Course Descriptions for Master of Arts in Teaching - Elementary Education P-5

Note: Credit Hours are in ( )

MAT. 501 Advanced Field Placement/Observation (1)
Designed to provide field experiences in the regular or special education setting in conjunction with relevant courses in the curriculum of the MAT program.

MAT. 520 Foundations of Elementary Education, Grades P-5 (3)
An overview of elementary education with special emphasis on the school, the teacher, and the teaching/learning process, as well as the social, economic, historical, and political aspects of schooling.

MAT. 525 Advanced Child Development (3)
The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior from infancy through childhood.

MAT. 535 The Teaching of Reading (3)
An analysis of methodology and instructional techniques; application of methods to the skill and content area of reading. Teaching demonstrations and observation required.

MAT. 540 Literature for Children and Youth (3)
A survey of the historical development of literature for children and an evaluation and application of selected works of the past and present.

MAT. 550 Curriculum Design and Methods for Elementary Schools, Grades P-5 (2)
An examination of basic curriculum design and content; and assessment of student learning within curriculum design.

MAT. 555 Teaching Mathematics in the Elementary School (3)
Considers student readiness for mathematics instruction, assessment of student mathematical difficulties, and instruction methods in mathematics content. Student is expected to apply theory and skills to specific cases of learning difficulties in mathematics. Instruction is based on pre-service level course and classroom experiences in teaching elementary mathematics. (Prerequisites: MATH 101 and 102; or MATH 523.)
**MAT. 560 Teaching Science in the Elementary School (3)**

This course covers biological, physical, and earth sciences. Instruction for the course will give equal attention to theory and classroom application as they relate to elementary school students.

**MAT. 600 Research Methodology (3)**

An introduction to the basic methods of research in education.

**MAT. 615 Computer Applications in Education (3)**

This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet for instruction, and ways to use integrated applications software to promote learning, including assistive technology.

**MAT. 630 Professional Semester, Elementary Education, P-5 (5)**

Directed observation, participation, and supervised teaching in the elementary school grades (P-5). Prerequisite: Admission to Professional Semester.)

**MAT. 635 Professional Semester, Elementary Education, P-5 (4)**

Directed observation, participation, and supervised teaching in the elementary school grades (P-5). Prerequisite: Admission to Professional Semester.)

**Course Descriptions for MAT Middle School (5-9) Education**

**Note:** Credit Hours are in ( )

**MAT. 501 Advanced Field Placement/Observation (1)**

Designed to provide field experiences in the regular or special education setting in conjunction with relevant courses in the curriculum of the MAT program.

**MAT. 502 Foundations of Middle and High School Education (3)**

Orientation to adolescent students in the school, to the teaching profession, and to the school as a social, economic, historical and political institution.

**MAT. 505 Curriculum Design and Methods for Middle Schools (3)**

Examines middle school philosophy and other components determining curriculum, assessment, and teacher practices with middle grade learners.

**MAT. 509 Classroom Management Strategies (2)**
Examines theories of classroom management and uses simulation techniques to apply selected procedures for effective classroom organization and management to promote student success.

**MAT. 545 Reading in the Content Areas (3)**

The goal of the course is to familiarize middle and secondary preservice teachers with the reading process as it relates to teaching content area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas.

**MAT. 580 Teaching Mathematics in the Middle School (3)**

Instructional approaches and materials for teaching mathematics. Includes a survey of mathematics curriculum, microteaching sessions which are videotaped, and observations in middle school classrooms. (Prerequisites: MATH 101 and 102, or MATH 523.)

**MAT. 586 Teaching Social Studies in the Middle School (3)**

An analysis of methodology and instructional techniques; application of methods of the skill and content area of middle school social studies. Teaching demonstrations and observation required.

**MAT. 590 Teaching Language Arts in the Middle School (3)**

Designed for the middle school teacher of language arts to help children experience, observe, think, and develop skills through listening, speaking, reading, and writing.

**MAT. 596 Teaching Science in the Middle School (3)**

Teaching methodologies for a developmental, constructive, process skill approach to science will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching science.

**MAT. 600 Research Methodology (3)**

An introduction to the basic methods of research in education.

**MAT. 605 Teaching Diverse Learners (3)**

Designed to assist preservice teachers in developing and implementing culturally responsive pedagogy and diverse teaching styles that intentionally address the needs of all students, including English language learners and students with disabilities.

**MAT. 610 Parents, School, and Community (3)**

An examination and analysis of the interrelationship of the parent, school, and community.

**MAT. 614 Adolescent Psychology (3)**
The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior during adolescence.

**MAT. 615 Computer Applications in Education (3)**

This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet for instruction, and ways to use integrated applications software to promote learning.

**MAT. 643 Professional Semester: Middle Grades 5-9 (3-6)**

Directed observation, participation, and supervised teaching in middle grades, 5-9. (Prerequisite: Admission to Professional Semester.)

**MAT. 644 Professional Semester: Middle Grades 5-9 (3-6)**

Directed observation, participation, and supervised teaching in middle grades, 5-9. (Prerequisite: Admission to Professional Semester.)

**Course Descriptions for MAT Secondary (8-12) Education**

**Note:** Credit Hours are in ( )

**MAT. 501 Advanced Field Placement/Observation (1)**

Designed to provide field experiences in the regular or special education setting in conjunction with relevant courses in the curriculum of the MAT program.

**MAT. 502 Foundations of Middle and High School Education (3)**

Orientation to adolescent students in the school, to the teaching profession, and to the school as a social, economic, historical and political institution.

**MAT. 507 Curriculum Design and Methods for Secondary School (3)**

A general curriculum development and instructional planning course; preservice teachers will examine and evaluate basic course design, appropriate pedagogy, assessment strategies, and content. A study of the implementation of curriculum in various high school programs will aid them in the creation of unit and semester plans.

**MAT. 509 Classroom Management Strategies (2)**

Examines theories of classroom management and uses simulation techniques to apply selected procedures for effective classroom organization and management to promote student success.
MAT. 545 Reading in the Content Areas (3)

The goal of the course is to familiarize middle and secondary preservice teachers with the reading process as it relates to teaching content area material. Students will have the opportunity to develop materials for assessing and teaching reading in specific content areas.

MAT. 582 Teaching Secondary Mathematics (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching mathematics in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

MAT. 588 Teaching Secondary Social Studies (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching social studies in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

MAT. 592 Teaching Secondary English (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching English in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

MAT. 598 Teaching Secondary Science (3)

Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching science in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

MAT. 600 Research Methodology (3)

An introduction to the basic methods of research in education.

MAT. 605 Teaching Diverse Learners (3)

Designed to assist preservice teachers in developing and implementing culturally responsive pedagogy and diverse teaching styles that intentionally address the needs of all students, including English language learners and students with disabilities.

MAT. 610 Parents, School, and Community (3)

An examination and analysis of the interrelationship of the parent, school, and community.

MAT. 614 Adolescent Psychology (3)
The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior during adolescence.

**MAT. 615 Computer Applications in Education (3)**

This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet for instruction, and ways to use integrated applications software to promote learning.

**MAT. 648 Professional Semester, Secondary Education (3)**

Pre-service teachers will spend the first half of the twelve required weeks of observation, participation and supervised teaching in a secondary school. (Prerequisite: Admission to Professional Semester.)

**MAT. 649 Professional Semester, Secondary Education (3)**

Pre-service teachers will spend the second half of the twelve required weeks of observation, participation and supervised teaching in a secondary school. (Prerequisite: Admission to Professional Semester.)

**NOTE:** Courses in the Master of Arts in Teaching program are taught in Modules over 5 semesters, therefore several courses are taught in the same module. Syllabi are organized by modules; Module V (Professional Semester) syllabus is the Professional Semester Handbook.

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**Bellarmine University Mission Statement:**
Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual's
intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical, and professional competencies for successful living, work, leadership, and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. We do this in the spirit of our founding motto, inveritatis amore.

Professor: Dr. Christy D. McGee, Associate Professor
Office: 323 BOB Building
Office Hours: Tues: 10:00-Noon, 4:00-5:15; Thurs: 3:00-5:00pm or by appointment (I am on several university committees that do not have standard meeting times. If you want to meet with me, it is best that you call first to make sure I am available.)
Phone: 272-8459 (Of), 541-9156 (Cell)
Email: cmcgee@bellarmine.edu (best way to reach me)
Class Schedule: Tuesdays, 5:30-8:00 pm
Saturdays: (9/15, 9/24, 10/1, 10/15, 11/19)

Required Texts
College LiveText.edu solutions™ (2002). Student edition

Supplemental reading materials will be provided by the instructor.

Course Description for Module I

MAT 520 Foundations of Elementary Education Grades p-5 (3 hours)
An overview of early elementary education with special emphasis on the school the teacher and the teaching/learning process
MAT 525 Advanced Child Development (3 hours)
The purpose of this course is to investigate the utilitarian value of psychological research, theory, and tools for the study and understanding of individual and group behavior from infancy through adolescents.
MAT 501 Advanced Field Placement (1 hour)
This course provides field experiences in conjunction with relevant courses in the curriculum of the program.

This module is an introduction to identification, assessment, and induction of qualified pre-service teacher candidates into the appropriate teacher education program at Bellarmine. Leading to Transition I: Admit to Teacher Education (Initial Programs - Graduate). The course addresses the history of education, cogent philosophers, learning theories, classroom management, and child development. Students complete two benchmark assignments concerning the development of a philosophy of education and classroom management.
Course content includes the integration of the **Kentucky Teacher Standards** (Initial Level) as well as **Kentucky’s Core Content for Assessment**, Program of Studies, and Kentucky Core Academic Standards (where applicable). The School of Education’s theme, **EDUCATOR AS REFLECTIVE LEARNER**, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

The study and celebration of **diversity** is addressed in the study of one course text, *Teaching to Change the World*. In class discussions topics such as white privilege, the struggle for racial equality and its effect on schooling, and the history of schooling in the US gives students a broader perspective on today’s classroom. Students are encouraged to look at the diversity of their field placement classroom and reflect on ways study of different cultures and ethnicities can be incorporated into the classroom. In our study of child development students learn the characteristics of children at different ages and ways K-5 students are affected by their social, emotional, affective, and physical characteristics.

