

**TEACHING & LEARNING IN SECONDARY SCHOOLS  
EDSS 521b - Fall 2001**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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**Office hours:**  
5:00 - 6:00 pm  
and by appointment

**Room:**

**Class Times:**  
Thursday: 6:00 pm - 8:50 pm

**COURSE DESCRIPTION**

This is the first of a two-part course and is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The two-course sequence will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

**1. PURPOSE FOR TEACHING**

Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.

**2. REFLECTIVE PRACTITIONERS**

Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.

### 3. PROFESSIONAL KNOWLEDGE

Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.

### 4. STUDENT FOCUS

Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual.

### 5. TEACHING AS A PROFESSION

Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.

### 6. COLLABORATIVE RELATIONSHIPS

Student teachers will practice collaboration and create partnerships with colleagues, students, parents, businesses and community agencies.

EDSS 521b is a continuation of a two-course sequence. The focus of part two will be on assessment, issues of adolescent development, diversity, ethnic identity, and a review of instructional planning.

**Please Note: Each course in the Single Subject Part Time Program requires 15 hours of observation/participation in secondary schools.**

#### **REQUIRED TEXTS: [Used in both 521a & 521b]**

Callahan, J.F., Clark, L.H., & Kellough, R.D. (1998). Teaching in the Middle and Secondary Schools (6<sup>th</sup> ed.). Englewood Cliffs, New Jersey: Prentice-Hall.

Kohl, Herbert (1994). I Won't Learn From You. New York, New York: New Press

Rethinking Schools (1994). Rethinking Our Classrooms.

Various handouts as provided by the instructor.

#### **ASSIGNMENTS AND GRADING**

All assignments should be typed and reflective of graduate level work. No late work will be accepted without prior approval. Assignments will be discussed in more detail in class.

### **College of Education Attendance Policy**

Due to the participatory nature of this course, all students are expected to attend all classes and participate actively. Absences and late arrivals will affect the final grade. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Should you have extenuating circumstances, please contact us.

#### ATTENDANCE AND PARTICIPATION (10%)

The course is designed to be participatory in nature, therefore your attendance and participation are important. Absences must be made up and may affect the final grade. Students are expected to be on time and prepared for class. Any student missing more than two classes will not receive credit for the course.

#### READING LOGS (20%)

Students will be assigned homework from the texts or related readings. Students should be prepared to present their responses to the readings in the form of a double entry reading response log at the next class meeting. The log may be typed or hand written (printed). The format to be used for the log will be explained in class.

#### JOURNALS / OBSERVATION REPORTS (20%)

Reflective journal entries (format for the journals will be provided) will be generated which focus on one specific elements of classroom life and student behavior: Instructional Variety. There will also be one other journal assignment, based either on your own teaching or on an observation of a teacher. The instructor will provide a more detailed explanation of the assignment. Please note, this is a similar assignment as given in EDSS 530.

#### CASE STUDY OF AN ADOLESCENT (30%)

Students will “shadow” one adolescent for a whole day. A report will be generated from observations and interactions with this student.

#### REFLECTIVE ESSAYS (20%)

A reflective essay will be assigned during the semester. Students will be given a broad range of topics to explore.

### **GRADING SCALE**

A	100-93 %	C+	79-78 %
A-	92-90 %	C	77-73 %
B+	89-88 %	C-	72-70 %
B	87-83 %	Below 70 %	N/P
B-	82-80 %		

## TENTATIVE CALENDAR

DATE	TOPIC	ASSIGNED READING (Completed prior to class)
<b>9/6</b>	Student Centered Instruction (SDAIE Reviewed)	Callahan: Mod. 6 [235-241] Review strategies from p. 253-279
<b>9/13</b>	Teacher Centered Strategies (SDAIE Reviewed)	Callahan: Mod. 7 [281-295] Review strategies from p. 298-334
<b>9/27</b>	Assessment	Callahan: Mod. 9: 371-379, 384- 388404-415 Kohl Ch. 3: 89-102 Rethinking: 171-175
<b>10/11</b>	Overview of Adolescent Development	Callahan: Mod. 2 [35-41, 42-43 – tables, 67-74] Rethinking p. 126-128 Kohl: Ch. 5 [127-153]
<b>10/18</b>	Social & Moral Development - Part I	Kohl: Ch. 1 [1-32] Handout TBA
<b>11/8</b>	Ethnic Identity and Learning	Tatum Article
<b>Reflection Class 11/29</b>	Review: Final Questions	Callahan: Mod 10: 427-429, 434-437