

George Mason University  
College of Education and Human Development  
Graduate School of Education  
Secondary Teacher Education Program  
EDUC 522, Foundations of Secondary Education  
Fall 2009 / Section 03  
Professor: Dr. Ann A. Kennedy (GMU, Ph.D.)  
Phone: 703 228 5807  
E-mail: [akennedy@gmu.edu](mailto:akennedy@gmu.edu)  
Office hours:

Course Dates/Times/Location: W, 7:20-10:00 PM, Robinson A101

## **I. Description and Overview**

- A. EDUC 522, Foundations of Secondary Education (3:3:0)
- B. Education 522 explores pedagogical theories and practices that respond effectively to the needs and interests of a diverse population of adolescent learners. Emphasis is on applications to all disciplines taught in secondary schools. The course offers opportunities to examine and analyze theory and practice regarding curricular standards and assessments, differentiated instruction, and technology for classroom use. Presentation is in the form of lecture, classroom and on-line discussion, as well as demonstrations.

## **II. Student Outcomes**

This course is designed to enable participants to:

- A. Understand and analyze a practical, effective design for instruction and assessment.
- B. Examine the relationships among curricular issues, learning theories, and teaching styles.
- C. Know established standards in a particular subject matter.
- D. Study ways of differentiating classroom instruction.
- E. Analyze and discuss pedagogical issues for secondary classrooms.

**Relationship to Program Goals and Professional Organizations:** EDUC 522 emphasizes the following standards developed by the Interstate New Teacher Assessment and support Consortium (INTASC):

- II. The teacher understands how students learn and develop and can provide learning opportunities that support a students' intellectual, social, and personal development.
- III. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- IV. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

IX. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

**The course secondarily emphasizes the following INTASC standards:**

I. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

VII. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.

**Through on-line discussion, the course also attends to the following INTASC standard:**

VI. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Performance-based assessments include:**

- Analysis of field experience with the development of observation guidelines;
- Blackboard forum postings for reflection and expression;
- Presentation of article to class

**TEXTBOOKS**

Graves, D. (2001). *The energy to teach*. Portsmouth, NH: Heinemann. ISBN: 978-0325003269

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2<sup>nd</sup> Ed). Upper Saddle River, NJ: Prentice Hall. ISBN: 978-0131950849

A packet of readings will be provided.

**COURSE REQUIREMENTS**

<b>Components</b>	<b>Percent</b>	<b>Activity</b>	<b>See</b>
1. Reaction Papers (3)	15%	Express reactions to demonstrations	p. 3
2. Article Summaries (3)	30%	Submit summaries & reactions of articles from professional journals	p. 3-4
3. On-line Discussions (2)	10%	Respond to prompts through Blackboard	p. 4-5
4. Book Presentation (1)	15%	Present main issues from a book related to subject area	p. 5
5. Field Experience Paper	30%	Report and analyze observed practice	p. 5-7

## 1. REACTION PAPERS:

This assignment responds to the “lesson” regarding *writing to learn*. Murray (1998) proposes that in addition to learning to write, we tend to learn through the articulation of our own thoughts. For the 3 Reaction Papers, decide which aspects of the experience (presentation/simulation/lecture) jolt you. Then, write about your assumptions, your thoughts, your insights, and your final conclusions regarding your experience. Have fun with these assignments.

### Reaction Papers: Topics and due dates

Reaction Paper #1: Reflect on the 1<sup>st</sup> class session activities. Focus on the inductive and deductive lessons. Due September 9.

Reaction Paper #2: Reflect on a learning experience in your past. Due September 30.

Reaction Paper #3: Reflect on the information and presentations of the Expert Panel. Due December 2.

### Rubric: Reaction Papers

Rating	Demonstrated Competence
4	<ul style="list-style-type: none"><li>• Keeps within word limit</li><li>• Clearly shows and supports a new perspective</li><li>• Submits on time</li></ul>
3	<ul style="list-style-type: none"><li>• Keeps within word limit</li><li>• Shows a new perspective</li><li>• Submits on time</li></ul>
2	<ul style="list-style-type: none"><li>• Does not keep within word limit</li><li>• May imply a new perspective</li><li>• Submits late</li></ul>
1	<ul style="list-style-type: none"><li>• Does not keep within word limit</li><li>• Does not address a new perspective</li><li>• Submits late</li></ul>

## 2. ARTICLE SUMMARIES

The purpose of assignment is 1) to familiarize you with the content and issues addressed in current professional journal (in your subject area); 2) to familiarize you with an academic style of writing by reading and analyzing research journals; 3) to connect the content of the article with your background knowledge; 4) to help you find your own style of academic of writing.

