

NIAGARA UNIVERSITY  
DEPARTMENT OF EDUCATION

- A. Course Number and Title  
EDU 461-466-Special Methods of Teaching in the Academic Subject Areas of Secondary Education
- B. Number of Credits  
Three (3) credit hours
- C. Course Description  
This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.
- D. Method of Teaching  
This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.
- E. Course Objectives  
Prospective teachers will:
1. plan for instruction in secondary classrooms of their content area
  2. observe teaching and learning practices in their content area and connect them with the various theories discussed in the course
  3. explain the historical evolution of current thinking on teaching practices in their content area
  4. examine the required assessments in their content area and develop instructional plans to assist all students in meeting the demands of these assessments
  5. implement a variety of constructivist teaching practices
  6. motivate students and engage them in the subject matter of a particular content area
  7. integrate technology into content specific plans

8. develop a classroom management plan conducive to secondary students in your content area
9. create unit plans based on the curriculum which will meet the needs of all students
10. demonstrate professional dispositions

#### Program Portfolio Module

Prospective teachers will complete the following program portfolio module as a part of this course:

Content Area Resource Packet

#### F. Outline of Course Content

1. historical perspective of teaching
2. planning for instruction
3. instructional strategies
4. cooperative learning
5. classroom management
6. assessing learners
7. multicultural and inclusive classrooms

#### G. Course Requirements

Required Texts:

The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom by Carol Booth Olsen (2007).

Integrating Differentiated Instruction + Understanding by Design: Connecting to Kids by Tomlinson and McTighe (2006).

Borich, Gary (2000) *Effective teaching methods*. (4<sup>th</sup> ed.) New Jersey: Prentice-hall, Inc.

Joyce, B., Weil, M., & Calhoun, E. (2003). *Models of Teaching* (8<sup>th</sup> ed.) Prentice Hall, Allyn and Bacon: Boston, MA.

Drake, F. D., & Nelson, L. R. (2005). *Engagement in teaching history: Theory and practice for middle and secondary teachers* (2<sup>nd</sup> ed.). Prentice Hall, Allyn and Bacon: Boston, MA.

Recommended Texts:

Foote, C. J., Vermette, P. J., and Battaglia, C. F. (2001). *Constructivist strategies: Meeting Standards and Engaging adolescent minds*. Eye-on-Education: Larchmont, NY.

Chapin, June R, (2003). *A practical guide to middle and secondary social studies*, Pearson Education, Inc.: Boston, MA.

Mallein, Darla (2007). A handbook of activities for secondary social studies methods. Pearson Education, Inc.: Boston, MA.

Kunjufu, Jawanza (2002). Black students-middle class teachers. African American Images: Chicago, ILL.

Sizer, Theodore R. (1984). Horace's compromise: The dilemma of the American high School, Houghton Mifflin Company: Boston, MA.

1. participation in 50 hour practicum
2. weekly textbook or research reading assignment
3. journal report
4. website critique
5. midterm exam
6. teacher interview
7. demonstration lessons
8. observation report
9. Content Area Resource Report
10. portfolio

#### Evaluation and Grading Policy

96-100=A+, 95-90=A, 89-85=B+, 84-80=B, 75-79=C+

Students must have a final minimum grade of a B before student teaching.

#### Course Work

All coursework is to be type written using a word processor. Further, the College of Education requires that papers conform to the style used by the American Psychological Association.(APA).

#### Field Experience

Candidates matriculated in pre-service teacher education programs must complete a minimum number of field experience hours each semester in order to meet New York State teacher certification requirements. Field experiences for this course are fulfilled through Teaching Assistantship placements arranged by the Office of Student Teaching. Specific requirements for this course may be assigned to the Teaching Assistantship experience. Candidates who fail to complete these assignments or the requisite number of field experience hours will not receive a passing grade in the course.

#### Attendance

Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may affect the final course grade. A phone call, e-mail message, or note delivered to the instructor is required if you expect to miss a class.

### Student Disclosure

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

### Plagiarism/Academic Honesty

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

## Common Assignment

Candidates create a resource packet reflecting their examination of each of the content strands within the discipline. This packet includes a description of:

1. resources that could be used in teaching each of the various strands of the New York State Learning Standards or Ontario Expectations. Two of the resources are specifically designated as instructional technology and a text. All other resources may be individually identified by the candidate.
2. an activity that incorporates each resource and fosters active inquiry, critical thinking, and supportive interactions among the students.
3. an assessment of student knowledge and skill within each strand as a result of participating in the activities and utilizing the resources.
4. a common misconception or difficulty students typically have in each content strand and how the candidate might accommodate/support students who have this misconception or difficulty.

