

MSED 7002: CONTENT METHODS

3 SEMESTER HOURS

Summer 2013

College of Education

Valdosta State University

Department of Middle, Secondary, Reading and Deaf Education

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTS/WEB SITES:

Kellough, R. D., & N. G. Kellough. (2006). *Secondary School Teaching: A Guide to Methods and Resources*. (4th edition). Pearson Merrill Prentice Hall.

Essex, N. (2011). *A Teacher's Pocket Guide to School Law*: Pearson Publishing.

<http://www.glc.k12.ga.us>. Georgia Learning Connection. A resource for teaching ideas, virtual field trips, interactive web sites, etc.

<http://www.georgiastandards.org>. Connection to Georgia standards for all content areas.

<http://public.findlaw.com/education>

Content Methods Recommended Texts:

English - *Bridging English* Milner & Milner Merrill/ Prentice Hall.

Math: Brahier, D. J. (2004) *Teaching Secondary and Middle School Mathematics* 2nd ed. Boston: Allyn and Bacon.

Science: Bybee, R. W., J. C. Powell, L. W. Trowbridge. (2008) *Teaching Secondary School Science* 9th ed. Upper Saddle River, NJ: Pearson / Merrill Prentice Hall.

Social Studies – *Teaching Social Studies in Secondary and Middle Schools* Martorella, Beal, Bollick. Pearson Publishing.

Additional readings for the course as assigned by the instructor or needed for independent research.

COURSE DESCRIPTION

Foundation for the development of a variety of teaching methods appropriate for middle and secondary education. The focus is on the organization and structuring of content for instruction, the framework for legal and ethical decision making, church-state relations, legal constructs and their implications for schools, legal problems and law and policy issues, students' rights and responsibilities, teachers' rights and responsibilities, IDEIA, NCLB and Section 504.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO)

By the end of the course, the student will demonstrate the ability to:

1. Develop instructional plans that reflect content appropriate goals based on Georgia Performance Standards and identify content appropriate essential questions.
2. Examine socio-political, financial, legal, and ethical issues in education.
3. Demonstrate ethical, moral, and professional conduct.
4. Design instructional plans that include authentic and alternative assessments of student achievement.
5. Develop instructional plans that include class appropriate instruction practices.
6. Develop understanding of the teacher as professional through exploring membership in professional organizations and development of personal philosophy of teaching.

COURSE REQUIREMENTS

1. **Case Studies & Reading/Article Analysis (20 points).** Specific case studies and readings will be assigned which focus on the framework for legal and ethical decision making, church-state relations, legal constructs and their implications for schools, legal problems and law and policy issues, students' rights and responsibilities, teachers' rights and responsibilities, IDEIA, NCLB and Section 504. Students are to include:
 a statement of the issue or problem
 a summary of the article's major ideas,
 a reaction based on the legal and ethical implications of the case study/article.
2. **Legal memoranda (3-5 pages) – (50 points).** The legal memoranda that students will prepare for this course must address a "problem." For purposes of this assignment a "problem" is a day-to-day occurrence of practical significance to school teachers. That is, a "problem" is something that a teacher may have to make a decision about in his/her daily practice. Some "problems" might be:
 - a. making a disciplinary decision about a student
 - b. providing accommodations to classroom assignments
 - c. prayer in schools
 - d. accountability and school sanctions
 - e. provisions of Title IX
 - f. sexual harassment
 - g. inter-related requirements of "No Child Left Behind" and the "Individuals With Disabilities Improvement Act of 2004
 - h. school safety and security
 - i. accountability, teacher employment, and "highly qualified" teachers

- j. challenges to the curriculum by parents, students, and community leaders
3. **Two-week unit of instruction (100 points).** Candidates will design a unit of instruction based upon content specific best practices, specific learning goals, student characteristics and needs, and learning contexts. The teaching unit will include:
 - a. **Scope and sequence chart**
 - b. **Calendar for two week teaching unit** with learning goals and behavioral objectives for each week.
 - c. **Lesson plans** - Two weeks of lesson plans
 - d. **Assessment tools** for informal and formal assessments
 4. **Professional Membership and Analysis of Content Specific Journal Articles (10 points).** Students will explore membership in professional organizations and join at least ONE organization. Students will develop a plan for professional involvement and state in a reflection how this will enhance teaching and professional development. Students are REQUIRED to utilize the Odum Library resources and locate 2 peer reviewed content specific articles and write a detailed written analysis for each article.
 5. **Develop an Assessment Plan for Informal and Formal Assessments (20 points).** Students will create an Assessment Plan which identifies formative and summative assessments. Students will provide evidence of the weighting/ percentages of the assessments and include a rubric for the Unit Culminating Activity. Students offer clear evidence of understanding how the assignment addresses the indicators of the CFS and contributes to his/her teacher preparation.

