

**George Mason University  
College of Education and Human Development  
Graduate School of Education  
Secondary Teacher Education Program  
EDUC 522, Foundations of Secondary Education  
Spring, 2010/Section 001**

**Professor**

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Office Hours: W, 3:00-5:30 P.M./Robinson A332

**Course Dates/Times/Locations:** M, 4:30-7:10 P.M., West 1007

**I. Description and Overview**

- A. EDUC 522, Foundations of Secondary Education (3:3:0)
- B. Education 522 offers an analysis of the philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasis is on applications to all disciplines taught in secondary schools and to all learning styles. Current educational trends/issues are examined in relation to the sociology of secondary school settings and classroom management approaches. Lecture/discussion/simulation.

**II. Student Outcomes**

- A. Students should be able to analyze teaching behaviors and categorize them according to their relationships to the following major educational philosophies: Behaviorism, Perennialism, Essentialism, Experimentalism, Existentialism, and Reconstructionism.
- B. Students should be able to examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.
- C. Students should be able to state their own philosophical positions in regard to the following questions:
  - 1. What is the nature of the learner?
  - 2. What is the nature of one subject matter area you wish to teach?
  - 3. What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
  - 4. What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
  - 5. What approaches to classroom management do you prefer?
- D. Students will be able to take positions on selected issues in education and analyze how those positions relate to teaching style preferences.

**[Relationship to Program Goals and Professional Organizations:** EDUC 522 emphasizes the following standards developed by 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 student's 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.

Through position papers, sample lessons representing six teaching styles, and debriefing activities, 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.]

### III. Outline of Topics/Activities (SEE DAILY CLASS SCHEDULE [PAGES 9-10] FOR DETAILS ABOUT PACING OF READINGS/REQUIREMENTS.)

- A. Teaching Styles/Learning Styles Overview (**Sessions I [1/25] – IV [2/15]**)
  - 1. Introduction to Analysis of Teaching Styles and Learning Styles
    - a. playing the supervisory role/giving advice to a teacher
    - b. implications for secondary school disciplines
    - c. applying an analytical tool
    - d. learning styles and implications for teaching styles
    - e. Myers-Briggs Type Indicator and temperament types/individualizing classroom experiences

**[Emphasis: Mid/Sec]**  
 (Reading: Teaching with Charisma, ch. 1; Education 10/11, “Musing: A Way to Inform Pedagogy through Self-Reflection” [96] and “What Is Personalization?” [195], “Reluctant Teachers, Reluctant Learners” [92] and “Nine Ways to Catch Kids Up” [132])
  - 2. Essentialist Teaching (**Sessions V [2/22]-VI [3/1].SEE DAILY SCHEDULE.**)
    - a. model lesson: Is the Kensington Stone a genuine artifact?
    - b. strengths/weaknesses and implications
    - c. philosophical assumptions
    - d. use of learning theory
    - e. history

**[Emphasis: Sec]**  
 (Reading: Teaching with Charisma, ch. 2; Education 10/11, “Bridging the Gap between Research/Practice” [7] and “Proficiency for All?” [5])
  - 3. Experimentalist Teaching Style (**Sessions VI 3/1 - VII [3/15]**)
    - a. model lesson: “No Vehicles in the Park”

- b. strengths/weaknesses and implications
- c. philosophical assumptions
- d. use of learning theory
- e. history

**[Emphasis: Mid]**

(Reading: Teaching with Charisma, ch. 3; Education 10/11, “Learning to Love Assessment” [15] and “Assessing Applied Skills” [27], “The Case For and Against Homework” [19] and “From the Mouths of Middle-Schoolers” [30])

4. Reconstructionist Teaching (**Session VIII 3/22**). **SEE DAILY SCHEDULE.**

- a. model lesson: Global Village Game
- b. strengths/weaknesses and implications
- c. philosophical assumptions
- d. use of learning theory
- e. history

**[Emphasis: Sec]**

(Reading: Teaching with Charisma, ch. 4; Education 10/11, “Thinking about Patriotism” [191] and “Myth of the Culture of Poverty” [59], “Celebrating Diversity through Explorations of Arab Children’s Literature” [80] and “Becoming Citizens of the World” [184])

5. Existentialist Teaching Style (**Session IX 3/29**). **SEE DAILY SCHEDULE.**

- a. model lesson: “Petition from Women of Utah”
- b. strengths/weaknesses and implications
- c. philosophical assumptions
- d. use of learning theory
- e. history

