

MORAVIAN COLLEGE  
Bethlehem, Pennsylvania

**Education 378: Seminar in Secondary Teaching**  
Fall 2006

Dr. Joseph M. Shosh, Moravian College, Hurd Academic Complex 327  
Office Telephone: (610) 861-1482  
Home Telephone: (610) 417-2055  
Office Hours: M and W 2:00 – 3:45 p.m. and by appointment  
E-mail address: [jshosh@moravian.edu](mailto:jshosh@moravian.edu)

Hurd Academic Complex 232  
W 3:45 – 5:45 p.m.

“Education is not the filling of a pail, but the lighting of a fire.”  
- William Butler Yeats

**Objectives**

1. To develop teaching approaches and teacher behaviors which promote student engagement and achievement for diverse learners in the middle school and high school classroom.
2. To compose a personal philosophy of education statement grounded in research on teaching and learning and experience as teacher of secondary school students.
3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement.
4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

**Required Texts**

Weinstein, Carol S. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. 3<sup>rd</sup> ed. New York: McGraw Hill, 2007.

Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Portland, ME: Stenhouse, 2001.

**Suggested Resources**

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Portland, ME: Stenhouse, 2000.

—. *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, ME: Stenhouse, 1999.

Cazden, Courtney. *Classroom Discourse: The Language of Teaching and Learning*. 2<sup>nd</sup> ed. Portsmouth, NH: Heinemann, 2001.

Delpit, Lisa. & Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2002.

Finn, Patrick. *Literacy with an Attitude: Educating Working-Class Children in their Own Self-Interest*. Albany: State University of New York Press, 1999.

Hendricks, Cher. *Improving Schools through Action Research: A Comprehensive Guide for Educators*. Boston: Pearson Education, 2006.

Kauchak, Donald P. and Paul D Eggen. *Learning and Teaching: Research-Based Methods*. 5<sup>th</sup> ed. Boston: Pearson/Allyn & Bacon, 2007.

Sebranek, Patrick, et al. *Writers Inc: A Student Handbook for Writing and Learning*. Wilmington, Massachusetts: Houghton Mifflin, 2001.

Silver, Harvey F., et al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*.

Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Smith, Frank. *The Book of Learning and Forgetting*. New York: Teachers College, 1998.

Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading: Literacy and Learning Across the Curriculum*. 8<sup>th</sup> ed. Boston: Allyn & Bacon, 2004.

Wong, Harry K. and Rosemary T. Wong. *The First Days Of School: How To Be An Effective Teacher*. Mountain View, CA: Harry K. Wong Publications, 2004.

### Key Web Links

Association for Supervision and Curriculum Development (ASCD)  
[http://www.ascd.org/portal/site/ascd/index.jsp/](http://www.ascd.org/portal/site/ascd/index.jsp)

Moravian College Reeves Library Web Sites for Education  
<http://home.moravian.edu/public/reeves/books/web/edu.htm>

National Council for the Social Studies  
<http://www.ncss.org/>

National Council of Teachers of English  
<http://www.ncte.org/>

National Council of Teachers of Mathematics  
<http://www.nctm.org/>

National Science Teachers Association  
<http://www.nsta.org/>

Pennsylvania Department of Education  
[http://www.pde.state.pa.us/pde\\_internet/site/default.asp](http://www.pde.state.pa.us/pde_internet/site/default.asp)

Pennsylvania Power Library  
<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628>

United Streaming from Discovery Education  
<http://www5.unitedstreaming.com/index.cfm>

### Assignments and Grading

Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

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| <b>1. Student Teaching Reflective Journal</b>  | <b>20%</b> |
| <ul style="list-style-type: none"> <li>• E-mail one entry prior to each seminar meeting.</li> <li>• Reflective self-evaluation due 12/6</li> </ul> |            |
| <b>2. Middle School Annotated Unit Plan</b>  | <b>20%</b> |
| <ul style="list-style-type: none"> <li>• Due 10/11.</li> </ul>   |            |
| <b>3. High School Annotated Unit Plan</b>  | <b>20%</b> |
| <ul style="list-style-type: none"> <li>• Due 12/13.</li> </ul>   |            |
| <b>4. Annotated Showcase Portfolio</b>   | <b>30%</b> |
| <ul style="list-style-type: none"> <li>• Due 12/18.</li> </ul>   |            |
| <b>5. Seminar Professionalism &amp; Participation</b>  | <b>10%</b> |

## Attendance

Due to the nature and structure of the seminar, attendance at each meeting is crucial. If you must miss a session, please call the instructor to explain. When an absence is unavoidable, a written précis of the assigned readings must be submitted on or before the next regularly scheduled session. A missing or incomplete written response to readings following an absence will reduce the final grade by five percentage points. More than two class absences or a pattern of late arrivals to class may, at the discretion of the instructor, result in a failing grade for the seminar. See *Education Department Field Experience Handbook* for field experience attendance guidelines.