In reference to the Annsley Frazier Thornton School of Education Conceptual Framework, this course provides experiences that enhance a candidate’s ability with the following knowledge bases:

- Collaboration
- Field and Clinical Experiences
- Dispositions
- Pedagogy

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** *To prepare dynamic educators to serve, work, and lead in a changing global community.*

**PROGRAM OBJECTIVES:**

The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5) Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**Kentucky Teacher Standards (KTS)**

1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

Conceptual Framework
In light of the Bellarmine Annsley Frazier Thornton School of Education theme “Educator as Reflective Learner,” Candidates will be introduced to Valli’s 1997 reflective processes:

A. Technical reflection: The educator matches one’s own performance to external guidelines. The content of this form of reflection requires reflection on general instruction and management behaviors based on research of teaching.

B. Deliberative reflection: The educator weighs competing viewpoints and research findings regarding a whole range of pedagogical concerns/decisions (e.g., curriculum, instructional strategies, rules and organization of classroom, a variety of learning theorists, etc.).

C. Personalistic reflection: The educator listens to and trusts one’s own inner voice and the voices of others. Content for this type of reflection includes personal growth and relationships with students.

D. Critical reflection: The educator considers the social, moral, and political dimensions of schooling and judges these dimensions in light of the ethical criteria such as social justice and equality of opportunity.

E. In- and On-Action: The educator bases decisions on one’s unique situation and considers personal teaching performance.

Course Objectives
The candidate will demonstrate:
1. A comprehensive understanding of the philosophical basis of educational theory through the development of a written philosophy of education (Proficient or above on the philosophy of education benchmark)
2. An understanding of the historical foundations of American education, through readings, evaluations, and class discussions
3. Knowledge in applying theoretical principles of child development and learning theories, through readings, class discussion, and a clinical experience
4. Communication skills, through a group presentation of an assigned classroom mgmt. model, class discussions, and in-class activities
5. The development of a classroom management plan by creating the classroom management benchmark and achieving a score of proficient or higher
6. Appropriate dispositional qualities while working in the MOD I field placement.

Course Methodologies
This course employs the following teaching strategies:
- Lecture and discussion, small and large group exercises for problem solving, project development and the application of course content
- Guest speakers
- Site visits, program/child observations, or interviews may be required.
- Field placement
- Discussion groups
- Independent methodologies may include individual study and reflection, reviewing journal articles, searching the Internet, texts, reference materials, and professional journals and attending to local and national media for issues that relate to the course content, and conference attendance.
Assessment/Course Objectives Correlation

The course assessments meet the following objectives:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objectives</th>
<th>AFTSE Program Goals</th>
<th>KTS Standards</th>
<th>ACEI Standards</th>
<th>CEC Standards</th>
<th>NAGC Standards</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5</td>
<td>1,3,7,8</td>
<td>Observe 1-5</td>
<td>Observe 1-10</td>
<td>Observe 1-10</td>
</tr>
<tr>
<td>Classroom Observation Journal</td>
<td>1,2,4,5,6</td>
<td>1,2,3,4,5</td>
<td>1,3,4,9,10</td>
<td>Observe 1-5</td>
<td>Observe 1-10</td>
<td>Observe 1-10</td>
</tr>
<tr>
<td>Philosophy of Education Benchmark</td>
<td>1,3,4,5,6</td>
<td>2,3,5</td>
<td>1,3,7</td>
<td>1,2,3,5</td>
<td>1,3</td>
<td>1,3</td>
</tr>
<tr>
<td>Special Populations In-class lecture &amp; activities</td>
<td>1</td>
<td>1,2,3,5</td>
<td>1,3,7,8</td>
<td>1,2,3,5</td>
<td>1,3,5,6,9,10</td>
<td>1,3,4,5,7,9,10</td>
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<tr>
<td>Classroom Management Benchmark</td>
<td>2,4,6</td>
<td>2,3,4,5</td>
<td>1,3,4,7</td>
<td>1,2,3,5</td>
<td>2,5,9</td>
<td>5,7</td>
</tr>
<tr>
<td>Design a Child Activity</td>
<td>4,5</td>
<td>1,3,4,5</td>
<td>1,4,8</td>
<td>1,3,5</td>
<td>2,5,10</td>
<td>2,3</td>
</tr>
<tr>
<td>Classroom Mgmt. Models</td>
<td>2,4,5</td>
<td>1,2,3,4,5</td>
<td>1,3,2,4,8</td>
<td>1,2,5</td>
<td>2,5,9</td>
<td>3,4,</td>
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</tbody>
</table>

Attendance and Participation
Each absence results in a reduction of at least 5 points per class. Participation is imperative, come prepared and ready to be actively involved in class. Missing a Saturday class is unacceptable. Each Saturday covers two night classes and most have specific activities tied to them that are not replicable. Absence from a Saturday class and endanger your continuance in this course. Punctuality is required of all students. Being late for class or leaving class early twice will be equivalent to one absence.

COURSE ASSIGNMENTS

MAT 520 FOUNDATIONS OF ELEMENTARY EDUCATION

Philosophy of Education Benchmark (200 points) Due: 10/4

A benchmark assignment completed on LiveText (See the Advising, Benchmark, and Data Handbook)
Personal philosophies require that an individual question the core of his or her beliefs. For those who have committed themselves to a teaching career, it is important to examine their personal philosophies of teaching and learning. Each candidate will write a 10-15 (do not hand in more than 15 pages excluding the 4 page reflection section) page paper outlining his or her philosophy of education. The paper will incorporate personal experiences as well as the philosophical foundations from the course readings and discussions. Papers longer than 15 pages will be penalized.

Midterm Exam (100 points) 10/15

Classroom Observation Journal (40 points) Due: 11/22
Candidates will take extensive notes while they are in their field placement (jotting down main ideas and then immediately after the conclusion the time in the field filling in the facts with rich detail). Follow the directions given on the assignment sheet.

MAT 525 ADVANCED CHILD DEVELOPMENT
Classroom Management Paper (200 points)
Due: 11/15
A benchmark assignment completed on LiveText (See the Advising, Benchmark, and Data Handbook)
A critical aspect of teaching is developing a classroom environment that is conducive to learning. Teachers must be able to voice the pertinent aspects of what is involved in creating such an atmosphere. This paper will outline the connection between designing a healthy classroom environment and student learning. This paper may be no longer than 15 pages excluding the 4 pages allowed for reflection. Papers longer than 15 pages will be penalized.

Design a Child Activity (10 points)
In-Class
A group project that will incorporate the information gained from reading Developmental Profiles: Pre-birth through twelve (6th ed.) and class discussion and readings about learning theorist.

Classroom Management Models (30 points)
Due: 10/18
The class will work in small groups or pairs to complete this assignment. Each group/pair will be responsible for researching and presenting to the class at least one classroom management model used in today's classrooms. They will develop a PowerPoint presentation and a handout for classmates.

Exam (100 points)
Due: 11/29
This exam will cover classroom management and will likely take the form of a scenario of a classroom that you will evaluate and create a workable plan to address the situation.

Course Reading Requirements
Each candidate is responsible for the assigned readings in this course in a timely manner. Candidates are responsible for the textbook readings and any other readings assigned by the professor. Lectures and class activities are not necessarily taken from the class readings, however they do supplement class work and play a fundamental role in student understanding of major educational concepts.

Class Discussions
Class discussions are critical to the course. Candidates' contributions are valued and encouraged. I expect that you will participate in small and large group discussion. All candidates will treat one another with courtesy, respect, and an open mind to experiences and viewpoints that may differ from their own perspective. We are all learners in this process; sharing ideas will serve to strengthen the meaningfulness of the course content.

MAT 501 ADVANCED FIELD PLACEMENT

A total of 35 hours of field experience is required for this course. Some students are credited for their work experience in schools. See the Advising, Benchmark, and Data book for a detailed explanation found on the webpage of the school of education.

- Cumulative hours are document on the “Field Experience Voucher Form.”
- Field placement requirements also include a reflective journal entry for each classroom visitation or observation. These journal entries are kept by the candidate to reflect on and evaluate observations of teaching and learning and will play a significant role in developing your classroom observation paper.
- A collaborating teacher evaluation of the candidate is the last requirement for this experience. Candidates will receive these documents near the end of the semester. Your cooperating teacher(s) will complete these documents and return them to me signed and in a sealed envelope.
- Each of these is a requirement and will result in course failure if not provided to the instructor on or prior to the last class meeting.
Course Regulations:
Submission of Forms and Assignments to LiveText

You are required to complete the following:

1. The Teaching Dispositions Self-Assessment Form,
2. The top portion of the Teaching Dispositions Institutional Assessment Form,
3. The Kentucky Teacher Standards Self-Assessment Form, and
4. The Field Placement Evaluation Form.

It is your responsibility to complete and submit these forms in a timely manner. If your forms are not properly completed and submitted in a timely manner, you jeopardize your continuation in the program. Forms must be submitted no later than 11/15/11.

5. Submit your benchmark assignments to LiveText on the due date.

Professional Dress
When fulfilling your field hour requirements, it is imperative that you maintain a professional attitude and appearance at all times. Professional dress for women includes modest necklines, tops that cover the midriff, modest length skirts, and appropriately loose pants. Professional dress for men includes collared shirts, khaki type pants with belts. Pierced tongues and facial piercings must have a clear spacer. Clothes should be clean and pressed.

Cell Phones
Do NOT have any cell phones or beepers turned on during class. If you feel you need access to your phone immediately, see me and we will work out details.

Computers
I am fine with students using their computers to take notes or follow along with a Power Point presentation. I am not fine with computers used to browse websites, check email, play games, etc. If I find that computers are being used for these other purposes, it will affect your class participation grade.

Student Diversity/Technology/Dispositions
This course explores the need for cultural and ethnic awareness, the effects of racism and poor expectations on students and school, and the importance of teacher awareness. Teachers also must display certain dispositions in order to create developmentally appropriate instruction for all students. Students spend 35 hours in an elementary school observing students with diverse needs. Students learn the Kentucky Teacher Standards, and the AFTSOE Teacher Dispositions. Students are made aware of the NAGC, CEC, and ACEI Standards, which will assist them in becoming effective teachers who employ developmentally appropriate lessons for the children they teach.

University Sponsored Absence From Class
The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

Formatting and Style of Papers and Written Work
Type all papers and adhere to the American Psychological Association (APA) style. APA Style Manuals (6th edition) may be purchased in the bookstore or found in the library. Please staple your work in the upper left hand corner. Use 12-point font and double-space all of your work. Do not use plastic covers or folders.

Late Work
Turn in all assignments at the beginning of class on their due date. Please discuss any exceptions with the instructor – in advance. Late work will receive point deductions (10 points per day). I will not accept work that is later than seven days.

