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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.

Course Syllabus, Summer 2018

SYLLABUS FOR SECONDARY METHODS IN CONTENT

Instructor Information:

Course Number: MAT 547-553 T

Instructor: Dr. Dawn Greene

Office: 500A

Office Phone: (219) 473-4306

E-mail: dgreene@ccsj.edu

Office Hours: By Appointment

Course Dates: June 2-16, 2018

Course Times: Saturday 8:00 – 2:00 PM

Course Meeting Room: 308

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

About Your Professor:

Dr. Greene has always had a desire to teach and maintained a position teaching evening classes while working in the field of Business. After eventually transitioning to full time high school teaching, she pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and administration. After working as a teacher, school principal, administrator, district assistant superintendent and higher education adjunct professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational

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Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

Prerequisites: MAT 500 (Education Psychology), MAT 502 (Foundation in Education), MAT 504 (Child Development), MAT 516 (Curriculum Development)

Textbook:

Sparks-Langer, G.M. ET alia. (2004). Teaching As Decision Making: Successful Practices for the Secondary Teacher (2nd Ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Resources:

Burden, Paul R. and Byrd, David, M. (2016), Methods for Effective Teaching: Meeting the needs of all students. Pearson Merrill Prentice Hall

Additional Resources used in class:

Arnold, H. (2001). Succeeding in the secondary classroom: Strategies for Middle and high school teachers. Corwin Press: CA.

Learning Outcomes/Competencies: Teacher candidates will demonstrate reflection and understanding of the following:

- Students will understand and apply all components of effective lesson planning for secondary teachers as applicable through INTASC Standards of Preparation
- Students will analyze effective techniques and practices as determined through pedagogical standards of educational students to facilitate student instruction
- Students will evaluate their own teaching styles to create styles of instruction that will facilitate student learning and academic progress for all learners.

Course Outline & Class Dates:

WEEK 1

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|-----------------------|---|
| Prior to Class | <i>Please read chapters 1-4 during this week</i> |
| During Class | <i>Class Discussions:</i> <ul style="list-style-type: none">- Direct Teaching- Inductive Strategies- Diversity and Differentiation- Reading Chapters 1 & 2- In Class Assignment-Creating a diverse classroom |
| Due for week: | Please see "ASSIGNMENTS" for guidelines. Observations |

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WEEK 2

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| Prior to Class | <i>Please read chapters 7 during this week</i> Presentations of one-day lesson plans @ Fegely |
| During Class | Teach lesson within Content |
| Due for the week: | Please see “Assignments” for guidelines. Class Field Trip Assignment Due with presentations |

Week 3

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| Class | |
| Due for the week: | Please see “Assignments” for guidelines. Unit Lesson Plans <i>Class Discussions:</i> <i>-Understanding Engagements</i> <i>-Teaching to the Test</i> <i>-Growth modeling and progress monitoring</i> Class Assignment – Rubric and test creation |

Standards for Indiana: <http://www.doe.in.gov/standards>

INTASC Teaching Standards:

| | THE LEARNER AND LEARNING |
|-------------------------------------|--|
| Standard #1: Learner Development | The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |
| Standard #2: Learning Differences | The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| Standard #3: Learning Environments | The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. |
| | CONTENT KNOWLEDGE |
| Standard #4: Content Knowledge | The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |
| Standard #5: Application of Content | The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |



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| Standard #6: Assessment | The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. |
| Standard #7: Planning and Instruction | The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. |
| Standard # 8: Instructional Strategies | The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. |
| PROFESSIONAL RESOPONSIBILITY | |
| Standard #9: Professional Learning and Ethical Practice | The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |
| Standard 10: Leadership and Collaboration | The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |

Learning Strategies: Professional literature analysis, whole group discussions, small group activities, professional consultation (interviewing), professional observation (classroom), personal reflection, individual assignments (lesson plan and unit plan).

ASSIGNMENTS

Chapter Readings:

Your textbook is your resource. Although we will use the book, we may not study the book and read chapter by chapter; this will be your responsibility. Class discussions will come from the “Teaching as Decision Making” textbook.

Blackboard Assignments (as posted in Blackboard):

Complete the required blackboard assignments. Then respond to at least one of your classmates for each week.

Read the article to be found under “Course Documents – Content 2”. Reflect on the author’s position and insert your own ideas of classroom practice and student achievement.

Student Field Trip

Completely plan a field trip for your students. You will go through the complete planning of the trip completing the **associated lesson plan, and reflection on the trip planning, implementation and expected learning.** It is hoped that you will actually take students or an age appropriate child on this field trip so that you get feedback. The finished assignment will have several parts:

1. *The lesson plan describing the intended learning outcomes (use the CCSJ format)*



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2. *The three to four-page reflection on the actual trip and planning processes*
 - a. *Include school rules and regulations*
 - b. *Intended audience and rationale*
 - c. *Planning steps, process and challenges*
 - d. *Historical or factual information as to the learning significance*
 - e. *Safety and behavior management information*
 - f. *Cost and funding consideration (within Indiana school guidelines)*
 - g. *Criterion for attending*
3. *PowerPoint presentation complete with pictures of the field trip site and supporting artifacts*

(Fegely Clinical Class Taught):

Please write a two-page reflection comparing and contrasting what you gleaned from the two experiences with the students of Fegely. What teaching strategies and resources did you employ? What do you wish you had done? Discuss Classroom Management issues and solutions. Reflect on your experience, and how this may or may not affect your classroom.

Content Area Unit Plan:

Develop a 6-day unit plan utilizing the CCSJ lesson plan template in your content area.

Chapter Review (As Assigned)

GRADING SCALE:

| <i>Assignments</i> | <i>Points</i> |
|---|---------------|
| Presentation of One Day Lesson (Taught at Fegely) | 15 |
| Field Trip Assignment | 30 |
| Chapter Reviews | 10 |
| Six Day Unit Plan | 25 |
| Blackboard Assignments | 10 |
| Fegely Clinical Reflection | 10 |
| TOTAL POSSIBLE PTS. | 100 |

Grading Scale: Instructor reserves the right to adjust grading scale and assignments as needed.

| Grade | Points |
|--------------|---------------|
| A | 100-92 |
| A- | 91-90 |

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| B+ | 89-88 |
| B | 87-82 |
| B- | 81-80 |
| C+ | 79-78 |
| C | 77-72 |
| C- | 71-70 |
| D+ | 69-68 |
| D | 67-62 |
| D- | 61-60 |
| F | 59 and below |

| Responsibilities | |
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| Attending Class | You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Make up work will only be accepted from a college-sponsored event absence on the day that you return to class. |
| Turning In Your Work | You cannot succeed in this class if you do not turn in all your work on the day it is due. The instructor reserves the right to decline to accept late work. |
| CCSJ Student Honor Code | This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none">• Continuously embrace honesty and curiosity in the pursuit of my educational goals;• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community;• Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;• Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph. |
| Using Electronic Devices | Electronic devices may only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to |

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| | leave, in which case you will be marked absent. The instructor reserves the right to ask that all electronic devices be turned off during class. |
| Participating in Class | You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you will not be allowed to complete work during class time, you will be asked to leave and marked absent. |
| Doing Your Own Work | <p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p> |
| Tracking Your Progress | Be sure to see how you are doing and follow up with your instructor. |
| Sharing Your Class Experience | At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback! |
| Withdrawing from Class | After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog. |

| Resources | |
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| Student Success Center: | The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library. |
| Disability Services: | Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349. |

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| Student Assistance Program | This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067. |
| CCSJ Alerts: | Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at http://www.ccsj.edu/alerts/index.html . |

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:



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Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Do not touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

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RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.