You need to submit a 250-500 word summary for each of three articles in professional journals associated with your specialization (i.e., science, mathematics, English, social studies).

Include the following in each summary: 1) issue/s addressed in the article; 2) a summary of the main idea/s; 3) how this relates to an issue in EDUC 522; 4) how information in this article applies to your own teacher preparation.

See journals published by:

- National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org));
- National Council of Teacher of English ([www.ncte.org](http://www.ncte.org));
- National Council for the Social Studies ([www.ncss.org](http://www.ncss.org));
- National Science Teachers' Association ([www.nsta.org](http://www.nsta.org));
- Association for Supervision and Curriculum Development ([www.ascd.org](http://www.ascd.org)).

Article Summaries are due (#1) September 16, (#2) October 7, and (#3) October 28.

**Rubric: Article Summaries**

Rating	Demonstrated Competence
4	<ul style="list-style-type: none"> <li>• Identifies main idea/s clearly and completely</li> <li>• Summarizes concisely</li> <li>• Refers to relevant EDUC 522 aspects</li> <li>• Writes in an organized, coherent manner with no errors</li> <li>• Submits on time</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identifies some idea/s clearly</li> <li>• May summarize incompletely</li> <li>• Refers to EDUC 522 aspects</li> <li>• Writes in an organized, coherent manner with few errors</li> <li>• Submits on time</li> </ul>
2	<ul style="list-style-type: none"> <li>• Fails to identify main idea/s</li> <li>• Summarizes, but with details</li> <li>• May ignore relevant EDUC 522 aspects</li> <li>• Writes with some errors</li> <li>• Submits late</li> </ul>
1	<ul style="list-style-type: none"> <li>• Fails to identify critical idea/s</li> <li>• May confuse main ideas and details</li> <li>• May not address EDUC 522 material</li> <li>• Writes with many errors</li> <li>• Submits late</li> </ul>

**3. ON-LINE DISCUSSIONS**

The purpose of this activity is to demonstrate use of technology to promote active inquiry and collaboration regarding topics dealt with in the course, specifically adolescent issues regarding education and technology for classroom use. Instructions on how to access Blackboard will be discussed in class prior to On-line Discussion #1.

On-line Discussion #1: Adolescent Issues (Dr. Mittie Quinn)

On-line Discussion #2: Technology in the Classroom (Mr. Jeff Elkner)

**Rubric: On-line Discussions**

Rating	Demonstrated Competence
4	<ul style="list-style-type: none"> <li>• Writes 3-4 postings well-distributed throughout the time frame</li> </ul>

	<ul style="list-style-type: none"> <li>• Clearly defines topics/opinions</li> <li>• Goes “beyond” readings/presentation and adds several relevant ideas</li> <li>• Builds conclusions with thoughtful consideration on analysis of information</li> <li>• Follows on-line protocols (handout)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Writes 2-3 postings throughout the time frame</li> <li>• Defines topics/opinions</li> <li>• Refers to readings/presentation</li> <li>• Builds conclusions on analysis of information</li> <li>• Follows on-line protocols (handout)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Writes 1 posting throughout the time frame</li> <li>• May be unclear regarding topics/opinions</li> <li>• May not refer to reading/presentation</li> <li>• Does not build conclusions on analysis of information</li> <li>• Follows some on-line protocols (handout)</li> </ul>
1	<ul style="list-style-type: none"> <li>• Writes postings after the deadline</li> <li>• May be unclear regarding topics/opinions</li> <li>• May not refer to reading/presentation</li> <li>• Does not build conclusions on analysis of information</li> <li>• Fails to follow on-line protocols (handout)</li> </ul>

#### 4. BOOK PRESENTATION

The purpose of this assignment is to allow you to read in-depth about a topic in secondary education that interests you. In addition, as you read, you will read critically and consider ways of presenting your new knowledge/insights to your classmates in EDUC 522. You will give a 15-minute presentation to your classmates. Note that collaboration with a classmate interested in the same book is encouraged. Consider the presentation a demonstration of your ability to “teach”—feel free to experiment with any of the strategies we have demonstrated or read about in class. Please refer to the content of EDUC 522 in your presentation; in other words, your presentation should reflect an influence of EDUC 522 topics. See the Approved Booklist on pages 10-11. If you are interested in a book not on the Approved Booklist, please submit a request in writing to the professor 2 weeks prior to your presentation date.