**Academic Honesty**
As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. **It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.** Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

**Instructional Modification/Syllabus Modification**
Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th floor of BOB, 452-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor. **The professor reserves the right to make modifications of the syllabus and the class agenda.**

**Inclement Weather**
Listen to WHAS AM 84 or Channel 11 (non cable), Channel 4 on cable for school closing. In some instances, the BU website will have closings, but it is usually the last place to be updated. The instructor via Email the day of, or the day after the scheduled class meeting time will detail class expectations for classes missed due to inclement weather.

**Incomplete “I” Grade**
An instructor may record an incomplete “I” grade if there is verification of illness, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work and examinations. Bellarmine University rarely uses a grade of “I”. During the summer, MAT students are required to fulfill the 35-hour field placement. We will place you at a sight.

**PERFORMANCE APPRAISAL**

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<tr>
<th>Course</th>
<th>Points Possible</th>
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<td><strong>MAT 520 Foundations</strong></td>
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<td>Philosophy paper</td>
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<tr>
<td>Classroom Observation Journal</td>
<td>40</td>
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<tr>
<td>Exam</td>
<td>100</td>
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<tr>
<td>Attendance and Participation</td>
<td>10</td>
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<tr>
<td>Total Points</td>
<td>350</td>
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<tr>
<td><strong>MAT 525 Child Development</strong></td>
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<tr>
<td>Classroom Management Paper</td>
<td>200</td>
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</table>
Design a Child Group Project &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 10  
Attendance and Participation &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 10  
Classroom Management Models (group) &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 30  
Exam &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 100  

Total Points &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp; 350

**MAT 501 Advanced Field Placement I (Pass/Fail)**

Complete the required number of hours (35), unless employed by a school district. Teachers of Record (TOR) must complete 15 hours at their assigned school. Preferred substitutes and teaching assistants must complete 25 hours at their assigned school.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>329-350</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>315-328</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>301-314</td>
</tr>
<tr>
<td>B</td>
<td>81-85</td>
<td>283-300</td>
</tr>
<tr>
<td>B-</td>
<td>77-80</td>
<td>269-282</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>255-268</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td></td>
</tr>
</tbody>
</table>

* Note: This module requires a minimum of a B average to continue in the teacher education program
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Overview of the Syllabus and course assignments “Me Bags”</td>
<td>Read TTCTW Ch. 1-3</td>
</tr>
<tr>
<td>8/30</td>
<td>Teaching standards; dispositions; KY Code of Ethics; Philosophy Benchmark overview</td>
<td>Read Valli’s Reflection for 9/10</td>
</tr>
<tr>
<td>9/6</td>
<td>Social justice</td>
<td>DP Skim 1-5; Read DP 6-9 for 9/13</td>
</tr>
<tr>
<td>9/10</td>
<td><strong>Saturday Class</strong> Learning Theorists In-Class Activity; Educational timeline</td>
<td>Read TTCTW Chs, 5,7,8</td>
</tr>
<tr>
<td>9/13</td>
<td>Piaget &amp; Vygotsky; Piaget tape; Draw a Child Activity (Child Development In-Class Activity) bring art supplies and poster board</td>
<td>Read CTGD Ch. 1-4</td>
</tr>
<tr>
<td>9/20</td>
<td>Educational Philosophies</td>
<td>Read CTGD Ch. 1-4</td>
</tr>
<tr>
<td>9/24</td>
<td><strong>Saturday Class</strong> Educational Philosophies Pulling it all together</td>
<td>Read CTGD Ch. 5-7</td>
</tr>
<tr>
<td>9/27</td>
<td>Classroom Management</td>
<td>Classroom Mgmt. Models Assignment</td>
</tr>
<tr>
<td>10/1</td>
<td><strong>Saturday Class</strong> Classroom Management; Lesson Planning:</td>
<td>Read CTGD Ch. 8-9</td>
</tr>
<tr>
<td>10/4</td>
<td>Classroom Management; Lesson Planning</td>
<td>Due: Philosophy of Ed. Benchmark</td>
</tr>
<tr>
<td>10/11</td>
<td><strong>Fall Break No Class</strong></td>
<td>Read Ch. 10-12</td>
</tr>
<tr>
<td>10/15</td>
<td><strong>Saturday Class</strong> Midterm Exam; Classroom Management Benchmark Overview; Work on Classroom Mgmt. Models</td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td>Classroom Mgmt.</td>
<td>Due: Classroom Management Models Presentation</td>
</tr>
<tr>
<td>10/25</td>
<td>Topics in Special Ed.</td>
<td>Read Ch. 6 &amp; 8 of TTCTW</td>
</tr>
<tr>
<td>11/1</td>
<td>Topics in Special Ed.</td>
<td></td>
</tr>
<tr>
<td>11/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/15</td>
<td></td>
<td>Due: Classroom Management Benchmark</td>
</tr>
<tr>
<td>11/19</td>
<td><strong>Saturday Class</strong> Overview of Differentiated Instruction: Lesson Planning</td>
<td>Read TTCTW Ch. 9-11</td>
</tr>
<tr>
<td>11/22</td>
<td>Social Issues and Schooling</td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td><strong>Final Exam</strong></td>
<td>Due: Classroom Observation Journal; All Forms on LiveText</td>
</tr>
</tbody>
</table>
BELLMARINE UNIVERSITY
ANNSELY FRAZIER THORNTON SCHOOL OF EDUCATION

Syllabus for Module II in the MAT Elementary Program
MAT 535, MAT 540, and MAT 545
Fall 2011
8 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore,
In the Love of Truth.

INSTRUCTOR: Dr. Theresa Magpuri-Lavell
OFFICE: 329 BOB Building
PHONE: 272-8285 (office)
E-MAIL: tmagpurilavell@bellarmine.edu
OFFICE HOURS: T 11-12 and 4-5 and by appointment

CLASS MEETING TIMES: Tuesdays 5:30-8:00, (5) Saturdays 8:30-3:30
August 18, 2011 – December 8, 2011
BOB 209
TEXTBOOKS:
*Reading with Meaning: Teaching Comprehension in the Primary Grades*, by Debbie Miller. ISBN 1-57110-307-4


*Guided Reading, Good First Teaching for All Children*, by Fountas and Pinnell, ISBN-10:435088637


SUPPLIES NEEDED: 3 inch binder for class materials (recommended but not required) & a 1 inch binder for Children’s Literature Response Journal

COURSE DESCRIPTION:
This module is part of the Elementary MAT Accelerated Program and consists of the following three (3) courses:

**MAT 535 The Teaching of Reading** (3 hours)
An analysis of methodology and instructional techniques; application of methods to the skill and content area of reading. Teaching demonstrations and observation required.

**MAT 540 Literature for Children & Youth** (3 hours)
A survey of the historical development of literature for children and an evaluation and application of selected works of the past and present.

**MAT 550 Curriculum Design & Methods for Elem. Schools, Grades P-5** (2 hours)
An examination of basic curriculum design and content; and assessment of student learning within curriculum design.

The purpose of this module is to introduce the prospective or current teacher to curriculum, to the art of teaching reading and to assist the student in exploring all genres of children’s literature. This course will examine all stages of literacy development from emergent literacy through conventional reading development. In addition, the student will understand the conditions necessary for establishing a literate classroom community. This course will explore strategies for all readers including beginning readers and struggling readers. Students will recognize the various theoretical assumptions surrounding reading development and explore the ongoing debate regarding the most effective ways to teach reading. The course will provide opportunities for practical teaching experiences through a field experience.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as the Kentucky Academic Core Standards and Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, *EDUCATOR AS
**REFLECTIVE LEARNER**, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5) Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS ADDRESSED in Elementary MAT Module II:**
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others

**COURSE/LEARNER OBJECTIVES:**
1. The student will demonstrate knowledge and understanding of the various theoretical paradigms, philosophies and best practices of reading development and instruction through class readings and discussions.
2. The student will engage in the reading of children’s literature throughout the semester by responding to books, performing an interactive read aloud and participating in a literature discussion group.
3. The student will experience a variety of principles regarding reading instruction through class simulations & participation and in-class assignments.
4. The student will demonstrate an understanding of reading assessments by administering various assessments and developing a reading assessment student profile.
5. The student will develop and teach two reading lessons in the field placement that they have been assigned.
6. The student will research and deliver a presentation on a current literacy program.

COURSE REQUIREMENTS AND ASSIGNMENTS: A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due.

MAT 535  The Teaching of Reading (Total pts = 165)
• Words Their Way Presentation (20 pts)
  In small groups, students will develop a word study presentation and demonstrate activities/games from the Words Their Way book.

• Phonemic Awareness and Phonics Knowledge Test (20 pts)
  All students must fulfill a phonemic awareness and phonics knowledge requirement to pass this course. This is satisfied by passing a phonemic awareness and phonics knowledge test with 85% (17/20) accuracy. Students will be allowed to retake the test until 85% accuracy is achieved.

• Reading Assessment Profile of Student (30 pts)
  Each student will conduct (1) a reading interest inventory, (2) the Assessment of Orthographic Development from Words their Way, and (3) Developmental Reading Assessment (DRA) on a student in their Field Placement classroom. The results of the assessments will be analyzed and instructional recommendations will be developed based on the results.

• Designing and Planning Reading Lesson Plans (50 pts)
  Students will design and plan two reading lesson plans for teaching. The reading lessons must be designed for the age/grade level of your field placement and must incorporate reading strategies that are appropriate to the selected level. The first lesson will be taught but not videotaped. The second lesson will be videotaped and analyzed by the student and the professor. Video must be viewed on your laptop, a computer, or a VCR.
    - Small Group Guided Reading Lesson Plan (25 pts)
    - Whole Group Differentiated Reading Lesson Plan (25 pts)

• Quizzes (45 pts, 3 @ 15 pts each)
  There will be three quizzes over text readings, class notes, handouts, and articles that will be a combination of short answer and/or multiple choice.
  Students missing a quiz due to illness/emergency must notify instructor the day of the quiz that he/she will be absent and the reason for the absence. The instructor will then determine if and when a make-up quiz will be given. The format of the make-up exam is at the discretion of the instructor, and may be essay.

MAT 540  Literature for Children & Youth (Total pts = 100)
Children’s Literature Response Journal (60 pts)
Students will read various genres of children’s literature. Students will respond to the readings in a reader response journal. Guidelines will be provided.

Interactive Read Aloud (20 pts)
Each student will be responsible for selecting a children’s book (not on our reading list) and sharing the book through an interactive read aloud with the class.

Literature Discussion Group (20 pts)
Each student will participate in a literature response discussion group. The purpose of this is to engage the prospective teacher in planning literature study groups as an alternative to ability grouping. Students will be assigned a literature novel, read and discuss with peers. This assignment will be completed in class.

