

New Course Request

New to IUSB Campus - Matching IUB IUSB
Indiana University

M314 ^{OK} Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Education 2. Academic Subject Code EDUC

3. Course Number M314 (must be cleared with University Registrar) 4. Instructor Sara Sage

5. Course Title General Methods ~~for High~~ SH/JH/MS Teachers

Recommended Abbreviation (Optional) Gen Meth Sec (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall /2003

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No

9. Is variable title approval being requested? Yes _____ No

10. Course description (not to exceed 50 words) for Bulletin publication: General methodology & organization; knowledge about teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high/junior high/middle school; and techniques to promote individualized & interdisciplinary learning.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 20 of which 0-5% percent are expected to be graduate students.

14. Frequency of scheduling: fall-spring Will this course be required for majors? yes

15. Justification for new course: meet new licensing req. - early adol./adol.-young adult.

16. Are the necessary reading materials currently available in the appropriate library? yes

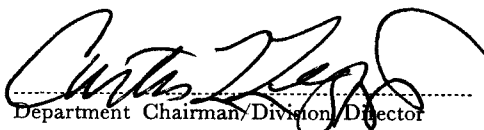
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

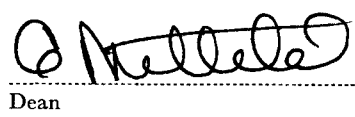
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:


Department Chairman/Division Director

Date 4-17-02


Dean

Date 4-17-02

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

OK Educ Council
David W. Korman 7/14/02

Date _____
University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

COURSE SYLLABUS for M314

General Methods for Senior High, Junior High, and Middle School Teachers

- A. **Catalog Description:** This course provides the prospective teacher with information relative to individualized and interdisciplinary learning methods, measurement and evaluation, teaching and curriculum development, and organization of the secondary school.
 - B. M314 is offered for three (3) semester hours of credit per semester.
 - C. **Statement of Prerequisites:** F100, P250, K200/205, W200, all with C or better, and passing PPST
- Co-requisite:** F201/F202 Exploring the Personal Demands of Teaching and Field Experience.
- D. **Intended Audience:** M314 is a sophomore-junior level professional education course normally taken prior to specific methods courses.

II. Specification of Course Goals and Objectives

- A. **Statement of General Goals or Purposes:** This course conceptualizes the pre-service teacher as a decision maker that is one who makes planning, implementing, coordinating, and evaluating decisions as part of his/her instructional role. In order to make and carry out these decisions, the teacher must possess effective teaching and human relations skills.

Statement of Course Goals: After this course, the student should have furthered his/her knowledge and understanding of secondary school organizational patterns, administrative structures, classroom practices, and student development as indicated by his/her:

1. Understanding of the professional role of the teacher in the schools.
2. Understanding of issues, problems, and recent developments in secondary education.
3. Skill in interpretation of the role of the professional educator to the community in general and to parents in particular.
4. Knowledge of desirable practices and procedures in secondary education.
5. Understanding of and knowledge about the administrative procedures, tasks, functions, and processes commonly found in a secondary school.
6. Ability to carefully reflect upon teaching and learning.
7. Understanding of and initial demonstration of INTASC Principles, and the Content and Development Level Standards of the Indiana Professional Standards Board.
8. Understanding and knowledge of legal issues which affect secondary teachers.
9. Understanding and exploration of personal and cultural assumptions about early adolescents.
10. Ability to discuss issues of a general nature regarding the field of secondary education in a seminar type environment.

- B. Statement of Course Content: M314 is concerned with and emphasizes the various and important roles of the teacher as a person. Major emphasis is placed upon the organization of middle schools and high schools and the instructional, ethical, legal, and professional duties and responsibilities of secondary teachers as contributing members of the education community. The problems associated with the operation and management of schools, classrooms, and community relationships within legal and ethical limits also form a part of the course. This course will provide an environment in which many of the major overall problems faced by educators, administrators, and communities will be discussed. Solutions may be offered, but the instructor is aware of the elusiveness of cure-alls or permanency of the answers to many of the major problems.

In M314, you will study school law, school boards, parent-teacher relationships/conferences, school organization, classroom management, discipline, effective teaching strategies, effective teacher expectations and attitudes, assessment, evaluation, and instructional behaviors. Additionally, students will become familiar with the INTASC Principles and developmental and content standards adopted by the Indiana Professional Standards Board.

III. Course Materials

- A. Possible textbooks:

Callahan, J., Clark, L. and Kellough, R. (1998). *Teaching in the Middle and Secondary Schools* (6th ed). Upper Saddle River, NJ: Prentice-Hall, Inc.

National Middle School Association. *This We Believe*.

- B. Periodicals (recommended for professional development, teaching ideas, projects...)

Educational Leadership

The Kappan (PDK)

The Bulletin of the NASSP

The Clearing House

Today's Education

American School Board Journal

Teacher

The Instructor

The School Administrator

Schools in the Middle, Middle Ground (NMSA)

- C. Supplemental Reading: Handouts (classified by topic)

- D. Other Recommended Resources

Campbell, Cignetti, Melenyzer, Nettles, and Wyman, (1997). *How to Develop a Professional Portfolio*. Needham Heights, MA: Allyn and Bacon.