**Rubric: Book Presentation** (To be designed collaboratively)

#### 5. FIELD EXPERIENCE

The purpose of this assignment is to introduce you to the application (in the classroom) of the theory (in EDUC 522). Report on and analyze current teaching practices. You may want to visit or email the teacher to discover her/his philosophy and approaches as well as get student demographics of the classroom. Decisions such as the number of visits/type of classroom(s) are up to you. However, you must complete a minimum of 15 clock

hours and submit a time log that will be signed off by a school contact by November 1. You are to collect and analyze data based on the following possibilities:

- teacher philosophy, methodology, techniques
- student demographics
- issues concerning student participation
- teaching/learning techniques and strategies
- specific areas of content presentation
- examples of differentiated instruction
- issues related to EDUC 522
- classroom set-up (context)
- focus group of students/teacher

Submit a report of your observations and information. React to observations by referring to the topics and issues in EDUC 522. Rather than provide detailed descriptions of classroom activities, analyze the approaches, materials, techniques and assessments used. Discuss how they compare with the readings and discussions of EDUC 522.

The report should be in the range of 1,000-1,200 words (or 4-5 double-spaced pages).

Use APS Manual style for citations and references. (In-class mini-lesson will be provided).

***Suggested Outline***

- A. Introduction: Demographics
  - 1. Context: school, classroom
  - 2. Student information
    - a. Skill levels
    - b. Socioeconomic levels
- B. Teacher
  - 1. Philosophy of teaching
  - 2. Goals/Challenges
- C. Observations & Analyses
- D. Conclusions (lessons learned? / questions remaining?)

**Rubric: Field Experiences**

Rating	Demonstrated Competence
4	<ul style="list-style-type: none"> <li>• Provides clear description of teacher philosophy, student demographics, classroom context, instructional objectives</li> <li>• Supports observations by citing EDUC 522 readings and/or refers to class discussions</li> <li>• Demonstrates clear understanding of adolescent issues</li> <li>• Clearly identifies and explains insights and lessons learned</li> <li>• Writes with few stylistic errors</li> <li>• Submits on time</li> </ul>
3	<ul style="list-style-type: none"> <li>• Provides partial description of teacher philosophy, student</li> </ul>

	<p>demographics, classroom context, instructional objectives</p> <ul style="list-style-type: none"> <li>• May not support observations by citing EDUC 522 readings and/or refers to class discussions</li> <li>• May draw insufficient or inappropriate implications, perhaps not based on data collection</li> <li>• May not demonstrate understanding of adolescent issues (change)</li> <li>• Identifies insights and lessons learned</li> <li>• May write with lack of clarity and/or consistent errors</li> <li>• Submits on time</li> </ul>
2	<ul style="list-style-type: none"> <li>• Provides limited description of teacher philosophy, student demographics, classroom context, instructional objectives</li> <li>• May not support observations by citing or referring to class discussions</li> <li>• May draw insufficient or inappropriate implications or make assumptions</li> <li>• May not demonstrate understanding of adolescent issues (change)</li> <li>• May not identify insights and lessons learned</li> <li>• Writes with lack of clarity and/or consistent errors</li> <li>• Submits late</li> </ul>
1	<ul style="list-style-type: none"> <li>• Provides little information regarding teacher philosophy, student demographics, classroom context, instructional objectives</li> <li>• Does not support observations by citing or referring to class discussions</li> <li>• Draws insufficient or inappropriate implications or makes false assumptions</li> <li>• Does not demonstrate understanding of adolescent issues (change)</li> <li>• Does not identify insights and lessons learned</li> <li>• Writes with little clarity and/or consistent errors</li> <li>• Submits late</li> </ul>

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students must agree to abide by the university policy for Responsible use of computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703 993-474 to access the DRC.

