

**WBUonline  
School of Education**

# UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER & NAME

EDUC4328 - Curriculum and Assessment for Secondary School

# TERM

Spring, 2019

# INSTRUCTOR

Karen Quebe

# CONTACT INFORMATION

* **Office phone:** 806-291-1046
* **WBU Email:** quebek@wbu.edu
* **Cell phone:** 806-292-1951

# OFFICE HOURS, BUILDING & LOCATION

2:00-4:00 (M/W/F) 10:00-12:00 (T/TH) Van Howeling Education Complex Room 204

# COURSE MEETING TIME & LOCATION

Online through WBUonline

# CATALOG DESCRIPTION

Overview of theories of reading, reading process/strategies, and methods of reading instruction. Field experience: 6 hours.

# PREREQUISITE

EDUC3302

# REQUIRED TEXTBOOK AND RESOURCE MATERIAL

Savage, T., & Savage, M. (2012). Teaching in the secondary school (7th ed.). Boston: Pearson

# COURSE OUTCOMES AND COMPETENCIES

## PPR EC-12 Educator Standard One

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. The student will be able to:

* Plan instruction that motivates students to want to learn and achieve
* Exhibit appropriate knowledge of a subject to promote student learning
* Use a variety of pedagogical techniques to convey information and teach skills
* Use a variety of assessment methods, including technology, appropriate for evaluating student achievement of instructional goals and objectives and communicate assessment criteria and standards to students
* Design assessments, where appropriate, that reflect real-world applications of knowledge and understanding

## PPR EC-12 Educator Standard Three

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. The student will be able to:

* Interact with students in ways that reflect support and show respect for all students
* Communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing
* Use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions
* Use flexible grouping to promote productive student interactions and enhance learning
* Use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific and bases that feedback on high expectations for student learning.

# ATTENDANCE REQUIREMENTS

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# DISABILITY STATEMENT

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# COURSE REQUIREMENTS and GRADING CRITERIA

* **Thought Provoker Topic:**(150 total pts.-15@10 pts. per chapter) There will be a ‘thought provoker’ topic posted in the Weekly Learning Module assigned each week. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics and then post a response to at least two other student’s submission for that week. ‘Thought Provoker’ posts should be completed no later than Thursdays to ensure interaction with other students.
* **Successful completion of weekly quizzes**: (150 total pts.-15@10 pts. each) At the end of each chapter, a quiz covering the assigned readings and lecture notes will be given. Quizzes will be in a true/false, multiple choice and short answer format. The quizzes will be posted in the Weekly Learning Module for each week.
* **Projects:** 
  + **Component 1-Field Experience**-(100 total pts.)
    - **Reflective Analysis**-(80 total pts.-8@10 pts. each) Students will be expected to document a minimum of 8 hours of field-based experiences. During the field-based experience, you should be actively engaged in the instructional activities in a classroom setting in your content area. A written reflection, describing in detail what you did from beginning to end of each field experience will be due at the end of the semester.
    - **Documentation Form**-(20 pts.) A Field-based Experience Documentation Form (located in the ‘Course Documents’ area of the main menu in Blackboard), documenting a minimum of 8 hours of observation is to be submitted at the end of the semester.
  + **Component 2-Various assignments throughout the term**-(125 total pts.-5@25 pts. each).
    - The assignments will be explained in the Learning Modules.
* **Lesson Plan Development:**(1@100 pts.) Students will develop a lesson for their chosen grade/subject level. **The lesson plan needs to follow the approved lesson plan format located in the ‘Course Documents’ area of the main menu and all elements of the lesson cycle must be included.**  If you have questions, do not hesitate to ask.
* **Midterm Exam:** (1@100 pts.) The midterm will cover readings/lectures from the first half of the course. The midterm exam will be in true/false, multiple choice, and short answer format.
* **Final Exam:** (1@100 pts.) The final exam will cover readings/lectures from the second half of the course. The final exam will be in true/false, multiple choice, and short answer format.

**Total Possible Points= 825** 825-743=A 742-660=B 659-578=C 577-495=D 494 or less=F

## Grade Appeal Statement

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# TENTATIVE SCHEDULE

## Part I: Teaching in an Age of Change

### The Changing World of Teaching

Reasons for Teaching

Historical Development of Secondary Education

Current Reform Trends

Improving Teacher Quality

### Students and Schools

Schools

Who Are the Students

### Understanding Diversity

Serving All Students

Guidelines for Promoting Academic Success

### Reflective Teaching

What is Reflective Teaching

Reflective Decision-Making

Making Fluid Plans

Formal and Informal Professional Growth

Opportunities

The Professional-Development Portfolio

## Part II: Teaching in an Age of Change

### What Should Students Learn? Defining the Curriculum

Factors Influencing Curriculum Content

Selecting the Content of Instruction

Developing Goals and Instructional Objectives

### Learning Assessment: Making Data-Driven Decisions

Assessment and Evaluation

Assessment Principles

Assessment Purposes

Assessment Options

Evaluation and Grading

### Planning Units and Lessons

Planning Types

### One Size Does Not Fit All: Differentiated Instruction

Defining Differentiated Instruction

Altering Variables to Accommodate Individual Differences

Preparing for Differentiated Learning

## Part III: The Instructional Act

### Models of Direct Instruction

Determining the Instructional Value of Direct Instruction

Basic Characteristics of Direct Instruction

Underlying Principles

Direct Instruction: Lesson Models

Implementing Direct Instruction

Reflecting on Direct Instruction

Direct Instruction and Student Characteristics

### Teaching for Higher-Level Outcomes

The Constructivist View of Learning

Metacognition

Discovery Learning

Creative Thinking

Critical Thinking

Problem-Solving

Decision-Making

### Small-Group and Cooperative Learning

Creating Conditions that Facilitate Small-Group Learning

Preparing Students for Small-Group Work

Cooperative Learning Approaches

Cooperative Learning in Diverse Classrooms

### Reading Across the Curriculum

Creating Conditions to Stimulate Reading

A Reading Framework

Using Tradebooks in the content classroom

### Successful Management and Discipline

Why Do Students Misbehave?

Defining Management and Discipline

The Discipline Dimension: Solving Discipline Problems

## Part IV: The Professional Context

### Legal Issues

Legal Issues Affecting Students

Legal Issues Affecting Teachers

### Career-Long Professional Growth

What is a Professional?

Professional Development Stages

Evaluating Classroom Performance

Professional Growth Opportunities

Career Options

# ADDITIONAL INFORMATION

## Weekly Learning Modules:

Weekly Learning Module Folders have been set up for each week of the course. These folders contain your reading assignment, ‘Thought Provokers’, weekly quizzes, lecture notes, and other valuable information for that week. Weekly Learning Modules Folders will remain open **one week** past the posted due date, but **all assignments are due on the due dates specified in each Learning Module**. Once these units are closed, they will not be re-opened for you.

## Assignment Submission:

The Assignment Submission menu item contains the links to use when submitting assignments. To submit your work, click on the link that corresponds to the assignment that you are submitting. When submitting an assignment, please save the document as an **RTF** file before submitting the document. Remember, if I can’t open it, I can’t grade it. All work must be submitted by the deadline posted. **All late assignments will receive a 20% point deduction for the first 3 days it is late. After 3 days, the assignment will receive a grade of 0, unless prior arrangements are made with me in ADVANCE.**