MSED 5600
Content Methods for Middle Grades and Secondary Education
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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 lifelong 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.


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

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

**InTASC Model Core Teacher Standards**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Positively Impacting Learning Through Evidence-Based Practices
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


**TEXTBOOKS AND READINGS**

The following are suggested textbooks used in content teaching methods:

**Social Studies**

**Science**


**Language Arts**
Subscription to the following NCTE journals:
1. *Voices from the Middle* and
2. *Language Arts* or *English Journal*
3. Various trade books (TBD).

Reading


Mathematics


**COURSE PREREQUISITES:**

Prerequisites: MGED 2999 or SEED 2999, and SPEC 3000, MSED 7100

Co-requisite or prerequisite: MSED 7200

**COURSE DESCRIPTION**

Prerequisites: Appropriate 2999 course. Examine a variety of teaching methods and best practices appropriate for teaching middle and secondary students in relation to current national and state curriculum standards.


**LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at [http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml](http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml).

**COURSE OBJECTIVES (CO):**

Students will be able to:

1. Explain the historical development of their content area concentration and its curriculum. (InTASC 4 CPL 1.1, 1.2, 1.3)
2. Identify how their content area concentration curriculum is developed and analyze examples of curriculum presented to evaluate its validity in their content area concentration. (InTASC 4 CPL 1.1, 1.2, 1.3)
3. Create a content area concentration focused lesson based on content area curriculum.

*Positively Impacting Learning Through Evidence-Based Practices*
(InTASC 5, 7, 8 Content Pedagogy Theme CPL 2.1, 2.2, 2.3), including the listing of objectives, activities, materials and evaluation. (InTASC 5, 7, 8) that reflect the Common Core Georgia Performance Standards (InTASC 5, 7)

4. Summarize various philosophical and theoretical approaches to teaching the chosen content area. (InTASC 1, 2, 3 CPL 2.1, 2.2, 2.3)

5. Identify simulations, games and interactive activities in their content area concentration. (InTASC 1, 3 AL 1.3)

6. Distinguish between formal, informal and alternative assessments. (InTASC 6 AL 1.1, 1.2)

7. Bring multiple perspectives to discussions of content, including attention to learners’ personal, family, and community experiences and cultural norms. Identify the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations. Use understanding of individual differences and diverse cultures and communities (DL 2.1, 2.2, 2.3)

8. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. Use technology to connect with other learners or communities of learners around the world to collaborate on authentic problems and issues (TL 2.1, 2.2, 2.3)

9. Act in accordance with ethical codes of conduct and professional standards (EDL 1.2)

10. Observe learners, noting changes and patterns in learners across areas of development, and seeks resources for instruction (1.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. **Class Participation and Attendance:** See attendance policy for specific information regarding attendance requirements. Grades will also be given for classroom participation and involvement with classroom discussions (CO 1, 2, 4, 8).

2. **Develop a group project based on content concentration** (CO 1, 2, 8, 9). Suggestions include: literature circles, RAFT, group research. All materials, rubrics, instructions for the group project must be provided.

3. **Student based, Middle Grades or Secondary appropriate lesson plans incorporating content-based methodologies:** Candidates will be responsible for the completion of a daily lesson plan involving all aspects within an instructional block of time. The lesson plan will be developed on the departmental template (CO 5, 7).

4. **Review of a content professional journal:** Each student will choose a peer reviewed journal applicable to the content concentration field, and review said article as determined within posted directions. (CO 1, 7).
5. Create an effective learning environment: Candidates will collect, organize and arrange content based materials, learning stations, grouping strategies, classroom resources to be used in the concentration area. Students organize a class library with supplemental reading and activities for students to remediate and accelerate students in the subject. Students develop informative and useful wall material, visual aids, textual resources and websites into a standards based collection (CO 5, 8).

6. Teaching Simulations: Candidates will prepare and present a given content-based topic focused on a standard to a group of their peers within the class setting (CO 4, 5, 9).

COURSE EVALUATION

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

Assessment/Evaluation

No Program Key Assessments are designated for this course

Grading Scale
A = 100 - 90    D = 69 - 60
B = 89 - 80     F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

Positively Impacting Learning Through Evidence-Based Practices
Professionalism - Ethics
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/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future 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 remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. **Professional dress code is required.**

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - 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. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Statement on Academic Integrity
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. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

*Positively Impacting Learning Through Evidence-Based Practices*
• 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 publicly 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 receive zero grades for the assignment.

Description of Academic Dishonesty
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

• **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

• **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

• **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

• **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

• **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

• **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**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 electronic review based on textual similarity.

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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 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:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. 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 electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

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.

DIRECTIONS FOR POSTING TO LIVETEXT
How To Submit Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a basic process:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. The button will be red.
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

**Dispositions Contract**
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

_________________________  _________________________  ____________
Your Signature            Your Name – Printed              Date

*Positively Impacting Learning Through Evidence-Based Practices*
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

**Student Contract**

I understand that my instructor and departmental faculty will communicate via the 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. No late work will be accepted.

**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, although points will be deducted each time. 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. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

**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. I will appropriately cite any information from another author.

Candidate’s Name ______________________________

Candidate’s Signature ___________________________

Date _________________________________________