MAT 550 Curriculum Design & Methods for Elem. Schools (Total pts = 100)

Field Assignments (30 pts)
- #1 – Meet with your cooperating teacher and complete interview (5pts)
- #2 – Administer the reading interest inventory and the Assessment of Orthographic Development from Words their Way (5 pts)
- #3 – Administer the DRA (5 pts)
- #4 – Implement Guided Reading Lesson Plan (5 pts)
- #5 – Implement Whole Class Reading Lesson Plan and video tape (10 pts)

Field Experience Reflection Paper (20 pts)
Students will engage in 35 field hours this semester. Because reflection is such an integral part of professional growth students will keep a reflective journal of their field experience. Students will critically examine the practices in which they observe and participate during their field placement and reflect.

On-line responses (20 pts, 4 @ 5 pts each)
You will share your learning/thinking/views/questions about your Field Experience with class colleagues by engaging in a threaded discussion on BLACKBOARD’s Discussion Board.

History Workshop (10 pts)
Each student will participate in a History Workshop on World War II. The purpose of this is to engage the prospective teacher in planning integrated literacy activities in the content area of history.

Reading Program Analysis Presentation (20 pts)
The class will work in small groups or pairs to complete this assignment. Each group/pair will be responsible for researching, presenting, and critiquing one reading program used in today’s classrooms. They will develop a PowerPoint presentation and a handout for classmates. The presentation should include technology use, and should engage the participants in some way.

SUBMISSION OF REQUIRED FORMS:
**You cannot pass Module II without the following**
• Log of Field Hours Due: Nov. 22, 2011
• Field Evaluation on Green Paper Nov. 22, 2011
  (The cooperating teacher completes this one on you)
• Field Evaluation in LiveText Nov. 22, 2011
  (You complete the evaluation on your cooperating teacher)

GRADING SCALE:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>91-94%</td>
<td>A-</td>
</tr>
<tr>
<td>90-87%</td>
<td>B+</td>
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<td>89-85%</td>
<td>B</td>
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<td>81-84%</td>
<td>B-</td>
</tr>
<tr>
<td>75-80%</td>
<td>C</td>
</tr>
<tr>
<td>Below 75%</td>
<td>F</td>
</tr>
</tbody>
</table>

ASSIGNMENT FORMAT AND EXPECTATIONS:

Class Participation
Class discussions are critical to the course. Candidates’ contributions are valued and encouraged. I expect that you will participate in small and large group discussion. All candidates will treat one another with courtesy, respect, and an open mind to experiences and viewpoints that may differ from their own perspective. We are all learners in this process; sharing ideas will serve to strengthen the meaningfulness of the course content.

Written Assignments
Writing quality is always considered on every assignment! All assignments must be neatly word processed using 12 point font, double-spaced, and adhere to rules of Standard English grammar, spelling and punctuation. All assignments utilizing references/citations must use APA style. APA manuals may be purchased in the bookstore.

Absence and Class Tardies
You are allowed one unexcused absence from an evening class. Each absence, beginning with the second absence, results in a reduction of 5 points from the final average of each course. After two absences, you will be required to meet with the professor to discuss your continuance in the course.

Missing a Saturday class is unacceptable. Each Saturday covers two night classes and most have specific activities tied to them that are not replicable. One absence from a Saturday class can endanger your continuance in this course and will necessitate a meeting with the professor. Punctuality is required of all students. Being late for class and/or leaving class early twice will be equivalent to one absence.

Late Assignments
All assignments are due at the beginning on class on their due date. Work not turned in at the time collected will be designated as late and subject to a reduction in points. Late work will only be accepted with prior approval of the instructor and will be penalized 3 points per every date late.
Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

*Dr. Magpuri-Lavell reserves the right to modify the syllabus during the semester to meet the needs of the class. Any changes to this syllabus will be announced in class.*

Should you decide to withdraw from this course, please be aware that **October 19, 2011** is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**CLASS FORMAT AND METHODOLOGY:** A variety of learning and teaching strategies will be utilized in this course including lecture, small group work, discussion, field work, demonstrations/presentations and research.
**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** The entire focus of Elementary Module II requires students to carefully examine and reflect on evidence-based instructional practices in reading and writing that have demonstrated effectiveness in developing the **literacy skills** for all students in a variety of settings with the goal of closing the **achievement gap**.

Elementary Module II is required for students in the MAT accelerated elementary school program. Students are expected to be knowledgeable of the **Kentucky Teacher Standards – Initial Level**. Students are introduced to the **Kentucky Academic Core Standards** for English/Language Arts and the **International Reading Association** Standards and how they apply to course content. Students are expected to be aware of teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students.

Elementary Module II students will also complete 35 field hours in schools selected for student **diversity** as well as effective teaching practice. These students identify those factors of oral language development that affect developmental and academic outcomes as well as effective teaching practices. Course content also includes diversity components including making accommodations for learner needs, culturally responsive teaching, and appreciating student diversity.

Students will be introduced to the use of **technology** in the classroom and how it be can be used to develop literacy skills, as well as using it themselves for assignments and projects. Field observations will also permit exploration of technology.

This course focuses on **dispositions** appropriate for a teacher of children across K-12 classrooms and particularly emphasizing dispositions toward working with children who have disabilities. The evaluation of dispositions will be conducted using the SOEs dispositions.

Students will be evaluated for their dispositions toward the profession of teaching which include but is not limited to:

- general attitude and interactions with/toward “authority”, peers, children
- work ethic
- quality of work
- energy
- acceptance of and seeking support and criticism
- integrity - moral, ethical, professional
- attitude toward the work requirements for teaching as outlined in the KNTS

**ACADEMIC HONESTY:** As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of
each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. **It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.**

Plagiarism or cheating on field placement will result in “0” credit for field hours under question, **and may result in permanent dismissal from the education program.** Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

**SEVERE WEATHER:** Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.
## ASSESSMENT/OBJECTIVE MATRIX FOR ELEMENTARY MOD II:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objective</th>
<th>AFTSE Objective</th>
<th>KTS Standards</th>
<th>*IRA Standard</th>
<th>**ACEI Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>1</td>
<td>3,5</td>
<td>1-7</td>
<td>1,5</td>
<td>1.0,2.1</td>
</tr>
<tr>
<td>Words their Way Presentation</td>
<td>1,3</td>
<td>1-3, 5</td>
<td>1-4</td>
<td>1,2,4,5</td>
<td>1.0,2.1,3.1-3.5, 5.1,5.2</td>
</tr>
<tr>
<td>Reading Assessment Student Profile</td>
<td>1,4</td>
<td>1-4</td>
<td>1,2,5,8</td>
<td>1-5</td>
<td>1.0,2.1,3.1-3.5, 4.0,5.1,5.2</td>
</tr>
<tr>
<td>Lesson Planning and Teaching</td>
<td>1,5</td>
<td>1-5</td>
<td>1-8</td>
<td>1-5</td>
<td>1.0,2.1,3.1-3.5, 4.0,5.1,5.2</td>
</tr>
<tr>
<td>Children’s Literature Response Journal</td>
<td>2</td>
<td>3</td>
<td>1,6,8</td>
<td>1,4,5</td>
<td>1.0,2.1</td>
</tr>
<tr>
<td>Interactive Read Aloud</td>
<td>2,3</td>
<td>1-5</td>
<td>1-3</td>
<td>1,2,4,5</td>
<td>1.0,2.1,3.1-3.5, 5.1,5.2</td>
</tr>
<tr>
<td>Literature Discussion Group</td>
<td>2,3</td>
<td>1,3,4</td>
<td>1,3,7</td>
<td>1,2,4,5</td>
<td>1.0,2.1,5.1,5.2</td>
</tr>
<tr>
<td>On-Line Responses</td>
<td>1</td>
<td>1-4</td>
<td>1,6,7</td>
<td>1,5</td>
<td>1.0,2.1,5.1,5.2</td>
</tr>
<tr>
<td>Reading Program Analysis</td>
<td>1,6</td>
<td>1,3-5</td>
<td>1,6-8</td>
<td>1,5</td>
<td>1.0,2.1,5.1,5.2</td>
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<tr>
<td>History Workshop</td>
<td>1,3</td>
<td>1-5</td>
<td>1,6-8</td>
<td>1,2,4,5</td>
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<tr>
<td>Field Experience Paper</td>
<td>1</td>
<td>1,2,4,5</td>
<td>1,6,7</td>
<td>1,5</td>
<td>1.0,2.1,5.1,5.2</td>
</tr>
</tbody>
</table>

* International Reading Association (IRA)

**Association for Childhood Education International (ACEI)
[http://acei.org/](http://acei.org/)
## Schedule of Activities and Assignments – ELEM MOD II – FALL 2011

***Schedule is flexible and may change, depending on learning need, weather, and other issues.***

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Scheduled Topics/Course Assignments Due</th>
<th>Reading Assignments Due</th>
<th>Field Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23</td>
<td>Syllabus &amp; Course Expectations/Knowledge, Skills &amp; Dispositions/Field Placement Expectations and Assignments</td>
<td><strong>Read</strong> Course Syllabus &amp; SOE Dispositions</td>
<td></td>
</tr>
<tr>
<td><strong>Sat #1</strong> 8/27</td>
<td>The Developmental Reading Process The Big 5 Reading Skills BU Lesson Plan Template Intro <em>Children’s Literature Response Journal</em></td>
<td><strong>Read</strong> <em>Put reading first: The research building blocks for teaching children to read</em> (BB)</td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Building Word Recognition Skills: Phonological Awareness and Phonics/Intro to <em>Words their Way</em></td>
<td><strong>Read</strong> <em>Words Their Way</em> C1-2</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>Building Word Recognition Skills: Phonological Awareness and Phonics/<em>Words their Way</em> Assessment of Orthographic Development</td>
<td><strong>Read</strong> <em>Words Their Way</em> C3</td>
<td><strong>Field Assignment #1</strong></td>
</tr>
<tr>
<td><strong>Due by 11:59 pm Sunday September 11, 2011 : On-Line Response #1</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| **Sat #2** 9/10 | *Words Their Way* Presentations  
*Phonemic Awareness and Phonics Knowledge Test*  
Interactive Read Aloud Sign-Up | **Read** *Words Their Way* Assigned Chpt | |
| 9/13          | Classroom Based Reading Assessments  
Score/Analyze *Words their Way* Assessment of Orthographic Development | **Read** *Guided Reading* Ch 6 | |
| 9/20          | Developmental Reading Assessment Running Records | **Read** *Guided Reading* Ch 7 | **Field Assignment #2** |
| **Due by 11:59 pm Sunday September 25, 2011 : On-Line Response #2** | | | |
| 9/27          | Small Group Guided Reading Fundamentals and Planning  
*Quiz #1* | **Read** *Guided Reading* Ch 1 | |
<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Scheduled Topics/Course Assignments Due</th>
<th>Reading Assignments Due</th>
<th>Field Assignments Due</th>
</tr>
</thead>
</table>
| 10/4          | Guided Reading Planning/Implementation Practice  
Score/Analyze DRA | Read Guided Reading Ch 3 | Field Assignment #3 |
| 10/18         | Readers’ Workshop  
Gradual Release of Responsibility  
Whole Group Differentiated Reading Instruction Fundamentals  
**Due: Reading Assessment Profile of Student** | Read Reading with Meaning Ch 1,3 | |
| Sat #3 10/22 | Whole Group Differentiated Reading Instruction  
Lesson Planning | Read Reading with Meaning Ch 2,4 | |
| 10/25         | Whole Group Differentiated Reading Instruction  
Implementation Practice  
**Due: Guided Reading Lesson Plan** | Read Reading with Meaning Ch 5,6 | Field Assignment #4 |

