

## COURSE OUTLINE

Teaching/Learning in the Secondary Classroom  
Course Title

ED206  
Dept. & Course No.

### I. COURSE DESCRIPTION:

This course explores cultural and modern theories and learning. It focuses on the connection of these theories to classroom practices as they relate to students of varying abilities. Among topics to be discussed are: the fundamental purposes of secondary education, learning expectations and teaching modes. Teacher – student relationship are observed and discussed.

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PER WEEK: 3                      0                      3  
Lecture                                      Lab                                      Total

IV PREREQUISITE: ED110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:
Upon completion of this course, the student will be able with 65% accuracy to:	
1. Relate the role of a teacher to the issues/challenges typical to a school setting.	A. The School Setting Today 1. Changing Trends in Education 2. Self-Assessment 3. Student Diversities 4. Professional Development 5. Ethical & Legal Issues
2. Explain the application of concept learning to instruction; terms of their effectiveness; and engagement of learners in a learning activity using direct, indirect or a combination of both instructional methods to attain particular learning objectives.	B. Concept Learning 1. Rule-governed Theory 2. Prototype Theory 3. Examples 4. Concept Mapping 5. Misconceptions & Conceptual Change 6. Adaptive Instruction  C. Instruction 1. Direct Instruction 2. Indirect Instruction
3. Discuss ways that the human brain can be motivated to learn and retain the learned information.	D. Appealing to the Human Brain 1. Theories of Motivation 2. Motivation & Needs/Beliefs 3. The Learner's Brain 4. Extrinsic vs. Intrinsic Motivation 5. Emotions & Learning 6. Movement & Learning 7. The Brain as a Meaning-maker 8. Teacher Characteristics
4. Relate the significance of higher level thinking to the fundamental goal of education; differentiate	E. Teaching Higher Level Thinking 1. Metacognition

among given higher level thinking strategies, and propose particular strategies to facilitate higher level thinking of specific academic concepts.	<ol style="list-style-type: none"> <li>2. Discovery Learning</li> <li>3. Creative Thinking</li> <li>4. Critical Thinking</li> <li>5. Problem-solving</li> <li>6. Decision-making</li> </ol>
5. Describe the various assessment methods; recommend which methods are most appropriate in measuring specific types of learning objectives; create specific types of formal assessment instruments designed to measure particular learning objectives and are reflective of at least the first three of Bloom's Taxonomy of Learning levels.	<ol style="list-style-type: none"> <li>F. Assessing Learning <ol style="list-style-type: none"> <li>1. Authentic Assessment</li> <li>2. Informal Assessment</li> <li>3. Formal Assessment</li> </ol> </li> </ol>
6. Define "daily lesson plan" and discuss when the planning process begins, instructional goals, lesson objectives, and how lessons are used, and write sample lesson plans on basic academic skills using steps in writing lesson plan on lesson plan form.	<ol style="list-style-type: none"> <li>G. Lesson Plans <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Planning Process</li> <li>3. Instructional Goals</li> <li>4. Examples of Lesson Objectives</li> <li>5. Purpose of Lesson Plans</li> <li>6. Components of Lesson Plan</li> <li>7. Sample of Daily Lesson Plan</li> </ol> </li> </ol>
7. Distinguish between behavior management and discipline; discuss the effects they have on the learning process; discuss effective approaches for managing student behaviors and disciplining; and demonstrate effective behavior management methods during a simulation exercise.	<ol style="list-style-type: none"> <li>H. Managing Behavior in the Classroom <ol style="list-style-type: none"> <li>1. Managing &amp; Disciplining</li> <li>2. Managing Students' Work</li> <li>3. Establishing Rules/Procedures</li> <li>4. Maintaining Appropriate Behavior</li> <li>5. Managing Problem Behaviors</li> <li>6. Managing Special Groups</li> </ol> </li> </ol>

**VII. EQUIPMENT AND MATERIALS:** May vary depending on the instructor.

- A. Digital projectors
- B. Laptop & CDs
- C. Routine Classroom Materials
- D. Supplemental Materials
- E. Guest Speakers

**VIII. TEXT(S):**

- A. Required Text -  
Armstrong, D. and Savage, T., Teaching in the Secondary School. 6<sup>th</sup> Edition,  
Columbus, OH: Merrill Prentice Hall, 2002.