**[Emphasis: Sec]**

(Reading: Teaching with Charisma, ch. 5; Education 10/11, “Cultivating Optimism in the Classroom” [200] and “High Schools Have Got It Bad for Higher Ed” [36], “Mother Goose Teaches on the Wild Side” [71] and “The Under-Appreciated Role of Humiliation in the Middle School” [152])

6. Perennialist Teaching Style (**Session X 4/5**). **SEE DAILY SCHEDULE.**

- a. model lesson: Great Books discussion of A Penny a Look
- b. strengths/weaknesses and implications
- c. philosophical assumptions
- d. use of learning theory
- e. history

**[Emphasis: Mid]**

(Reading: Teaching with Charisma, ch. 6; Education 10/11, “All Our Students Thinking” [44] and “Industrial Arts” [33])

7. Behaviorist Teaching Style (**Session X 4/5**). **SEE DAILY SCHEDULE.**

- a. model lesson: A Token Economy
- b. strengths/weaknesses and implications
- c. philosophical assumptions
- d. use of learning theory
- e. history

**[Emphasis: Mid/Sec]**

(Reading: Teaching with Charisma, ch. 7)

8. The Teaching Styles/Learning Styles Match (**Session X 4/5**)

- a. self-assessment for learning styles, Myers-Briggs Type Indicator, and Silver, Strong & Perini’s Strategic Teacher approach
- b. implications for instruction

**[Emphasis: Mid/Sec]**

(Reading: Education 10/11, “As Diversity Grows, So Must We” [50] and “Becoming Adept at Code-Switching” [63]; Recommended: Carolyn Orange, The Quick Reference Guide to Educational Innovations)

9. The Sociology of Schools (**Sessions XI [4/12] - XIV [5/3]**). **SEE DAILY SCHEDULE.**
  - a. Hamilton High as case study
  - b. analysis of 32 years of reform at Hamilton High in view of teaching styles, learning styles, and temperament types/high schools and the future
  - c. classroom management and legal issues

**[Emphasis: Sec]**  
(Reading: The World We Created at Hamilton High; Education 10/11, “The Power of our Words” [160] and “Marketing Civility” [163], “Classwide Interventions: Effective Instruction Makes a Difference” [165] and “Tackling a Problematic Behavior Management Issue: Bullying” [144]; “Developing Effective Behavior Intervention Plans” [172] and “Why Teacher Networks (Can) Work” [99]; Solving Discipline and Classroom Management Problems; Recommended: Donald Graves, The Energy to Teach)
- B. Field Experiences Component (15 clock hours)
  1. Students visit school settings and analyze preferences by collecting data based on the following:
    - a. observing a discussion session for the kinds of student participation that occur
    - b. observing teaching techniques to determine which ones involve students in divergent thinking and which in convergent thinking
    - c. observing lessons to determine how many academic disciplines are used in each lesson
    - d. observing lessons in which individualization of instruction is a major focus
    - e. observing lessons involving controversial issues
    - f. talking with teachers to determine which methods they prefer
    - g. observing rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management
  2. Students complete papers (of about 8 typewritten pages) based on the analytical tool and using data collected above.
- C. Educational Issues Component
  1. After each major course topic, students work in cooperative learning groups to analyze issues presented in Education 10/11.
  2. For selected issues, students will participate in online discussions in preparation for the in-class cooperative learning activities based on articles in Education 10/11. A list of protocols for online discussions will be provided, as well as a rubric for assessing the quality of discussion contributions.
  3. Students analyze and assess how their positions on issues relate to teaching style preferences. (Reading: Education 10/11, as indicated above after major topics)
  4. The class participation grade may be strengthened by sharing a brief (10-15 minutes) review/critique of a book listed below under Alternative Class Participation/Book Review Selections. Readings for cooperative learning group activities will be reduced for those choosing this option.
- D. Article Summaries Component
  1. Submit a one-two page summary for each of three articles in professional journals associated with your specialization (i.e., science, mathematics, English, social studies, etc.).
  2. Include the following in each summary: (1) issue addressed in article, (2) brief article summary, (3) how this relates to an issue studied in EDUC 522, (4) how information in this article applies to

your own teacher preparation. BE SURE TO LIST THE FULL CITATION FOR YOUR ARTICLE AT THE BEGINNING OF EACH SUMMARY.

3. **NOTE:** See journals published by National Council of Teachers of Mathematics ([www.nctm.org](http://www.nctm.org)); National Council of Teachers 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)); or Association for Supervision and Curriculum Development ([www.ascd.org](http://www.ascd.org)), etc. You may want to consult [www.findarticles.com](http://www.findarticles.com), if a sample journal issue is not posted at the sites above.