<b>Week</b>	<b>Content / Requirements/Activities</b>	<b>Due</b>
Sept 2	<i>Introduction: A lesson in etymology, Overview of the syllabus, Murray's writing to learn, Inductive v Deductive Lessons</i>	
Sept 9	<b>Energy Sources</b> <i>UbD: Backward Design</i> APA mini-lessons	Graves, Ch 1-2 Wiggins & McTighe, Ch 1 Intrator, "The Engaged Classroom" Reaction Paper #1 (re Class Session, Sept 2)
Sept 16	<b>Demographics of US Secondary Schools</b> <i>Lesson: Brainstorming as part of the writing process (Graves &amp; Learning Memory)</i> <i>UbD: Understanding Speaker: Dr. Mittie Quinn "Adolescent Issues &amp; Education"</i> Preparation for Blackboard Discussion	Graves, Ch 3 & 9; Wiggins & McTighe, Ch 2 Lapkoff & Li, "Five Trends for Schools" Ruble, "Mélange Cities" Article Summary #1
Sept 23	<b>Focus: The Classroom as Context</b> <i>Video: Nanook of the North (Observation &amp; Interpretation)</i> <i>UbD: Big ideas and core tasks</i>	Graves, Ch 4-5; Wiggins & McTighe, Ch 3 Noddings, "All Our Students Thinking" Blackboard Discussion #1
Sept 30	<b>Networking</b> <i>UbD: Six Facets of Understanding &amp; Essential Questions</i>	Graves, Ch 6-13; Wiggins & McTighe, Ch 4-5 Niesz, "Why Teacher Networks (Can) Work" Reaction Paper #2 (re Learning Memory)
Oct 7	<b>Technology and Learning in the Classroom</b> <i>Speaker: Mr. Jeff Elkner "Technology &amp; Education"</i> <i>UbD: Understandings</i>	Graves, Ch 7 & 12; Wiggins & McTighe, Ch 6 Article Summary #2
Oct 14	<b>Assessment</b> In-Class Activity: UbD,	Graves, Ch 8; Wiggins & McTighe, Ch 7-8



	Designing the Rubric for Book Presentations	Tomlinson, "Learning to Love Assessment" Leahy et al., "Classroom Assessment: Minute by Minute, Day by Day" What's Working? What's Not Working? Blackboard Discussion #2
Oct 21	<b>Case Studies</b> <i>UbD</i> : WHERETOs	Graves, Ch 10-11; Wiggins & McTighe, Ch 9-10
Oct 28	<b>Standards of Learning</b> <i>UbD</i> : Designing with SOLs in Mind	Wiggins, Ch 11 Article Summary #3 Book Presentations
Nov 4	<b>Learning Styles</b> Multiple Intelligences for Adult	O'Neill, "Making Sense of Style" [online: <a href="http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199010_oneil.pdf">http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199010_oneil.pdf</a> Book Presentations
Nov 11	<b>Curriculum Framework</b>	Levine, "The Essential Cognitive Backpack" Book Presentations
Nov 18	<b>Expert Panel: Teachers &amp; Administrators</b>	Kozol, "Letters to a Young Teacher" Book Presentations
Nov 25	No class	
Dec 2	<b>The Light at the End of the Tunnel</b> Peer Evaluation	Reaction Paper #3 Draft of Field Experience Paper Helm, "Teacher Dispositions as Predictors of Good Teaching" Book Presentations
Dec 9	Wrap-up Evaluations	Field Experience Paper Stewart, "Becoming Citizens of the World" Graves, Ch 14

## Approved List for Book Presentations

(If you are interested in a book not on this list, please submit a request in writing 2 weeks prior to your presentation date.)