**Due by 11:59 pm Sunday October 30, 2011 : On-Line Response #3**

| Sat #4 11/5 | Writer’s Workshop  
**Due: Literature Discussion Group** | Read Literature Discussion Book | |
| 11/8         | Teaching Writing  
**Due: Whole Group Differentiated Lesson Plan with Video** | Read Notebook Know How Ch 1-3 | Field Assignment #5 |
| 11/15        | Video Conferences/Time to work on Reading Program Analysis Presentation | Read *12 Components of Research-Based Reading Programs* | |
| Sat #5 11/19 | Video Conferences/History Workshop  
**Due: Children’s Literature Response Journal** | | |

**Due by 11:59 pm Sunday November 20, 2011 : On-Line Response #4**

| 11/22 | Due: Reading Program Analysis Presentation | Field Paperwork and Reflection Paper |
| 11/29 | Quiz #3 | |
Course Description and Relation to Conceptual Framework

This three-hour course introduces the basic research methods used in education. The course relates to the Annsley Frazier Thornton School of Education’s conceptual framework by emphasizing the need for students to be active investigators engaged in inquiry and dialogue as outlined by state and national guidelines (technical reflection). The successful student will understand that the use of research, reflection, and refinement is not a single event, but a continuous cycle aimed toward the improvement of self and others (deliberative reflection).

Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment, Program of Studies, and Kentucky Core Academic Standards (where applicable). The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

Required Texts, Readings, and Materials:
Conceptual Framework
In light of the Bellarmine Annsl ey Frazier Thornton School of Education theme “Educator as Reflective Learner,” Candidates will be introduced to Valli’s 1997 reflective processes:

- **Technical reflection:** The educator matches one’s own performance to external guidelines. The content of this form of reflection requires reflection on general instruction and management behaviors based on research of teaching.
- **Deliberative reflection:** The educator weighs competing viewpoints and research findings regarding a whole range of pedagogical concerns/decisions (e.g., curriculum, instructional strategies, rules and organization of classroom, a variety of learning theorists, etc.).
- **Personalistic reflection:** The educator listens to and trusts one’s own inner voice and the voices of others. Content for this type of reflection includes personal growth and relationships with students.
- **Critical reflection:** The educator considers the social, moral, and political dimensions of schooling and judges these dimensions in light of the ethical criteria such as social justice and equality of opportunity.
- **In- and On-Action:** The educator bases decisions on one’s own unique situation and considers personal teaching performance.

Course Objectives
Through readings, class presentations, assignments, authentic projects, and active peer and self-assessment, the student will:

1. Become a participatory member of a community of learners in a professional teaching preparation program by investigating and sharing research and analyzing course readings.
2. Use the American Psychological Association (APA) guidelines to demonstrate an understanding of appropriate manuscript elements and style;
3. Demonstrate research and evaluation skills and summarize research by creating an annotated bibliography of sources;
4. Create an action research proposal; and
5. Interpret research results accurately

It is my hope that through your work this semester, you will gain new knowledge, skills, dispositions, and insights that will enhance your professional growth and enable you to be a successful student in the MAT professional program and a successful novice teacher.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, Anchors and/or anchor assessments, and Capstone Project and/or standardized
exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;  
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;  
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;  
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and  
5) Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**Relevant Professional Standards Met by Course**  
The Kentucky Teacher Standards for Preparation and Certification, developed by a committee of university faculty, administrators, teachers and business community representatives, “describe what teachers do in authentic teaching situations and those teaching behaviors and processes that are most critical to student learning” (Kentucky Department of Education, 1994). While the standards do not define all of the important aspects of teaching and learning, I use them as a significant measure of students’ development in the professional program.

- **Standard 1**: The Teacher Demonstrates Applied Content Knowledge  
- **Standard 6**: Demonstrates the Implementation of Technology  
- **Standard 7**: Reflects and Evaluates Teaching and Learning  
- **Standard 8**: Collaborates with Colleagues, Parents, and Others  
- **Standard 9**: Evaluates Teaching and Implements Professional Development

**Assessment/Course Objectives Correlation**  
The course assessments meet the following objectives:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objectives</th>
<th>Conceptual Framework</th>
<th>KTS Standards</th>
<th>AFTSE Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>1,2,3,4,</td>
<td>A,B,C,D,E</td>
<td>1, 6, 7, 8</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Research Analysis, Annotated Bibliography, &amp; Research Design</td>
<td>1,2,3,4,</td>
<td>A,B,C,D,E</td>
<td>1, 6, 7, 8, 9</td>
<td>1,3,4,5</td>
</tr>
<tr>
<td>Action Research Proposal</td>
<td>1,2,3,4,</td>
<td>A,B,C,D,E</td>
<td>1, 6, 7, 8, 9</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Exam</td>
<td>1,2,3,4,</td>
<td>B,C,E</td>
<td>1, 7</td>
<td>4</td>
</tr>
<tr>
<td>Research Poster</td>
<td>3,4,5</td>
<td>A,B,C,D,E</td>
<td>1, 6, 7, 8, 9</td>
<td>2,3,4,5</td>
</tr>
</tbody>
</table>

**Course Requirements**  
Course projects and class participation comprise 100% of course grade. A class agenda distributed by the instructor will detail the sequence of course assignments and activities.
Attendance, Participation and Class Leadership (10 points)
Teacher candidates should thoughtfully and actively contribute to whole class and small group discussions and activities. Among other things, assessments in this course are made on the candidate’s ability to integrate course material, engage peers, and positively shape class discussions through posing critical questions, active listening, and reflective thinking. Students should arrive at class on time and ready to work or expect point deductions on the participation grade. One absence jeopardizes the course grade significantly. During summer courses, late assignments are particularly difficult to accept and assess; in the event that an assignment is late, I deduct 15 percent for each calendar day that the assignment is late.

Participation involves a combination of attendance, appropriate discussion, completion of assignments, and active listening. An absence will jeopardize your academic standing in this class and in the MAT program. A Saturday session is equivalent to two class meetings.

Action Research Proposal Final Project Due: Week of June 20
The final assignment for this class is a paper that will show the progression of your thinking about how to research topics of interest to you as a teacher candidate and how to connect this research to your pedagogical knowledge and emerging practice. This part of that assignment involves the development of an action research project based on the research completed for the annotated bibliography.

Introduction to the topic (25 points) Due: Week of May 30
- A well developed description of the classroom in which you plan to carry out your research
- Statement of the problem
  - Why you chose this topic to research?
  - What insight do you hope to gain?
  - What is your research question?

Annotated bibliography (50 points) Due: Week of June 13
- Students will summarize their research findings creating an annotated bibliography of ten research articles.
- The bibliography should support the student’s research question.
- An introduction to your literature highlighting your research
  - At least 8 annotations organized by topic
  - Two pieces of qualitative research,
  - Two pieces of quantitative research, and
  - Four additional articles, books, and/or websites(1).
  - A summary of your research and how it supports your question

Research design (20 points) Due: Week of June 20
- Introductory section highlighting how you will assess your question
- The data you intend to collect
- How you will analyze that data

An overall summary of the research on your topic (5 points)
- What did you learn?
- How will you use this information in the future?

Poster Presentation (40 points) Due: Last Day of Class
Students will create a poster representation of their action research proposal that covers each of the required sections.

**Exam (100 points)**
- Research terminology and application

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 -- 100%</td>
<td>A</td>
<td>235-250</td>
</tr>
<tr>
<td>90 -- 93%</td>
<td>A-</td>
<td>225-234</td>
</tr>
<tr>
<td>86 -- 89%</td>
<td>B+</td>
<td>215-224</td>
</tr>
<tr>
<td>81 -- 85%</td>
<td>B</td>
<td>202-214</td>
</tr>
<tr>
<td>77 -- 80%</td>
<td>B-</td>
<td>192-201</td>
</tr>
<tr>
<td>73 -- 76%</td>
<td>C</td>
<td>182-191</td>
</tr>
<tr>
<td>72% below</td>
<td>Failing</td>
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</tbody>
</table>

**BU and AFTSOE Policies**

**Policy on Instructional Modifications for the School of Education**
Students who have a disability or condition that may impair abilities to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second week of the semester/term in which the course is offered or no later than the end of the second week after such a disability is diagnosed, whichever occurs earliest. The student may contact the University Disabilities Resource Center for information and auxiliary aid.

**Technology and E-mail/Internet**
Continuing and regular use of word processing and e-mail is expected. Each student must have access to e-mail (Bellarmine account) and the Internet for resources throughout this course.

**Diversity Content and Relevant Council for Exceptional Children Standards**
This course will focus on the development of teachers who teach to the high standards of social justice, equity, and equality and who are caring and compassionate practitioners. It also emphasizes the development of teachers who are committed to providing equitable opportunities to learn for all students. This course will focus on preparing teachers who have the knowledge, skills, and dispositions necessary to teach successfully diverse learners.

**Inclement Weather Policy**
Because this class meets on campus, we will follow the publicly announced university schedule for canceling or delaying evening class meetings. In the event that the university does cancel evening classes, please refer to the class reading and assignment schedule for instruction. Inclement weather will have no effect on the reading and assignment requirements.

**Policy on Academic Honesty**
Bellarmine University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to
uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one’s work should be one’s own and that the instructor’s evaluation should be based on the student’s own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and the other goals of the academic community cannot be realized.