**IX. METHOD OF INSTRUCTION:** May vary depending on the instructor.

- A. Lecture
- B. Discussion
- C. Interviews
- D. Presentations
- E. Guest Speakers

**X. METHOD OF EVALUATION:**

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessments	-	<u>25%</u>
		100%

B. The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

**Palau Community College**  
**ED206 TEACHING/LEARNING IN THE SECONDARY CLASSROOM**  
**COURSE LEARNING OUTCOMES**

**Directions:** At the end of the course experience, please rate the student to indicate the degree of proficiency. Circle one number for each course learning outcome. The numerical rating of 5,4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student proficiency for each of the course learning outcomes listed below.

Rating Scale:   4 - Outstanding  
                       3 - Proficient  
                       2 - Developing  
                       1 – Emerging

<b>CLO 1:</b>	<b>Students will be able to identify and discuss the role of a teacher to issues/challenges typical to a secondary school setting.</b>
<b>Outstanding</b>	Clearly and accurately identifies and discusses the role of a teacher to issues/challenges typical to a secondary school setting.
<b>Proficient</b>	Identifies and discusses the role of a teacher to issues/challenges typical to a secondary school, however minor evidence of unclear and inaccurate interpretations is shown.
<b>Developing</b>	Identifies and discusses the role of a teacher to issues/challenges typical to a secondary school setting making numerous errors and eliminating most important facts.
<b>Emerging</b>	Needs constant assistance identifying and discussing the role of a teacher to issues/challenges typical to a secondary school setting.

<b>CLO 2:</b>	<b>Students will be able to discuss ways that the adolescent brain can be motivated to learn and retain the learned information.</b>
<b>Outstanding</b>	Clearly and accurately discusses ways that the adolescent brain can be motivated to learn and retain the learned information.
<b>Proficient</b>	Discusses ways that the adolescent brain can be motivated to learn and retain the learned information, however minor evidence of unclear and inaccurate interpretations is shown.
<b>Developing</b>	Discusses ways that the adolescent brain can be motivated to learn and retain the learned information making numerous errors and eliminating most important facts.
<b>Emerging</b>	Unable to discuss ways that the adolescent brain can be motivated to learn and retain the learned information.

<b>CLO 3:</b>	<b>Students are able to develop grammatically correct, specific and clear lesson plans with goals and objectives. Lesson plans include materials, activities and assessment methods.</b>
<b>Outstanding</b>	Develops grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods without assistance. All parts of the lesson plan are appropriate and correct.
<b>Proficient</b>	Develops grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods minimal assistance. All or most parts of the lesson plan are appropriate and correct.
<b>Developing</b>	Develops grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods with regular assistance. Numerous parts of the lesson plan are not appropriate or correct.
<b>Emerging</b>	Unable to develop grammatically correct, specific and clear lesson plans with appropriate goals and objectives, materials, activities, and assessment methods even with assistance. Most parts of the lesson plan are inappropriate and incorrect.

<b>CLO 4:</b>	<b>Students will be able to distinguish between behavior management and discipline; discuss their effects on the learning process; effective approach for managing behavior and discipline; demonstrate effective behavior management methods.</b>
<b>Outstanding</b>	Distinguishes between behavior management and discipline, discusses their effects on the learning process; has effective approaches for managing behavior and discipline, and demonstrates effective behavior management methods.
<b>Proficient</b>	Distinguishes between behavior management and discipline, discusses their effects on the learning process, has mostly effective approaches for managing behavior and discipline and demonstrates mostly effective behavior management methods, however minor evidence of unclear and inaccurate interpretations is shown.
<b>Developing</b>	Distinguishes between behavior management and discipline, discusses their effects on the learning process, has somewhat effective approaches for managing behavior and discipline, and demonstrates somewhat effective behavior management methods making numerous errors and eliminating most important facts.
<b>Emerging</b>	Unable to distinguish between behavior management and discipline, discuss their effects on the learning process, have effective approaches for managing behavior and discipline and/or demonstrate effective behavior management methods.

<b>CLO 5</b>	<b>Students will be able to differentiate and propose strategies to facilitate higher level thinking of specific academic concept.</b>
<b>Outstanding</b>	Clearly and accurately differentiates and proposes strategies to facilitate higher level thinking of specific academic concept.
<b>Proficient</b>	Differentiates and proposes strategies to facilitate higher level thinking of specific academic concept, however minor evidence of unclear and inaccurate interpretations is shown.
<b>Developing</b>	Differentiates and proposes strategies to facilitate higher level thinking of specific academic concept making numerous errors and eliminating most important facts.
<b>Emerging</b>	Unable to differentiate and/or propose strategies to facilitate higher level thinking of specific academic concept.