30th</i> 1. Complete DQ #4. 2. Prepare a Discovery lesson. 3. Prepare to teach an SGW, CL, or DL lesson.* 4. Read Chapter 11. 5. Work on your Unit Plan.
7	Dec. 1 st	*Students Teach Lessons Assessing Student Achievement Reporting Student Achievement	<i>Due by Midnight on Dec. 7th</i> 1. Complete Ch. 11 Online Quiz. 2. Complete DQ #5. 3. Complete your Unit Plan 4. Read Chapter 12. 5. Prepare for exam.
8	Dec. 8 th	Reflective Teaching Professional Development Final Exam (Students who are not in class on the day of the exam will need to use Proctor U.)	<i>Due by Midnight on Dec. 10th</i> 1. Complete Observation Paper.

ProctorU Addendum

Calvary University uses ProctorU test proctoring service. ProctorU is a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, **you will need to schedule your proctoring session at least 72 hours in advance to avoid any on-demand scheduling fees.** Creating a ProctorU account is simple. You can do so by going to <https://go.proctoru.com/students/users/new?institution=2045>.

Students must read all information and comply with all directions below to be successful for their proctored exam experience. Calvary University hopes that students will have a smooth experience, and to decrease student anxiety and increase success, please use this guide to help you plan for your test. Please note that, per ProctorU, there will be penalties for students who miss their testing window. Technical trouble will not be an excuse for missing the window. Therefore, pay attention to all details within this guide, and all links included.

System Requirements: Please see the information below supplied by ProctorU for system requirements. If your computer does not have these capabilities, please consider borrowing a computer as you will still be required to complete the exam using the live proctor system with ProctorU. Please note that you will not be able to take your exam(s) in the Calvary University Library due to the activity that will be picked up in a public place.

In order to use ProctorU, you will need a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo ID. ProctorU recommends that you visit <https://test-it-out.proctoru.com/> prior to your proctoring session to test your equipment. They recommend you click on the button that says "connect to a live person" to fully test out your equipment. If using Firefox, please make sure that you are using the current version of your Firefox browser and have downloaded the ProctorU extension available at <https://www.proctoru.com/firefox>.

ProctorU Addendum continued on the next two pages.

Type	Minimum	Recommended	Calvary University Minimum
Web Camera	640×480 resolution	1280×720 resolution	1280×720 resolution
PC Users	Windows Vista	Windows 10 (10 S is not supported)	same
Mac Users	OS X 10.5 or higher	OS X 10.13 High Sierra	same
Internet Download Speed	.768 Mbps	1.5 Mbps	3 Mbps
Internet Upload Speed	.384 Mbps	1 Mbps	2 Mbps
RAM	1024 MB	2 GB	same
Ports	1935, 843, 80, 443, 61613, UDP/TCP	1935, 843, 80, 443, 61613, UDP/TCP	same

- Desktop computer or laptop (not a tablet, Chromebook or cell phone).
- Webcam and microphone (built-in or external) – test your webcam at <https://test.webrtc.org/>
- Connection to network with sufficient internet speed: at least 3 Mbps download speed and 2 Mbps upload – test internet speed at www.speedtest.net
- Operating systems: Windows Vista or newer, Mac OS X 10.5 – or newer
- Browser with pop-up blocker disabled: Google Chrome v39 or later, Mozilla Firefox v34 or later.

Additionally, please visit and review the test-taker resource center by going to <https://www.proctoru.com/proctoru-live-resource-center>. You should expect the startup process with the proctor to take about 10-15 minutes. However, this time will not affect your exam time. Please feel free to direct any questions to the student support team via the live chat within your account.

******If you have any questions or concerns, contact Proctor U’s technical support team 24/7 via their live chat support at <https://www.proctoru.com/contact-us>**

Costs for ProctorU exams are listed below and are payable to ProctorU at the time of the test. These costs assume that a student will schedule their exam at least 72 hours in advance of the exam start time:

- 60 minutes or less - \$8
- 61 – 120 minutes - \$10
- 121 – 180 minutes - \$12

For those not scheduling an exam at least 72 hours in advance, late scheduling charges are added in addition to the above fee structure. There are two options for late scheduling:

- "Take It Soon" allows a test to be scheduled less than 72 hours but more than 24 hours before the desired start time. This option includes an additional fee of \$8.00. (Total cost for a 60 minute exam scheduled as "Take It Soon" would be \$16.)
- "Take It Now" allows a test to be taken on-demand with no appointment needed. This option includes an additional fee of \$12.00. (Total cost for a 60 minute exam scheduled as "Take It Now" would be \$20.)

These options are for the convenience of the examinee. Any charges applicable to the examinee must be paid with a credit or debit card. The test taker will be required to enter payment information on a secure page connected to a third-party card processor. The page is encrypted and secure and ProctorU does not see or store any credit card data.

Examinees will be required to re-enter payment information each time new charges are incurred.