

**Combined Syllabus for SED 552/553 and SED 509
Summer 2008**

Instructors:

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Weniger 241	Weniger 241	<u>Schedule:</u> 8:00 – 5:00, M-F
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Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as soon as possible.

Course Goal:

The overall goal of the course is to begin preparing students to be professional teachers in today's science and mathematics classrooms. We will begin studying planning, assessment, and instructional techniques as well as basic learning theory. These topics will continue to be studied throughout the remainder of the program.

Relationship to Knowledge Base, National and State Standards

Inquiry-based learning and meeting the educational needs of diverse student populations are major themes in science and mathematics education and both state and national standards. This course is designed to assist pre-service teachers in the development of pedagogical content knowledge (PCK) for grades 3-12 science and mathematics, focused on the integration of subject matter and the incorporation of inquiry in teaching and learning.

Authorization Levels

Elementary/Middle (Option 1) or Middle/High (Option 2) (OAR 584-017-0120, 584-017-0130, 584-017-0140) in understanding and applying knowledge of developmental psychology and learning, appropriate to students in middle and high level education within the cultural and community context of the teacher education institution and cooperating school district. All students will be participating in their part-time student teaching experience at either the middle or high school levels following this intensive course.

Pre-service teachers plan lessons for integrated science and mathematics lessons at the appropriate grade level of authorization. These lesson plans will support student learning at various developmental levels and will incorporate technology in teaching science/mathematics (OAR 584-017-0100 – 1(a-g)). Pre-service teachers are instructed in establishing a classroom climate conducive to learning for elementary, middle and high school levels given that technology is an active ingredient the learning experience (as described in OAR 584-017-0100 – 2 (a-k)). All of the assignments are graded with expectations of gains in knowledge about interpreting and applying cognitive educational psychology to an inquiry-based classroom at the level in which the student teacher will be completing the student teaching experience.

Student Conduct

In general, students are expected to follow the OSU Student Conduct Regulations as a minimum standard. Please refer to <http://oregonstate.edu/admin/stucon/regs.htm>. The main categories from the regulations that most directly apply are those regarding civility and academic honesty. Because this course is part of a professional licensure program, the professional standards of conduct for

teachers also apply. These involve such categories recognized by TSPC as respect for others, collegial relationships, communication, punctuality, appropriate dress, and appropriate actions. The 3-way conference form found in the fall term student teaching handbook is a good reference for such professional behaviors.

If a preservice teacher needs to modify their conduct in any of the above areas, the usual practice is to first confer privately with the individual. If further steps are necessary, they will occur either through the OSU Student Conduct procedures or (in the case of professional standards) through established SMED procedures such as formal and informal written plans of assistance. Whenever possible, it is the policy of the university and of SMED to assist students in their personal growth and set clear goals so that the students are able to meet the applicable standards of conduct.

Enduring understandings:

As a result of taking this course, participants will start to understand that:

- Being a teacher is being a professional with professional obligations.
- Planning instruction is best done by keeping the end in mind.
- Research has elucidated general, highly effective instructional techniques.
- Having a clear framework for how students learn affects how we plan, assess, and manage students.
- Communities of learners learn better and are more productive.
- The process of inquiry helps students understand how science and math are conducted and increases critical thinking skills.
- Teachers improve through thoughtful reflection.
- An understanding of techniques of how you and your students learn will allow for greater learning.

Key teaching Skills:

As a result of taking this course, participants will practice the skills of:

- *teaching lessons to a classroom of students*
- *managing a classroom of students in a way that promotes effective learning*

Assignments:

All outside of class assignments are to be completed **before** the class meeting. **All assignments must be completed in order to receive credit in the course. Late Work:** There will be a 25% deduction for late work. If prior arrangements are made for submitting late work, this deduction **may** be waived by the instructors in cases of extenuating circumstances. All assignments should be submitted electronically via email to your grading instructor.

Reflections (worth 25% of grade):

Personal reflections :

These assignments ask you to reflect on your personal views on learning and teaching. You will be taking in new information during the class. The reflections are meant to help you consider how the new information impacts your beliefs about learning and teaching. Grading will be based on whether the all the guidelines for the reflections were completely addressed and clarity

of writing.

Teaching reflections :

*These assignments are designed to help you analyze your teaching. These reflections **are not** meant to be a summary of the teaching, but rather an analysis of the effectiveness of the teaching, a gauge the students' reactions, your reactions, and an assessment of whether you think learning occurred during the lesson. You may write a one paragraph summary of the teaching if you wish. This paragraph will not be graded. Grading will be based on the guidelines for the reflections and the clarity of writing.*

Reading questions (worth 25% of grade):

Reading questions are designed to help you focus on and examine the key issues in the readings. The reading questions will also be used in class during our discussions of the readings. Reading assignments and questions will be posted in class. Answers will be graded based on the conciseness and completeness of the answers.

Summative assignment (25% of grade):

The summative assignment will require you to not only reflect on your teaching experience but also on the topics covered in this course. You will need to answer questions about and analyze your experiences during the three week course. This assignment should demonstrate your ability to be introspective, as well as, accurately communicate your knowledge about learning and teaching. As a class we will determine the exact due date of this assignment.

Participation and attendance (25% of grade):

You are expected to actively and positively participate in class discussions and collaborative activities. Attendance and timeliness are mandatory as there are only three weeks to cover a large amount of material. You will also be required to present and then lead a discussion of an assigned chapter from "Perspectives of Learning". These presentations and discussions should show a thorough understanding of the chapter as well as raise valid topics to discuss.

Grading:

Class grades will be based on the total points earned for all assignments:

A: 100-90%

B: 89-80%

C: 79-70%

D/F: (retake class)