EDUC 595: Topics in Educational Methods of Teaching in Secondary Environment -- Spring 2016

Course Section: EDUC 595 – K1
Meeting Time and Place: Tuesday 4:00pm – 6:40pm Cedar Bluff
Course Credit Hours: 3 Credit Hours
Course Dates: On campus meetings: Jan 12, 26; Feb 9, 23; Mar 8, 22; Apr 5, 19

Faculty Contact Information: Dr. Susan R. Wagner, Assistant Professor
  susan.wagner@lmunet.edu
  Cell: 865-919-7814
  Office: 123 Cedar Bluff Campus

I. COURSE DESCRIPTION:
Students will focus on teaching and learning for secondary grades 6-12 through the study of curriculum methodology. They will learn about the development of pedagogy from sociological, historical, theoretical, and contemporary perspectives for use in the 21st century classroom. Students will prepare a research paper on a current issue within their content area specialty. Students will also research and develop instructional strategies for lesson plans that will also effectively integrate technology and develop a classroom management plan. Students will construct an employment portfolio which will includes 10 instructional strategies for use in their secondary content area and include the course assignments.

II. COURSE OBJECTIVES are based upon:
Program Goals/Performance Expectations (INTASC);
17 Institutional Standards (Proficiencies);
TN Licensure Standards (TLS); and
TN Licensure Standards for Reading K-6(Reading)
NCATE/ ISTE standards NCATE Category 4, Assessment that demonstrates students' knowledge, skills, and dispositions are applied effectively in practice.

- work with others (peers, supervising teachers, instructor) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation; (INTASC 3.Pa-h); demonstrate an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content; (INTASC 4.Pa-i; TLS 1);
• design instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings; (INTASC 2.P.c);
• demonstrate the ability to write a coherent APA style research paper on a topical issue within the student’s content area in secondary education
• demonstrate an understanding of 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; (INTASC 5.P.a-h);
• plan 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; (INTASC 7 P. a-f; TLS 7);
• utilizes a variety of instructional strategies to encourage learners to develop deep understanding of content area and their connections, and to build skills to apply knowledge in meaningful ways (INTASC 8.P. a-i; TLS 4);
• Apply and demonstrate an understanding of the concept of pacing for individual rates of growth, task demands, communication, assessment, and response modes for individual students with particular learning differences or needs; (INTASC 2.Pb);
• utilize 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; (INTASC 6.P.a-i);
• demonstrate an understanding and application of selected instructional technology by preparing lesson plans that effectively integrate technology. (NETS I, IV).
• utilize technology and technology-based resources to facilitate developmentally appropriate student learning (INTASC 11.a).
• identify, evaluate and select technologies appropriate to the work setting and its strategic objectives (ISTE- National Educational Technology Standards NETS I, II, & VI).
• demonstrate synthesis of leadership, technology, and instructional competencies National Educational Technology Standards (NETS III).
• demonstrate the ability to systematically plan for effective implementation of instructional media that supports curriculum goals and meets diverse student needs (NETS II).
• identify the organizational and management issues associated with effective implementation of instructional media (NETS V, VI).

III. **Texts/Materials for the Course:**

**Required:**


College LiveText©

Turnitin©

Blackboard©
Resources:
Instructional Strategies
http://www.beesburg.com/edtools/glossary.html
Assessment – Glossary
http://www.sabes.org/assessment/glossary.htm

Supplementary Materials: [Selected readings/handouts from these sources will be provided by instructor as needed; many of these will include ready-to-use handouts/activities for the student to use in field experiences and/or student teaching):


Suggested Readings:

IV. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:
Attendance:
The MEd in Initial Teacher Licensure program is an accelerated program. For this reason, attendance is very important. While a student can make up for the knowledge and skills presented in a course assignment, they cannot make up for the knowledge and skills administered as group activities, class participation and hands-on learning. During the semester, 1 absence will result in a lowering of the final letter grade by half a letter grade. For example, if your final grade for course assignments during the semester was an A, and you had 1 absence, you would receive an A- for your final grade. A second absence during the semester results in the lowering of the final grade by a full letter grade, in addition to the half of a letter grade lost for the first absence. For example, if your final grade for course assignments during the semester was an A, and you had 2 absences for the semester, you would receive a B- as your final grade, which is the lowest possible grade you can receive and remain in the program. Two absences will also result in the student meeting with a review board, which can result in dismissal from the program.

If you must miss a class, it is expected that you inform your instructor as soon as possible prior to the absence. Any coursework missed during an absence must be
turned in on time. An absence is not an acceptable excuse for previously assigned coursework with a stated deadline. Students should make arrangements to submit required coursework on time unless a class absence qualifies for make-up assignments under ADA requirements (See Program Handbook.) Tardiness may affect your grade.

**Course Requirements:**

*The candidate will:*

- complete all assigned readings and participate in class discussions;
- complete in-class activities/applications drawn from class topics;
- demonstrate the correct use of Standard English with regards to grammar, punctuation, spelling and proper mechanics in all written work;
- view specified videos and participate in constructivist activities related to their content; and
- complete and submit all assignments by specified deadlines.