Students and faculty must be fully aware of what constitutes academic honesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the Academic Honesty section of the most recent edition of the Student Handbook. The University follows the policies outlined below for detected acts of academic dishonesty:

1. Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
2. Following initial sanctions, all cases of academic dishonesty will be reported by faculty to the Provost of the University, who has the authority to determine a more stringent penalty for the reported act of academic dishonesty, depending, in part, on the student’s previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her college, or the dean’s designee.
3. On the second offense during the course of a student’s academic career at Bellarmine University, as a minimum additional penalty, the Provost will immediately suspend the student for the semester in which the most recent offense took place.
4. In the third offense, the Provost will immediately dismiss the student from the University.

It is generally assumed that graduate students fully understand what constitutes Academic Dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students, and the harshest penalty (dismissal from the University) may be imposed upon report of the first offense, if deemed appropriate by the Academic Vice President.
<table>
<thead>
<tr>
<th>Date</th>
<th>Broad Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of May 9</td>
<td>Course introduction (syllabus, assignments, etc.)</td>
<td>5/16 Read AC ch. 1-3</td>
</tr>
<tr>
<td>5:30 – 8:30</td>
<td>Why do teachers do research? What makes research -- research?</td>
<td>5/21 Parts A, D, E, &amp; F in Patten</td>
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<tr>
<td></td>
<td>Kevin Peers meet in the Library 2nd floor</td>
<td>5/23 Mills ch. 4-6 &amp; Part B Patten</td>
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<td>(turn right at the top of the stairs—left if you take the elevator. It is</td>
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<td></td>
<td>the computer room on on your left as you walk toward the Merton Center.)</td>
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<tr>
<td></td>
<td>What is action research?</td>
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<tr>
<td>Sat. May 21</td>
<td>Types of research</td>
<td>5/30 Mills ch 7-9 &amp; Patten B</td>
</tr>
<tr>
<td>8:30 –3:30</td>
<td>Quantitative Research</td>
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<td></td>
<td>Basic Descriptive Statistics</td>
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<td></td>
<td>Internal Validity, etc</td>
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<tr>
<td>Week of May 23</td>
<td>Extension of 5/21</td>
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<tr>
<td>5:30 – 8:30</td>
<td>Introduction Section Due</td>
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<td>Week of May 30</td>
<td></td>
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<tr>
<td>5:30– 8:30</td>
<td>EXAM &amp; Conference</td>
<td>Independent work on research topic in class</td>
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<td></td>
<td>Collecting Data aka Assessment tools</td>
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<td>Week of June 6</td>
<td>Independent research</td>
<td>Annotated Bibliography Due</td>
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<td>5:30-8:30</td>
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<td></td>
<td>Gallery Walk</td>
<td>Research Design, Final Project &amp; Poster Due</td>
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<tr>
<td>Week of June 13</td>
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<tr>
<td>8:30-3:30</td>
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<tr>
<td>NOTE: This is a tentative schedule and is subject to change. Saturday</td>
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<tr>
<td>classes will be section specific including in-class research</td>
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</table>
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

MAT 615: Computer Applications in Education
Summer 2011
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore,
In the Love of Truth.

INSTRUCTOR: Dr. Kevin M. Thomas
OFFICE: BOB 321
PHONE: 272-8409
E-MAIL: kthomas@bellarmine.edu
OFFICE HOURS: Tue: 4:30-5:30 or by appointment

CLASS MEETING TIMES:
BOB 207
T 5:30-8:30 (6/21-8/2)
Final Exam: Tuesday, 8/2
5:30-8:30 in BOB 207
TEXTBOOK: All readings will be assigned by the instructor and either placed on Blackboard or handed out in class.

SUPPLIES NEEDED: Students must purchase LiveText: Purchase online at www.livetext.com (LiveText MUST be purchased and activated no later than 7/21/11. Failure to do so will result in a deduction of one (1) point from your final grade per day until it is purchased and activated.

COURSE DESCRIPTION: This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet in instruction, and ways to use integrated applications software to promote learning. Preservice teachers will explore lesson design and alignment with technology to develop student-centered lesson plans in which technology is used as a tool for learning rather than as a delivery mechanism. Students will work with practical inquiry based examples while addressing both local and national educational standards.

Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, Anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

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PROGRAM OBJECTIVES:
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- Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
• Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS (KyTS) ADDRESSED in MAT 615:
Standard 1: Demonstrates Knowledge of Content
Standard 2: Designs and Plans Instruction
Standard 5: Assesses and Communicates Learning Results
Standard 6: Demonstrates Implementation of Technology
Standard 7: Reflects/Evaluates Teaching and Learning
Standard 8: Collaborates with Colleagues/Parents/Others

COURSE/LEARNER OBJECTIVES:

<table>
<thead>
<tr>
<th>Objective</th>
<th>AFTSE Program Objectives</th>
<th>KY Technology Standards</th>
<th>*ISTE NETS•T</th>
<th>**NAGC</th>
<th>***CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed to enable candidates to:</td>
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</tr>
<tr>
<td>1. Students will explore real-world issues and solve authentic problems using digital tools and resources</td>
<td>IV, V</td>
<td>6.3</td>
<td>S1.b</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2. Students will design relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</td>
<td>I, III, IV, V</td>
<td>6.1, 6.3</td>
<td>S2.a</td>
<td>4, 7</td>
<td>7</td>
</tr>
<tr>
<td>3. Students will customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</td>
<td>III, IV, V</td>
<td>6.1, 6.3</td>
<td>S2.c</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. Students will demonstrate fluency in technology systems and the</td>
<td>II, V</td>
<td>6.1</td>
<td>S3.a</td>
<td></td>
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</tr>
<tr>
<td>Objective</td>
<td>AFTSE Program Objectives</td>
<td>KY Technology Standards</td>
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<tr>
<td>This course is designed to enable candidates to: transfer of current knowledge to new technologies and situations.</td>
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<tr>
<td>5. Students will communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</td>
<td>I, II, V</td>
<td>6.4</td>
<td>S4.c</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>6. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</td>
<td>II, IV, V</td>
<td>6.2</td>
<td>S3.d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students will advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</td>
<td>III, V</td>
<td>6.5</td>
<td>S4.a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students will address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate</td>
<td>III, V</td>
<td>6.3, 6.5</td>
<td>S4.b</td>
<td>4, 5</td>
<td>3</td>
</tr>
</tbody>
</table>
**Objective**

_This course is designed to enable candidates to:_

<table>
<thead>
<tr>
<th>AFTSE Program Objectives</th>
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<th>*ISTE NETS•T</th>
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<th>***CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>digital tools and resources.</td>
<td>II, V 6.2</td>
<td>$S5.c$</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

9. Students will evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

*C*International Society for Technology in Education: *National Educational Technology Standards for Teachers*

**National Association for Gifted Children**

***Council for Exceptional Children***

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation:</td>
<td>250 points</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>- Five for 20 points each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>- Five for 20 points each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anchor (Must receive proficient on all three parts to pass course)</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>- Webpage/ WebQuest: 75 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lesson Plan: 55 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reflective Paper: 55 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uploaded successfully to LiveText: 15 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Technology Projects</td>
<td>150 points</td>
<td>15%</td>
</tr>
</tbody>
</table>
ATTENDANCE AND PARTICIPATION: Students are expected to be punctual in their attendance of all classes. Students will also be expected to participate in class discussion and other activities. Students missing more than three (3) classes regardless of the circumstances will fail the class. Excessive absences/tardiness will also result in a student disposition.

QUIZZES: The importance of the course reading material cannot be over emphasized. Readings are selected from a combination of research and practitioner resources to provide theoretical, pedagogical and pragmatic information regarding the application of computers in the classroom. Students are expected to conduct a thorough reading of all materials. There will be five quizzes. Quizzes will be at the start of class.

REFLECTIVE JOURNAL: Students will be responsible for making five journal entries over the course of the semester. Using Valli’s (2003) five types of reflection as a guide, students should use these journal writing opportunities to reflect upon class readings, discussions and activities. In particular, students should give serious thought to the role technology can/will play in their classrooms. The instructor will provide each topic. Journals will be made on BlackBoard’s Discussion Board. Journals should not be an attached Word document. Journal entries should be one (1) page typed (a minimum of 250 words or 1400 characters with spaces). Journals will be graded for content as well as spelling and grammar. Any journals that are late or do not follow the above criteria, will receive a zero. Journals must be completed each Friday by 11:00 PM.

ANCHOR ASSIGNMENT: Students are required to complete an anchor assignment for this course. The assignment is to 1) develop a lesson plan that teaches a course specific objective using 2) a webquest/webpage. Additionally, students are to 3) write a reflective paper concerning this assignment. This paper will address three components of the anchor: 1) the student’s strengths and weaknesses identified during the process of completing the anchor, 2) how their WebQuest/webpage addressed Kentucky Teacher Standard 6 and 3) specific research that supports the use of technology (like WebQuest/webpages) in the classroom. A failure to receive a proficient score on any of the three components on the anchor will automatically result in a course failure. All of the requirements for this assignment will be uploaded to LiveText during a designated class date. Please refer to pages 46 and 60-62 in the ABD Handbook or LiveText for the specifics (rubrics) for this assignment.

INSTRUCTIONAL TECHNOLOGY PROJECTS: Students will create three instructional technology projects for use in their classrooms. Each of these assignments will be connected to the Kentucky Core Content for the content area of the student. In addition, students will become familiar with the use of the interactive whiteboard, student response system and document
camera; however, due to time constraints, students will not be required to complete assignments for these technologies.

- **Wiki:** Students will create a personal wiki. The wiki will function as a portfolio for all of the student’s assignments in this course. Students will create a page on his or her wiki for each assignment and all completed assignments will be posted to the appropriate page. For assessment purposes, all of assignments will be assessed from their wiki.

- **Nonlinear PowerPoint:** Students will create an instructional NonLinear PowerPoint to be used in their classroom. The PowerPoint will be connected to Kentucky Core Content in each student’s subject area. The PowerPoint will also contain an assessment component.

- **Podcast:** Students will create a podcasts that demonstrates how podcasting can be used their future classroom with students, parents, colleagues to meet Kentucky Teacher Standard 6. Additionally, students’ podcasts will show the how they can be used for instruction, communication and assessment.

**FINAL:** The final exam is comprehensive and will require students to **demonstrate** a degree of proficiency in the technology skills taught in this course.