David J. Armor, *Maximizing Intelligence*. Transaction Publishing, 2003  
Roger Axtell, *Gestures: The Do's and Taboos of World Body Language*  
Robert Bellah, *The Good Society*  
Harold Bloom, *The Western Canon: The Books and Schools of the Ages*  
James Banner and Harold Cannon, *The Elements of Teaching*  
H. G. Bessinger, *Friday Night Lights* [highlights high school athletes]  
John Bruer, *Schools for Thought*  
Miles Corwin, *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students*  
William Damon, *Greater Expectations: Overcoming the Culture of Indulgence in America's Homes and Schools*  
Lisa Delpit, *Other People's Children: Cultural Conflict in Class*  
Bob DeSalle and David Lindley, *The Science of Jurassic Park and the Lost World*  
Suzette Haden Elgin, *You Can't Say That to Me: Stopping the Pain of Verbal Abuse*  
David Elkind, *Ties that Stress: The New Family Imbalance*  
Ronald Evans, *The Social Studies Wars: What Should We Teach the Children?*  
Samuel Freedman, *Small Victories*  
Thomas French, *South of Heaven: Welcome to High School at the End of the Twentieth Century*  
N. Gershenfeld, *When Things Start to Think*. New York: Henry Holt & Co., 1999.  
Barry Harrington and Beth Christenson, *Unbelievably Good Deals that You Absolutely Can't Get Unless You're a Teacher*. Chicago: Contemporary Books, 1995.  
Jane Healy, *The Endangered Mind: Why Children Don't Think*  
Howard Gardner, *Multiple Intelligences or The Unschooled Mind*  
John Taylor Gatto, *Dumbing Us Down: Hidden Curriculum*  
Mark Gerson, *In the Classroom: Dispatches from an Inner City School*  
John Goodlad, *Romances with Schools*  
Barry Gordon, *Memory: Remembering and Forgetting in Everyday Life*  
Daniel Goleman, *Emotional Intelligence*  
Ruth Wright Hayre, *Tell Them We Are Rising: Faith in Education*  
Gertrude Himmelfarb, *The De-Moralization of Society*  
E. D. Hirsch, *The Schools We Need and Why We Don't Have Them*  
James D. Hunter, *Culture Wars*  
Eric Jensen, *Teaching with the Brain in Mind*  
Dianne Johnson, *Telling Tales: The Pedagogy and Promise of African American Literature*  
Phillip E. Johnson, *Darwin on Trial or Reason in the Balance*  
W. K. Kilpatrick, *Why Johnny Can't Tell Right from Wrong*  
Herbert Kohl, *The Discipline of Hope*  
Alfie Kohn, *Punished by Rewards*  
Jonathan Kozol, *Amazing Grace: The Lives of Children and the Conscience of a Nation or Savage Inequalities*  
Lawrence M. Krauss, *The Physics of Star Trek or Beyond Star Trek: Physics from Alien Invasions to the End of Time*  
Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers*  
Kalle Lasn, *Culture Jam: The Uncooling of America*  
Joseph LeDoux, *The Emotional Brain: Underpinnings of Emotional Life*  
Thomas Lickona, *Educating for Character*  
Lawrence Levine, *The Opening of the American Mind*  
James Loewen, *Lies My Teacher Told Me: What History Books Got Wrong*  
Nicholas Mills, *The Triumph of Meanness*. Boston: Houghton Mifflin, 1997.  
John Naisbitt, *High Tech/High Touch*

Gary Nash, Charlotte Crabtree, and Ross Dunn, *History on Trial: Culture Wars and the Teaching of the Past*. New York: Knopf, 1997.

Seymour Papert, *The Children's Machine: Rethinking School in the Age of the Computer*

Christina Rathbone, *On the Outside Looking In: A Year in an Inner-City High School*. New York: Atlantic Monthly Press, 1998.

John Allen Paulos, *Innumeracy: Mathematical Illiteracy and Its Consequences or A Mathematician Reads the Newspaper*

Neil Postman, *The End of Education*

Robert and Michele Root-Bernstein, *Honey, Mud, Maggots, and Other Medical Marvels: Science Behind Folk Remedies*

Myra and David Sadker, *Failing at Fairness*

Del Ratzsch, *The Battle of Beginnings: Why Neither Side Is Winning the Creation-Evolution Debate*. Downers Grove: Intervarsity Press, 1996.

Diane Ravitch, *The Language Police*

Phillip Schreiber, *Trench Teaching*

David Shenk, *Data Smog: Surviving the Information Glut*. San Francisco: HarperEdge, 1997.

TheodoreSizer, *Horace's Hope*

Lawrence Steinberg, *Beyond the Classroom: Why Reform Has Failed*

Robert Sternberg, *Beyond IQ or Defying the Crowd: Cultivating Creativity*

Clifford Stoll, *Silicon Snake Oil: Second Thoughts on the Information Highway*

Sherry Turkle, *Life on the Screen: Identity in the Age of the Internet*

Cornell West, *Race Matters*

Anne Wheelock, *Crossing the Tracks*

George H. Wood, *A Time to Learn: The Story of One High School's Transformation*. Dutton, 1998.

Rick Wormeli, *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher*

Claudia Zaslowsky, *Fear of Math*

Jonathan Zimmerman, *Whose America?*