Special Methods Content Area Resource Packet

| Knowledge of Subject Matter:                  |   |  |   |   |
|---|---|--|---|---|
|   | Program Standards   | Unsatisfactory   | Satisfactory  | Exceptional   |
| 461-466.a                                     | <p><b>Content Knowledge</b><br/>The candidate demonstrates content knowledge and skill by planning learning experiences that are meaningful to the learners.<br/>(NCTE 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)<br/>(NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4)<br/>(NCTM 1.1-1.4, 2.1-2.4, 3.1-3.4, 4.1-4.3, 5.1-5.3, 6.1, 8.1-8.4, 8.7, 9.1-9.10, 10.1-10.6, 11.1-11.8, 12.1-12.5, 13.1-13.4, 14.1-14.8, 15.1-15.4)<br/>(NYSB 1.1-1.9)</p> | The planned activity displays content errors. The activities do not align to Ontario Expectations/NY States' performance indicators. | The planned activities display solid content knowledge and demonstrate knowledge and use of the field's tools of inquiry. The activities align to Ontario Expectations/NY Standards' performance indicators and cover all of the content strands in the discipline. | The planned activities display extensive content knowledge and demonstrate knowledge and use of the field's tools of inquiry. The activities are connected to other disciplines in the grade level. The activities align to Ontario Expectations/NY Standards' performance indicators and cover all of the content strands in the discipline. |
| 461-466.b                                     | <p><b>Misconceptions</b><br/>The candidate demonstrates content knowledge and skill by planning learning experiences that explore common misconceptions within the field or discipline.<br/>(NSTA 2.c)<br/>(ACTFL 1c, 2a)<br/>(NCTE 2.4)<br/>(NCTM 1.2, 2.2, 3.4, 4.3)<br/>(NYSB 1.1-1.9)</p>   | The planned activities do not challenge or address common misconceptions within the discipline.                                      | The planned activities integrate information regarding common misconceptions within the discipline as they related to the Ontario Expectations/NY Standards.  | The planned activities display the candidate's understanding of common misconceptions within the discipline as they related to the Ontario Expectations/NY Standards and enable students to deeply analyze, compare, and explore these misconceptions.  |
| 461-466.c                                     | <p><b>Assessment</b><br/>The candidate uses a variety of assessments that are linked to the performance indicators.<br/>(NCTM 7.5, 8.3)<br/>(NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4)<br/>(NCTE 4.10)<br/>(ACTFL 5a)<br/>(NSTA 8a)<br/>(NYSB 8)</p>  | Assessment strategies lack congruence with the performance indicators.   | Assessments are provided for each activity that are congruent with the performance indicators.  | A variety of assessments are provided for each activity that are congruent with the performance indicators.   |
| Instructional Strategies for Diverse Learners |   |  |   |   |
| 461-466.d                                     | <p><b>Instructional Strategies</b><br/>Candidate possesses a repertoire of evidence-based instructional strategies to differentiate instruction for diverse learners.<br/>(NCTE 2.1, 4.2, 4.4)<br/>(NCTM 8.3, 8.6, 8.7)<br/>(ACTFL 3b)<br/>(NSTA 5a, 5b, 5e)<br/>(NYSB 3)</p>   | Modifications reflect a misunderstanding of instructional strategies for diverse learners or are missing.                            | Differentiated instructional strategies are described that promote positive learning environments.  | Differentiated instructional strategies are described that promote positive learning environments. The evidence base to support these strategies is documented.   |
| Communication and Technology                  |   |  |   |   |

|                                     |  |   |  |   |
|-------------------------------------|--|---|--|---|
| <b>461-466.e</b>                    | <b>Communication and Technology</b><br>Candidate uses effective communication techniques to foster active inquiry and critical thinking in the classroom. (NCTE 2.4, 4.1, 4.5, 4.6, 4.7, 4.8) (NCSS 1.8) (NCTM 6.1, 8.1, 8.2, 8.9) (ACTFL 3a) (NSTA 2c, 3a, 3b, 5c, 5d, 5f) (NYSB 6) | The resources identified by the candidate (including technology and text) do not foster active inquiry, critical thinking, collaboration or supportive interactions in the classroom.     | The resources identified by the candidate (including technology and text) foster active inquiry, critical thinking, collaboration and/or supportive interactions in the classroom. | The resources identified by the candidate (including technology and text) foster active inquiry, critical thinking, collaboration and supportive interactions in the classroom. |
| <b>General Program Expectations</b> |  |   |  |   |
| <b>461-466.f</b>                    | <b>Disposition</b><br>The candidate exhibits enthusiasm about instructional content. (NCTE 4.1, 4.3) (NCSS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4) (NCTM 7.2) (ACTFL6b) (NYSB 9)  | The candidate's work does not exhibit enthusiasm toward the content area.   | The candidate's selected resources and planned activities illustrate enthusiasm toward the content area.   | The candidate's selected resources and planned activities illustrate enthusiasm toward the content area and will similarly inspire student.                                     |
| <b>461-466.g</b>                    | <b>Writing Conventions</b><br>The submission follows standard writing conventions using appropriate grammar, spelling, and syntax. The current APA style is accurately used including in citations and references when appropriate. (NCTE 3.1, 3.2) (NCTM 3) (NYSB 1.5)              | Standard writing conventions are not followed causing the reader difficulty in understanding the candidate's plan. APA style is not used or there are numerous errors in its application. | Writing standards are followed but may contain 1-2 errors but they do not impede the readers' understanding of the lessons. References are included but minor APA errors are made. | Standard writing conventions are used with no errors. APA is accurately used and citations are correct.   |

Based on Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va.: Association for Supervision and Curriculum Development.