**SUBMISSION OF REQUIRED FORMS:** The details regarding the submission of assignments will be addressed on the rubric provided for each assignment. As previously stated, students will be responsible for the submission of forms regarding the anchor assignment via LiveText. Details concerning the submission of forms will be addressed at a later date.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000</td>
<td>940</td>
</tr>
<tr>
<td>A-</td>
<td>939</td>
<td>900</td>
</tr>
<tr>
<td>B+</td>
<td>899</td>
<td>879</td>
</tr>
<tr>
<td>B</td>
<td>878</td>
<td>840</td>
</tr>
<tr>
<td>B-</td>
<td>839</td>
<td>800</td>
</tr>
<tr>
<td>C</td>
<td>799</td>
<td>700</td>
</tr>
<tr>
<td>F</td>
<td>690</td>
<td>0</td>
</tr>
</tbody>
</table>

**Note:** A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due.

**ASSIGNMENT FORMAT AND EXPECTATIONS:** All written assignments that are turned in must be word processed using 12 point Arial or Times NR font. All assignments should adhere to rules of Standard English grammar, spelling and punctuation. The student’s name, the course, the instructor and the date should be typed in the top right hand corner of the first page. There should be **no** cover page and the papers should not be placed in any type of folder or binder. If papers are more than one page, **staple** the pages together in the left hand corner (**do not “dog-ear” the pages together**). Papers should be printed in black ink on white paper. Any citations included in your evaluations should be in APA format. **Failure to follow this format will result in a loss of points.**
Students are responsible for saving, storing and backing up digital files for all of their assignments. Regardless of the reason, loss of students work/files will result in students redoing their work. No extra time will be given to students for loss of file regardless of the reason. All work/projects should be uploaded to the appropriate page on the class wiki. Be sure to check all projects. If I cannot open it, it is late until a copy that is properly functioning is submitted to me.

Assignments must be submitted by due dates assigned. Late assignments, accepted only with PRIOR APPROVAL of instructor, will be dropped one letter grade per day and will not be accepted after one week from the due date.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480.

The instructor reserves the right to modify the course syllabus, calendar, and due dates based on the rate of progress in covering the content of the course or due to other unforeseen events.

If, at any time, during the semester you are experiencing difficulty in understanding course content, or completing courses assignments, you are expected to contact the instructor as soon as you are aware of the difficulty. The instructor is unlikely to make accommodations after the assignment is due, or give and incomplete grade unless there is an extreme or
highly unique circumstance. Incomplete grades will be given by the instructor only when the student and instructor have contracted to do so before the semester ends.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that October 19th is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY: The methods and activities for instruction in this course include: lecture, discussion, PowerPoint presentation, demonstration, electronic communication, cooperative groups, student presentations and individual project completions.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: EDUC 616, a required course for all students in the School of Education, prepares students to effectively use technology in their future classrooms to support instruction and improve student learning. The course introduces students to Kentucky Teacher Standards, ISTE Standards, National Association for Gifted Children and the Council for Exceptional Children Standards. Students are introduced to diverse learning styles of students as well as the ability of technology to create diverse opportunities to instruct, communicate with and assess all students.

Additionally, students learn about the teacher dispositions in regard to the safe, ethical, legal and equitable use of technology. Students learn about the digital divide and their responsibility in ensuring that they assisting in closing the digital gap as well as the associated achievement gap.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-12 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. Penalties range from failing an assignment or course to dismissal from the University, depending, in part, on the
student’s previous record of academic dishonesty. On the second offense during a student’s academic career, the student will be immediately suspended for the semester in which the most recent offense took place. On the third offense, the student will be dismissed from the University. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

ASSESSMENT/OBJECTIVE MATRIX FOR MAT 615

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KyTS STANDARDS</th>
<th>AFTSE</th>
<th>ISTE NETS*T</th>
<th>NAGC</th>
<th>CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance/Participation</td>
<td>1-8</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>1-5</td>
<td>1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reflective Paper</td>
<td>5, 6, 7</td>
<td>7</td>
<td>2, 3, 5</td>
<td>5</td>
<td>3, 9</td>
<td></td>
</tr>
<tr>
<td>3. Anchor</td>
<td>1-9</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>1, 3,</td>
<td>1, 2, 3, 4, 5</td>
<td>3, 6, 8, 10</td>
<td>7, 8</td>
</tr>
<tr>
<td>4. Quizzes</td>
<td>6, 7, 9</td>
<td>7</td>
<td>3, 5</td>
<td>3, 4, 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instructional Technology Projects</td>
<td>1-9</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>1, 3,</td>
<td>1, 2, 3, 4, 5</td>
<td>3, 6, 8, 10</td>
<td>7, 8</td>
</tr>
<tr>
<td>6. Group Project</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>1, 3,</td>
<td>1, 2, 3, 4, 5</td>
<td>3, 10</td>
<td>7</td>
</tr>
<tr>
<td>7. Final</td>
<td>1, 4</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

Fall 2011
MAT 555 AC – Teaching Math in the Elementary School
MAT 560 AC- Teaching Science in the Elementary School

6 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore,
In the Love of Truth.

INSTRUCTOR: Karen Jones
PHONE: 502-338-5278
E-MAIL: karen.jones1@jefferson.kyschools.us; kljones@bellarmine.edu
OFFICE HOURS: Tuesdays 8:00-8:30 and by appointment

CLASS MEETING TIMES: Tuesdays 5:30-8:00 and the following Saturdays 8:30-2:30:
September 10th, September 24th, November 5th, November 19th, and December 3rd.


**COURSE DESCRIPTION:**
MAT-555 AC: Considers student readiness for mathematics instruction, assessment of student mathematical difficulties, and instruction methods in mathematics content. Student is expected to apply theory and skills to specific cases of learning difficulties in mathematics. Instruction is based on pre-service level course and classroom experiences in teaching elementary mathematics. (Prerequisites: MATH 101 and 102; or MATH 523.)

MAT-560 AC: This course covers biological, physical, and earth sciences. Instruction for the course will give equal attention to theory and classroom application as they relate to elementary school students.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as Kentucky’s Core Content for Assessment (Science), Program of Studies and Kentucky Core Academic Standards (Math). The School of Education’s theme, **EDUCATOR AS REFLECTIVE LEARNER**, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on these program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

- Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
• Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
• Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
• Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 555/560**
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development

**COURSE/LEARNER OBJECTIVES:**
The following objectives align with: Kentucky Teacher Standards (KTS) and Annsley Frazier Thornton School of Education Objectives (AFTS)

1. Through thorough analysis of KDE curriculum documents and the development of a Standards Based Unit of Study, students will gain a greater understanding of mathematics and science curricula taught at the P-5 level, while becoming keenly aware of the KDE Standards for mathematics and science curriculum, teaching, and assessment.

2. Through field observation, journal critiques and the development of a Standards Based Unit of Study, students will examine assessment in mathematics and science education and develop a keen knowledge of the challenges and possibilities in mathematics and science assessment.

3. Through the math text book review and development of a science mini-unit, students will become more knowledgeable of the range of mathematics and science teaching techniques.

4. Through a field reflection log, and self-analysis of a videotaped lesson of their teaching, students will develop as reflective teachers and learners.

5. Through the development of a science mini-unit, and active participation in class discussions, students will work collaboratively to develop lessons and practices that promote diversity and build life-long learners in their classrooms.
6. Through the development of a collaborative learning plan, students will gain understanding in how to teach to the whole child and how to engage children in deep and meaningful ways.

**Assessment/Objective Matrix for MAT 555 & MAT 560**
Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE goals, as delineated in the syllabus.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Learner Objective</th>
<th>KY Teacher Standard</th>
<th>AFTSE Objective</th>
<th>*NCTM Standards</th>
<th>**NSTA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>1, 2, 3, 6</td>
<td>1, 7</td>
<td>1, 3, 4, 5</td>
<td>PD1-8</td>
<td>A, B, C, D, E</td>
</tr>
<tr>
<td>Learning Log Entries</td>
<td>3, 4</td>
<td>5, 7</td>
<td>2, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Critiques</td>
<td>1, 3, 4, 6</td>
<td>8</td>
<td>3</td>
<td>T1 PD1-8</td>
<td>A, B, C, D</td>
</tr>
<tr>
<td>Science Mini-Unit, Outdoor Lesson Plan</td>
<td>1, 2, 3, 5, 6</td>
<td>1, 2, 3, 4, 5, 6, 9</td>
<td>3</td>
<td></td>
<td>A, B, C, D</td>
</tr>
<tr>
<td>Video Lesson: lesson plan, self-evaluation and teacher standards reflection</td>
<td>2, 4</td>
<td>1, 2, 3, 4, 5, 6, 7, 9</td>
<td>2, 4</td>
<td>T1, 2, 4, 5, 6</td>
<td>A, B, C, D</td>
</tr>
<tr>
<td>SBUS</td>
<td>1, 2, 6</td>
<td>1, 2, 3, 4, 5, 6, 9</td>
<td>1, 3</td>
<td>T1, 2, 4, 5, 6</td>
<td>A, B, C, D</td>
</tr>
<tr>
<td>Field experience reflections</td>
<td>4, 6</td>
<td>5, 7</td>
<td>2, 4</td>
<td>T1, 2, 5, 6 PD1-8</td>
<td>A, B, C, D, E</td>
</tr>
<tr>
<td>Collaborative Learning Plan</td>
<td>3, 5, 6</td>
<td>2, 3, 5, 7, 8, 9</td>
<td>1, 2, 3, 5</td>
<td>T1, 2, 4, 6</td>
<td>C, D</td>
</tr>
<tr>
<td>Math Text Review</td>
<td>1, 3, 6</td>
<td>1, 7</td>
<td>3</td>
<td>T1, 2, 4, 6 PD1-8</td>
<td>A, B, C, D, E</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1, 2</td>
<td>1, 7, 9</td>
<td>2</td>
<td>T1, 2, 4, 5, 6</td>
<td>A, B, C, D</td>
</tr>
</tbody>
</table>

*National Council of Teachers of Mathematics (NCTM) Standards: Teaching Standard (T), Evaluation Standard (E), Professional Development of Teachers Standard (PD)*

**National Science Teachers Association (NSTS) Teaching Standards**

**COURSE REQUIREMENTS AND ASSIGNMENTS:** NOTE: The following assignment dates are subject to change.

**Class Participation (30 points for MAT 555, 30 points for MAT 560)**
You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session (even due to illness/emergency) is considered excessive, will require conferencing with the instructor, and will result in point deductions from the participation grade at 10 points per absence. 20 points for a Saturday class (10 points will be deducted if you attend ½ of a Saturday class) beginning with the 2nd absence. Most weeks you will be assigned readings. It is imperative that you complete the readings before class. Discussions and
activities will often revolve around the assigned readings. Your ability or inability to participate in these discussions will be reflected in the participation portion of your total grade.