IV. Course Requirements

- 1) Four to five microteaching lessons (taught to peers) on a thematic topic – each emphasizes a different instructional strategy (these will be followed up by teaching the same lesson in the F202 field experience with secondary students). Each microteaching lesson includes a complete lesson plan matched to state academic standards and a reflective teaching essay.
- 2) Statement of Personal Teaching Philosophy
- 3) Journal article summaries (5-7, related to a thematic topic)
- 4) An individual project (or several small projects) related to a secondary methods topic such as interdisciplinary curriculum, teaching in the block, constructivist methods in secondary classrooms, adolescent motivation, the role of middle school teams, etc.

Proposal for R301 (zero credit)
Sara Sage and Kim Parker, updated 4/14/02

We propose that all students, during the semester they take General Methods (either M311 Elementary or M314 Secondary), MUST sign up for and complete two 1-hour workshops in the LRC. Kim will instruct the majority of workshops except for occasional evening sessions, when she would assign another experienced staff member. We propose that the formats for the two sessions would be:

Session I (60 minutes):

Introduction to the LRC and textbook library resources
Overview of software available in LRC
Introduction to laminating and dry mounting
Introduction to Ellison die-cut procedure for lettering
Demonstration of poster printer

Session II (60 minutes):

Introduction to effective overhead transparency design and to using the overhead projector
Creating transparencies by hand, with the copier, and with a computer/printer

Themes: To help make the required projects below more contextual and practical, we suggest having each student select a theme that is suitable for the subject(s) and grade level they plan to teach. This theme will guide the content of the required projects.

PROJECTS

Following these two sessions, each student would be required to satisfactorily complete the following projects:

1. One item or two items that demonstrate (a) dry mounting with the dry mount press and (b) laminating
Examples: a decorated folder; a picture/quote/puzzle dry mounted and then laminated
2. Three transparencies – one hand drawn, one created with the copier, and one created on the computer and printed on ink jet transparency (each relates to theme)
3. One Ellison lettering item
Examples: lettering on folder; lettered poster; name plate, etc.
- (4)? A bulletin board – perhaps for elementary only

Each M311/M314 methods instructor would have discretion about whether to apply these projects directly to course content (for example, in a microteaching demonstration). Regardless of how they are applied, we suggest that each instructor follow the schedule below:

SCHEDULE FOR WORKSHOPS:

Each workshop will be limited to ten participants (we have calculated the need for 10 Session I workshops and 10 Session II workshops each Fall and Spring semesters, based on the highest estimated methods enrollment of 100 students). M314 will not be offered in the summer. If one section of M311 is offered in the summer, sufficient workshops may be offered OR the instructor may make specific arrangements with Kim.

Workshops will be offered during the second, third and fourth weeks of Fall and Spring semesters on various days of the week and various times of the day (see attached sample). Students must complete Session I before Session II.

We suggest that all students be required to complete the projects by the end of the sixth week of the semester.

ASSESSMENT

Methods instructor would be responsible for evaluating projects using a standard rubric (pass/fail). If students do not make "satisfactory" on the first try for projects, we suggest that instructors use a mastery learning approach and allow students to resubmit project(s) during the methods semester until they have earned a satisfactory.

RECORD-KEEPING

We propose that the LRC maintain **sign-up sheets** each semester at the front desk. Students may sign up for any Session I and Session II combination providing they do them in numerical order. Either at the first workshop or in a workshop packet, each student will receive an LRC record-keeping form with spaces on the top to indicate successful completion of each of the two workshops with LRC staff signature and date. The forms are filed and kept in the LRC until a student has completed both workshops. At that point, the student brings the form to the methods instructor, who assesses the student projects and indicates satisfactory or fail. (See above for assessment recommendations).

MISCELLANEOUS ISSUES

What about students who transfer in with a methods course but need R301? We recommend that they be advised to sign up for R301 and be assigned to a methods instructor (volunteer or as assigned by program director) for assessment of projects. It would be the STUDENT'S responsibility to meet with the methods instructor during normal office hours for assessment of projects.

How will students know ahead of time about the outside-of-class workshop requirements? We recommend that we place language in the schedule for M311/R301 and M314/R301 indicating that students must also enroll in the two LRC workshops outside of class time.

What about a text or resource materials? Sara has developed a packet that she uses in her current R301 class. This packet could be modified and be made available each semester through the bookstore's outsource copying company for a small fee to students. They would have to purchase the packet and bring it with them to the first workshop. The methods instructors would include this information in their syllabi.

What IPSB developmental standards would these workshops address?

Early Childhood (P-2) Standard 1: Core Knowledge (P5, K4); **Standard 4:** Curriculum and Instruction (P3), **Standard 8:** Learning Environment (P6, K9)

Middle Childhood (3-6) Standard 3: Instruction (K4); **Standard 6:** Student Learning (K3, D5)

Early Adolescence (middle school) Standard 5: Middle School Instruction (P1, K4)

Adolescent/Young Adult (high school) Standard 4: High School Learning Community (P5) and **Standard 5:** Instructional Strategies (P2, P7, K3)