## Academic Honesty

You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc., The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

## Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

### **August 28: Student Teaching Orientation Session**

Introductions  
First Day of School Checklist  
Student Teaching Handbook  
Secondary Lesson Plan Format  
Seminar Overview

### **Student Teaching Middle School Placement: August 29 – October 13, 2006**

### **August 30: Managing the Middle-Level Learning Environment**

Due: Weinstein, Chapter 1: “Characteristics and Contradictions of the Middle and High School Classroom”  
Wormelli, Chapter 1: “Stoking the Fires Within”  
Wormelli, Chapter 2: “Motivating Young Adolescents”  
Student Teaching Reflective Journal #1 (E-mail prior to seminar.)

### **September 6: Building a Sense of Community for the Adolescent Learner**

Due: Weinstein, Chapter 3: “Setting the Tone: Creating Safer, More Caring Classrooms”  
Wormelli, Chapter 4: “Active Learning”  
Wormelli, Chapter 11: “Teaming”  
Student Teaching Reflective Journal #2 (E-mail prior to seminar.)

### **September 13: Establishing Rules and Routines for an Engaging Classroom**

Due: Weinstein, Chapter 4: “Establishing Norms for Behavior”  
Wormelli, Chapter 5: “Games in the Classroom”  
Student Teaching Reflective Journal #3 (E-mail prior to seminar.)  
Middle Level Management Plan

### **September 20: Using Instructional Time Wisely in a Standards-Based Setting**

Due: Weinstein, Chapter 6: “Making the Most of Classroom Time”  
Wormelli, Chapter 6: “Accountability for High Standards”  
Student Teaching Reflective Journal #4 (E-mail prior to seminar.)  
Middle Level Sample Lesson Plan

### **September 27: Meeting the Needs of the Individual Learner**

Due: Weinstein, Chapter 8: “Managing Independent Work”  
Wormelli, Chapter 7: “Differentiated Instruction—Fitting the Lesson to the Learner”  
Student Teaching Reflective Journal #5 (E-mail prior to seminar.)

Middle Level Unit Plan Overview

- October 4:**       **Promoting Collaborative Inquiry and Effective Assessment**  
Due:               Weinstein, Chapter 9: “Managing Groupwork”  
                      Wormelli, Chapter 8: “Effective Assessment”  
                      Student Teaching Reflective Journal #6 (E-mail prior to seminar.)
- October 11:**     **Writing the Résumé and Searching for the Perfect Teaching Position**  
Due:               Lorenz, Kate. “Seven Signs It’s Time to Toss Your Résumé”  
                      Available:  
                      [http://msn.careerbuilder.com/custom/msn/careeradvice/viewarticle.aspx?articleid=480&SiteId=cbmsn4480&sc\\_extcmp=JS\\_480\\_advice&gt1=8132&cbRecursionCnt=1&cbsid=77cc5067f10e4e17948f11ecf3a440fc-199787884-X3-2](http://msn.careerbuilder.com/custom/msn/careeradvice/viewarticle.aspx?articleid=480&SiteId=cbmsn4480&sc_extcmp=JS_480_advice&gt1=8132&cbRecursionCnt=1&cbsid=77cc5067f10e4e17948f11ecf3a440fc-199787884-X3-2)  
                      Middle Level Annotated Unit Plan

**Student Teaching Break: October 14 – October 22, 2006**

**Student Teaching High School Placement: October 23 – December 15, 2006**

- October 25:**     **Leading Effective Lesson/Discussion Cycles**  
Due:               Weinstein, Chapter 10: “Managing Recitations & Discussions”  
                      Wormelli, Chapter 9: “Planning for Block Scheduling”  
                      Student Teaching Reflective Journal #7 (E-mail prior to seminar.)  
                      High School Management Plan
- November 1:**    **Motivating Learners and Providing Literacy Support**  
Due:               Weinstein, Chapter 7: “Enhancing Students’ Motivation”  
                      Wormelli, Chapter 10: “Writing in the Content Areas”  
                      Student Teaching Reflective Journal #8 (E-mail prior to seminar.)  
                      High School Sample Lesson Plan
- November 8:**    **Dealing Effectively with Problematic Classroom Management Situations**  
Due:               Weinstein, Chapter 11: “Protecting and Restoring Order”  
                      Student Teaching Reflective Journal #9 (E-mail prior to seminar.)  
                      High School Unit Plan Overview
- November 15:**  **NO CLASS: THANKSGIVING RECESS**
- November 22:**  **Supporting Learners with Special Needs**  
Due:               Weinstein, Chapter 12: “Helping Students with Special Needs”  
                      Student Teaching Reflective Journal #10 (E-mail prior to seminar.)
- November 29:**  **Inviting Families to Participate in Learning**  
Due:               Weinstein, Chapter 5: “Working with Families”  
                      Student Teaching Reflective Journal #11 (E-mail prior to seminar.)
- December 6:**    **Asking the Experts: A Question and Answer Session with Moravian First-Year Teachers**  
Due:               Student Teaching Reflective Journal #12 (Journal Reflective Self-Evaluation)
- December 13:**  **Celebrating the Start of a Professional Career in Teaching**  
Due:               High School Annotated Unit Plan  
                      Annotated Showcase Portfolio (due December 18)