#### IV. Summary of Major Course Requirements

- A. Parallel reading for the course consists of the following:
  1. Duck, L. (1994). *Teaching with charisma*. Burke, VA: Chatelaine Press (now available as separate course packet).
  2. Evers, R. (2010). *Annual editions: Education 10/11*. Boston: McGraw Hill/Contemporary Learning Series.
  3. Grant, G. (1988). *The world we created at hamilton high*. Cambridge: Harvard University Press.
  4. Wolfgang, C. (2005). *Solving discipline and classroom management problems*. New York: John Wiley & Sons.
  5. Course Packet of Readings—to be purchased in GMU bookstore.
  6. RECOMMENDED: Graves, D. (2001). *The energy to teach*. Portsmouth, NH: Heinemann.
  7. RECOMMENDED: Orange, C. (2002). *The quick reference guide to educational innovations*. Thousand Oaks, CA: Corwin Press.
- B. Students must complete a paper (of approximately 8 pages, word processing, double spaced) analyzing the teaching style and classroom management preferences one teacher's classroom behavior illustrates.
- C. Students should read all handout materials.
- D. Online discussions.
- E. Class participation/position statements. **NOTE: Since class participation is weighted at 25% and since the experiences/benefits of in-class simulations cannot be re-created after the fact, you should make every effort to be in attendance for all class sessions. If you must be away, contact the instructor before your absence. For GRADUATE CREDIT, students must submit a summary of each of three professional journal articles associated with the relevant teaching specialization.**
- F. Final essay examination.

#### V. "Nuts and Bolts"

- A. Assignment Deadlines
  1. Position statements--to be announced
  2. Article summaries—4/12
  3. Paper—4/26
  4. Final exam—5/10
- B. Grading Approximations
  1. Paper--35% **(DETAILED GUIDELINES, OUTLINE, AND RUBRIC AVAILABLE IN COURSE PACKET)**
  2. Final Examination--40%
  3. Participation--25% **(PROTOCOL AND RUBRIC FOR ONLINE DISCUSSION DISTRIBUTED IN CLASS)**

- C. The major performance-based assessment is the Field Experiences analysis paper emphasizing teaching style and classroom management preferences for at least one classroom teacher. **(SEE GUIDELINES, OUTLINE, AND RUBRIC IN COURSE PACKET FOR DETAILS REGARDING ASSESSMENT.)** In addition, note the grading scale below:

**Grading Scale**

A+=98-100

A=94-97

A-=90-93

B+=88-89

B=84-87

B-=80-83

C=70-79

F=Did not meet course requirements

**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 703/993-2474 to access the DRC.

NOTE: Office Hours: W, 3:00-5:30 P.M.

Other Hours by Appointment/Office: Robinson A332.

IN THE EVENT THAT A MEETING OR APPOINTMENT MAKES ME UNAVAILABLE DURING REGULAR OFFICE HOURS, PLEASE DO NOT HESITATE TO CALL ME AT 993-2047 OR CONTACT ME BY E-MAIL ([lduck@gmu.edu](mailto:lduck@gmu.edu)).

Alternative Class Participation/Book Review Selections

David J. Armor, Maximizing Intelligence

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

Tibbi Dubois, ed., Paths to Teaching the Holocaust

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

Barry Harrington and Beth Christenson, Unbelievably Good Deals that You Absolutely Can't Get Unless You're a Teacher

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  
 Jonathan Kozol, Letters to a Young Teacher  
 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  
 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  
 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  
 Diane Ravitch, The Language Police  
 Phillip Schreiber, Trench Teaching  
 David Shenk, Data Smog: Surviving the Information Glut  
 \*\*\*Harvey Silver, Richard Strong, and Matthew Perini, The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson  
 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  
 Rick Wormeli, Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher  
 Claudia Zaslowsky, Fear of Math  
 Jonathan Zimmerman, Whose America?  
 REVIEW OF STANDARDS AND THEIR RATIONALE in any discipline, such as National Geography  
Standards/Geography for Life

## Field Experience Guidelines

**The following suggested field experience activities are designed to help you prepare for writing your paper analyzing teaching styles and classroom management preferences.**

1. Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
2. Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
3. Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
4. Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
5. Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
6. Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
7. Talk with the cooperating teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
8. Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
9. Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

**NOTE: ALL PROPER NAMES SHOULD BE OMITTED FROM YOUR PAPER. REFERENCES SHOULD BE MADE TO METHODS AND CLASSROOM SITUATIONS IN GENERAL.**

Ask your cooperating teacher if you may talk with students briefly and at appropriate times about the activities they are pursuing.