GRADING SCALE

If “0” points are accumulated in any of the above categories, the student will be ineligible to receive a grade of “A.”

90-100	A
80-89	B
79-70	C
69-0	F

LATE ASSIGNMENTS

If any assignments are submitted past the due date, the student will be ineligible to receive a grade of “A.”

ATTENDANCE POLICY

You are expected to attend every class for the full session. This is an activity-based class; you must participate to be successful. As per VSU policy, a student who misses more than 20% of the class work of the course will receive a failing grade in the course. *Moreover, any student who misses more than the equivalent of one day's class hours will receive a one-letter reduction in grade.* Coming in late or leaving early constitutes an absence. This class is part of your professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered.

Electronic devices must be turned off and put away during class.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

All work submitted should be original.

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW and GOML. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

COPYRIGHT STATEMENT

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.
<http://www.valdosta.edu/academic/DirectionsforAccessingandCompletingSOIs.shtml>

ACADEMIC INTEGRITY

These are professional expectations for all students in the Department of Middle Grades and Secondary Education.

Professionalism:

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that all teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate action will be taken.

In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students will receive zero grades for the assignment.

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents.

Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. Assignments will be revised until these standards have been met. If you need assistance with your writing skills, help is available from the Writing Center on campus.

Continuous reviewing is important and much of it will be done electronically.

Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

Course Requirements and Assignments:

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. Ideas obtained from sources must be documented using APA style (6th Edition). Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

Professor

Dr. JT Cox

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Department of Middle, Secondary, Reading & Deaf Education

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Office Hours: Times indicated below and by appointment.

Monday	2:00pm – 4:00pm
Tuesday	2:00pm – 4:00pm
Wednesday	2:00pm – 4:00pm
Thursday	2:00pm – 3:00pm

Directions for LiveText Submissions

Include in your syllabus only the directions appropriate for LiveText assignments for your course.

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study are listed below: <http://www.valdosta.edu/coe/sec/studentresources.shtml>

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

1. Click on **Documents** tab
2. Open your portfolio, and then open the page for the current assignment.
3. Upload your assignment file(s) in the appropriate section.
4. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
5. Hide all other pages of the portfolio so the assessor sees only the single page of your portfolio.
 - a. Select **Manage Pages**.
 - b. Click on the box next to **Title** to select all pages.
 - c. Click on the box next to the current artifact page to unselect it.
 - d. Select **Hide Pages: Save and Finish**.
 - e. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.
6. Select **Submit Assignment** button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
7. Select the appropriate assignment from the list of available assignments that appear.
8. Select **Submit Assignment** (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.
9. If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but

each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: >**Documents**>**New**
2. Under **Folder**>**Valdosta State University Lesson Plans**
3. Under **Template**>**Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program SemesterYear LP Observation# Lastname, Firstname
(e.g. MGED F10 Week 4 LP Martin, Sue)
No description necessary
5. >**Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan**, >**Edit**
7. At bottom, under **File Attachments**, >**Edit**
8. >**Upload New File**
9. >Browse, choose the correct lesson plan, and open it.
10. >**Save and Finish**, >**Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. >**Submit for Review**

How to Post a Portfolio Assignment for Assessment with COE Observation Instrument (graduates)

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.
3. Select **Send for Review**. Note: Do not click on Submit.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
 - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
 - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.

8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Student Teaching)

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

How to Complete Forms in LiveText

1. From the **Forms** and **Inbox** tabs, click on the forms to complete.
2. Follow directions to complete the form.

Directions for Other LiveText Tasks

The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. **>Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). **>Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. "Guest"), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document

5. From the **Documents** tab, open the document you want to share.

6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor

- Go to <http://www.livetext.com>
- Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
- Click on the **Visitor Pass Entry**.

How to Send Completed Portfolio for Final Review (Exit from Program)

6. From the Dashboard, click on **Documents** tab, and open your Portfolio.
7. Make sure all pages are visible (no hidden pages).
8. Click on the **Send for Review** button
9. Type in the name of your reviewer and select the correct name.
10. Click on **Submit for Review**.

MSED7002 Student Contract

I understand that my instructor and departmental faculty will communicate via course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed to facilitate my progress in this course.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met. Continuous reviewing is important. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. Any information from another author will be appropriately cited.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml) (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

Candidate's Name _____

Candidate's Signature _____

Date _____