**Assessment/Learning Outcomes/Evaluation:**

- Participate in onsite and online class meetings and assignments
- View relevant online videos and presentations and participate in constructivist activities and reflections
- Critique and present one article from a magazine, newspaper, or journal addressing a current issue in his or her discipline; guidelines will be provided.
- Write a five page APA style research paper on specific topic within their chosen content area to be approved by the instructor.
- Research and select 10 instructional strategies for use in their future teaching assignments
- Complete a classroom management plan.
- Design and submit an employment notebook.
- Complete online mid-term and final examinations.
- Complete any other course assignments as required by the instructor. *Assessments**

*Note** All students must maintain a grade of B or better in all required courses in order to progress in the MEdITL Program (see Program Handbook)

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
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</tbody>
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**V. METHODS OF INSTRUCTION:**

Instruction for this course takes multiple forms that include, but are not limited to: discussion, collaboration, demonstration, video reflection/assessment, discussion of classroom observations and instructional strategies, discussion of completed professional development, group activities, individual presentations, group presentations, and online lessons.
VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology: Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources.

LiveText: Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at http://college.livetext.com or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Unit Commitment to Diversity – The LMU Carter and Moyers School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

Library Resources: The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; Professional Collection, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology”; and ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

Students With Disabilities Policy: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student
seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located In Dishner Hall 101.

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook:

**COURSE EVALUATIONS**: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING**: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml).

**VIII. MISSION STATEMENTS:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**SCHOOL OF EDUCATION UNIT MISSION STATEMENT:**
The Carter and Moyers School of Education of Lincoln Memorial University is dedicated to preparing professional educators of distinction who embody the three core ideals of **Values, Education, and Service** in candidates who:

- demonstrate the dispositions of the education profession.  (*Values*)
- articulate and demonstrate the knowledge base of moral, social and political dimensions which will impact individual students, schools districts, and communities for the enrichment of society.  (*Values*)
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placement in partner P-12
Schools. (Education)

- promote lifelong learning through continued professional development and scholarship. (Education)

- assist in meeting the educational needs of a global society, especially the underserved. (Service)

- articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations. (Service)

Adopted by the Carter and Moyer of School of Education Faculty 5/11/12

DEPARTMENT OR PROGRAM MISSION STATEMENT:

Department of Graduate Education Mission Statement
The mission of the Lincoln Memorial University Department of Graduate Education, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

M.Ed. in Initial Teacher Licensure Program Mission Statement
The M.Ed. for Initial Teacher Licensure Program supports the Lincoln Memorial Teacher Education Program’s mission and is dedicated to preparing quality practitioners who are highly effective in their teaching and learning as a result of abilities acquired through rigorous and diverse academic studies, and in collaboration with K-12 schools. This Program strives to develop teacher-leaders who inspire renewal, who are capable of meeting the challenges of an ever increasingly global society, and who possess an understanding of the moral, social, and political dimensions of education.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER:

Authorization for the University to provide a program for the preparation of teachers or administrators does not guarantee eligibility for certification or licensure. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure requirements, qualify for certification or licensure, and apply for the same.

For Alabama Students: Alabama Commission on Higher Education Disclaimer Statement
State authorization to provide a program related to the preparation of teachers or other P-12/school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu.
X  **STUDENT COMMUNITY ENGAGEMENT:**
A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: http://www.lmunet.edu/campuslife/initiative/index.shtml or contact Larry Thacker, Associate Dean of Students.

XI.  **PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER:**
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XII.  **IMPORTANT DATES IN THE ACADEMIC CALENDAR:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Final Registration before classes begin</td>
<td>January 8</td>
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<tr>
<td>Classes begin (Regular term)*</td>
<td>January 11</td>
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<tr>
<td>Martin Luther King Day (special activities)</td>
<td>January 18</td>
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<tr>
<td>Last day to complete registration/add classes</td>
<td>January 20</td>
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<tr>
<td>Last day to drop course without “WD”</td>
<td>February 9</td>
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<tr>
<td>Lincoln Day/Founders Day (special activities)</td>
<td>February 12</td>
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<tr>
<td>Mid-terms</td>
<td>Feb 29-Mar 4</td>
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<tr>
<td>Last day to drop course without “F”</td>
<td>March 19</td>
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<td>Spring break</td>
<td>March 21-25</td>
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<tr>
<td>Good Friday</td>
<td>March 25</td>
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<tr>
<td>Early registration begins</td>
<td>April 4</td>
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<tr>
<td>Classes end (Regular term ONLY)*</td>
<td>April 29</td>
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<tr>
<td>Final Exams</td>
<td>May 2-6</td>
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<tr>
<td>Commencement</td>
<td>May 7</td>
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</tbody>
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*The first class session for EDUC 595 is Tuesday, January 12, 2016.*

Mid-term for class will be March 1. Finals for class will be due online April 26th.
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