**TENTATIVE DAILY CLASS SCHEDULE OF TOPICS\*\*\***

**EDUC 522, Section 001/Spring, 2010**

*(SEE SYLLABUS SECTION III-A FOR DETAILS ABOUT READINGS/ASSIGNMENTS.)*

- Session I**  
1/25 Introduction  
Memories/Analysis of Successful Teachers  
Supervision Activity
- Session II**  
2/1 Introduction/Myers-Briggs Type Indicator (MBTI)  
Examples/Application for Myers-Briggs Type Indicator  
[Duck, ch.1; Education 10/11, articles on pp. 96, 195]
- Session III**  
2/8 Analysis of Supervision Activity  
Applying Teaching Style Principles to High School Classrooms  
[Grant, Intro, ch. 1, etc. . .]
- Session IV**  
2/15 Cooperative Learning: Teaching Styles/Learning Styles Overview  
Debriefing: Cooperative Learning Activity  
[Continue Grant, Education 10/11, articles on pp. 92, 132]
- Session V**  
2/22 Model Lesson: Essentialism  
Debriefing: Essentialism  
Viewing Sixteen in Webster Groves  
[Continue Grant, Duck, ch. 2; Education 10/11, articles on pp. 7, 5]
- Session VI**  
3/1 Simulation and Debriefing: Sixteen in Webster Groves  
Model Lesson: Experimentalism  
[Duck, ch. 3; Education 10/11, articles on pp. 15, 27]
- SPRING BREAK**
- Session VII**  
3/15 Debriefing: Experimentalism  
Field Experiences Requirement Overview/Paper Outline  
Distributed  
Cooperative Learning Activity: Essentialism/Experimentalism  
[Education 10/11, articles on pp. 19, 30]
- Session VIII**  
3/22 Debriefing: Cooperative Learning Activity  
Model Lesson: Reconstructionism  
Debriefing: Reconstructionism  
[Duck, ch. 4; Education 10/11, articles on pp. 191, 59, 80, 184;  
Orange (recommended)]

- Session IX**  
3/29  
Model Lesson: Existentialism  
Debriefing: Existentialism  
Cooperative Learning Activity: Reconstructionism/Existentialism  
(Follow-up to On-line Discussion)  
[Duck, ch. 5; Education 10/11, articles on pp. 200, 36, 71, 152]
- Session X**  
4/5  
Debriefing: Cooperative Learning Activity  
Report Forms Analysis: MBTI (Teaching Styles/Learning Styles)  
Model Lesson: Perennialist Teaching  
Debriefing: Perennialism  
Behaviorism  
Teaching Styles Hour Exam (on Essen., Exp., Recon., Exist.)  
[Duck, chs. 6, 7; Education 10/11, articles on pp. 44, 33]
- Session XI**  
4/12  
Grid Analysis/The World We Created at Hamilton High  
Introduction to Classroom Management Theories  
Article Summaries Due (for GRAD CREDIT ONLY)  
[Grant, completion of volume; Education 10/11, articles on pp. 50, 63; Orange (recommended)]
- Session XII**  
4/19  
Classroom Management Videotape Vignettes  
Grid Analysis/Classroom Management Videotapes  
[Wolfgang, ch 1 and chapters for your preference]
- Session XIII**  
4/26  
Grid Analysis/Classroom Management Videos  
Debriefing: Classroom Management  
Field Experiences Papers Due  
[Education 10/11, articles on pp. 160, 163, 165, 144]
- Session XIV**  
5/3  
Sharing: Teaching Style and Classroom Management/FE Papers  
Action Research/Overview of Concepts Activity  
[Education 10/11, articles on pp. 172, 99; Graves (recommended)]

**NOTE: BECAUSE EDUC422/522 HAS A HISTORICAL COMPONENT, 3-4 VIDEO SEGMENTS USED AS THE BASIS FOR SOME ACTIVITIES WILL BE HISTORICAL “CLASSICS” IN THE FIELD, AND 3-4 VIDEO SEGMENTS WILL BE NEWER.**

\*\*\*Due to a CEHD unit requirement, a portion of one class session will include an orientation to the licensure/master’s degree options in secondary teacher education. Explanations of program components, including the portfolio to be presented during EDUC 675 (Research), will be provided.

**FINAL EXAM**  
5/10