**Field Experience:** (Reflections (5)—50 points for MAT 560, Videotape Self-Evaluation 10 points for MAT 555)

You will be expected to fulfill 35 hours of field experience where you will observe mathematics and science instruction, assist with small groups and teach at least one mathematics lesson OR one science lesson. You will be required to maintain a log of hours, signed by the classroom teacher you observe after EACH visit. You will be required to complete a total of 5 reflections on your field experience utilizing Valli’s 5 Reflective Processes. You will develop, teach and VIDEOTAPE one mathematics lesson OR one science lesson at your observation site as part of your 35-hour field experience requirement. You will be evaluated by the instructor on this video lesson utilizing a KDE Teacher Standards-based scoring rubric. You will also be required to complete a self-evaluation (utilizing a similar rubric) of your video lesson. Your lesson plan must be pre-approved by the participating classroom teacher prior to the teaching. It is recommended, but not required, that the lesson you prepare and videotape is one that will be included in your SBUS. A copy of the lesson plan will be turned in to me along with your video.  
**Due dates: Reflections-due throughout semester (10 points will be deducted if they are turned in all at once), Videotaped lesson w/ lesson plan and Videotape Self-Evaluation-Due date: 11/15**

**Science Subdomain Demonstrations (3): (30 points total for MAT 560)**

You will be presenting a hands-on experience related to each of the science subdomains: biological, physical, and earth. Your experience will be connected to one of the science standards within the subdomain and can be selected from our text, *Teaching science as inquiry, 11th ed.*  
**Due dates: 9/13, 9/20, 9/27**

**Journal Critiques (25 points for MAT 560, 25 points for MAT 555)**

There exist a number of excellent practitioner journals in the fields of mathematics and science. You are to review one math journal and one science journal and write a 3 page critique of each. The critique should include three sections: a) An overview of the journal b) an overview of one article c) your opinion. Papers should use APA, be double spaced and typed in a 12 point font. You will be provided a list of available resources that can be found in the Bellarmine library that you MAY choose to select from. **Due dates: 9/13 (Science) 2/22 and (Math) 9/27**

**Learning Log Entries (5) (50 total points for MAT 555)**

You will be responsible for utilizing a learning log. This log will contain relevant class work, your field experience reflections and also 5 entries that are in response to a prompt provided by the instructor one week prior to its due date. They will be dated, 2-3 pages, and handwritten in your learning log. **Due dates: 8/30, 9/10, 9/10, 9/20, 9/27—subject to change**
Math Text Book Review (40 points for MAT 555)

Mathematics text books are not what they used to be. These standards-based texts often include several books, one for each area of study (i.e. one book for measurement, one for geometry, etc.). Choose one particular text series and review it in its entirety using a series of guiding questions that will be handed out in class. Texts to consider include Math Investigations, Trail Blazers, and Everyday Mathematics. If you plan on teaching in JCPS, I would suggest choosing Investigations, as this is the current adoption for the district. Text books are available for review at the Curriculum Resource Center at Gheens Academy or could perhaps be borrowed from your field experience teacher. **Due date: 11/5**

Science Mini-Unit (40 points for MAT 560)

With a group of 2-3 of your classmates, you will create a unit of study for an assigned KDE Core Content Science Subdomain. It will include an outline of daily plans (one must be in full lesson plan format), at least 3 formative assessment strategies, and a field trip approval form with efficient rationale. A powerpoint presentation of your field trip site will be presented along with a summary of your unit. Your presentation will need to be 12 minutes in length and you are given creative freedom on your method of presentation. **Due date: 10/4**

Outdoor Lesson Plan (25 points for MAT 560)

Using the Bellarmine lesson plan template, you will create a math or science experience that will utilize the outdoors as the primary resource and learning tool. All components of the template will be included in the plan. **Due date: 11/19**

Collaborative Learning Plan (30 points for MAT 555)

You will choose a student with a learning challenge from your field placement experience to “profile.” You will research and utilize collaborative efforts to develop ways to enhance this student’s performance in the science and/or math classroom. You will need to have this student and learning challenge approved by me **on or before 9/20, submitted as a learning log entry.** You will submit a work plan for this student and share with the class. **Due Date: 11/22**

Teacher Standards Reflection (75 points for MAT 555)

You will use 9 teacher standards to reflect upon where you are now as you prepare to be a teacher. This should include what you are proud of and prepared to do, as well as, what you know you need to develop and work on. The reflection will reference your videotaped lessons, field observations, course work, SBUS development and simply things you know about yourself. A template will be provided for this assignment. It will need to be completed in 12 point font and be a **minimum** of 5 pages in length. **Due date: 11/15**
Forms to be submitted to Live Text:

Standards Based Unit of Study (SBUS) (100 points for MAT 560)

This assignment is a benchmark assignment and must be taken VERY SERIOUSLY. You will create a Standards based mathematics or science unit based on the science or mathematics content areas currently covered in your field experience, unless your field experience teacher gives you “free reign” The units will follow the SBUS unit format and will be scored using the benchmark rubric. A score of: Distinguished=100 points, Proficient=90 points, Apprentice=80 points, Novice=fail this course. This will be discussed in class, at length, on 8/30. The units must be created (or attached) to your LiveText account and submitted for review to me. Units are due by Tuesday—11/29. On this date and part of 12/3, you will share your SBUS with the class. You will also show part of your videotape to your classmates. Your presentation will need to be 15 minutes in length and you are given creative freedom on your method of presentation. In-class work session: 11/15 Due date: 11/29

Final (40 points for MAT 555)

Your final will be a one-on-one, face-to-face conference. We will discuss our videotaped lesson evaluations as well as reflect upon your coursework. You will be asked to respond to prompts and evaluate your own class participation. Sample prompts will be provided prior to the exam. Your final exam will take place on Saturday 12/3 or Tuesday 12/6; you will sign up for a time slot.

Note: A scoring rubric will be provided for each assignment.

<table>
<thead>
<tr>
<th>MAT 560</th>
<th>MAT 555</th>
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<tbody>
<tr>
<td>Field Experience Reflections (5)</td>
<td>Learning Log Entries (5)</td>
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<tr>
<td>Subdomain Presentations (3)</td>
<td>Collaborative Learning Plan</td>
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<tr>
<td>Science Journal Critique</td>
<td>Math Text Review</td>
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<tr>
<td>Science Mini-Unit</td>
<td>Math Journal Critique</td>
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<tr>
<td>SBUS (100 pts)</td>
<td>Video Lesson Self-Evaluation</td>
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<tr>
<td>Outdoor Lesson Plan (25 pts)</td>
<td>Teacher Standard Reflection</td>
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<tr>
<td>Participation (30 pts)</td>
<td>Final Exam (40 pts)</td>
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<td></td>
<td>Participation (30 pts)</td>
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<tr>
<td>Total 300 pts</td>
<td>Total 300 pts</td>
</tr>
</tbody>
</table>

Grading Scale (point totals)

- 290-300 A
- 280-289 A-
- 270-279 B+
- 260-269 B
- 250-259 B-
- 230-249 C
- 229 and below F
SUBMISSION OF REQUIRED FORMS:

- **Proof of Placement form (if applicable)**- due 8/30 with required signatures, if not returned by due date, the student will be expected to complete 35 hours in the Bellarmine assigned school.

- **All Field-based Experience Evaluation form**, due 11/22, if you are observing in multiple schools, you should have multiple forms.

- **Field Placement Log of hours form**- due 11/22, if you are observing in multiple schools, you should have multiple forms.

- **Standards Based Unit of Study** is to be published in LiveText on or before November 29th

ASSIGNMENT FORMAT AND EXPECTATIONS:

You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to **attend each class session, arrive punctually, and be prepared by having read the required assignments**. Excessive absence/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session (even due to illness/emergency) is considered excessive, and **will result in point deductions from the participation grade at 10 points per absence (20 point for a Saturday class)** beginning with the 2nd absence. All assignments, *with the exception of Learning Log entries*, must be neatly word processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned. Late assignments, **accepted only with PRIOR APPROVAL of instructor**, will receive a 5-point deduction **per day**, and will not be accepted after one week from the due date.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed **Student Absentee Notification Form**, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say...
about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

An Incomplete for a grade at the end of the semester is rarely awarded and only in extreme cases with specific documentation of the reason and written agreement of the instructor prior to the last week of the semester with specific course of action outlined for completion. Bellarmine University policy follows:

GUIDELINES ON SUBMISSION OF ‘I’ GRADES An Incomplete (I) grade may be recorded by an instructor if there is verification of illness, death in the family, or some other extenuating circumstance that has prohibited the student from completing the course work and/or taking a final exam.

Level of Rigor for MAT Program
Please note that the Mod IV component you are completing this semester is composed of two courses that are being taught at an accelerated pace. Thus the workload will be heavy and consistent as should be expected in such a graduate program.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).
Should you decide to withdraw from this course, please be aware that October 19 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY: This course will be taught using a variety of methods including lecture, group work, discussion, hands-on activities, video tapes, power point presentations, field trips, and peer teaching.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: MAT 555/560 students are expected to be knowledgeable of the Kentucky Teacher Standards – Advanced Level and how they apply to course content. Students are also expected to be aware of teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students particularly those for whom there is an achievement gap.

MAT 555/560 students may be completing field placements in diverse settings for their respective MAT module. Course content also includes diversity components including making accommodations for learner needs, culturally responsive teaching, and appreciating student diversity.

Students will be introduced to the use of technology in the classroom, as well as using it themselves for assignments and projects. Field observations and/or alternative certification placements may permit exploration of technology, especially assistive technology, and its use in the school setting.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question,
and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

I reserve the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.
BELLARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION
Syllabus for
MAT 502 - SX Foundations of Middle and High School Education
MAT 509 - SX Classroom Management Strategies
MAT 505 - SC Curriculum Design/Methods for Middle Schools
MAT 507 - SX Curriculum Design/Methods for Secondary Schools
MAT 501 - SX Advanced Field Placement

Fall Semester, 2011 9 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. Dottie Willis
OFFICE: BOB 335
PHONE: 272-7985
E-MAIL: dwillis@bellarmine.edu
OFFICE HOURS: Mondays 2-5 p.m. AND 8–9 p.m.
Thursdays 1-4 p.m AND 7:30-8:30 p.m.
and other times by appointment

CLASS MEETING TIMES: Mondays 5:30-8:00 p.m.
Saturdays (8:30-3:30) 8/27, 9/24, 10/15, 10/29, 11/19, and 12/3 (make up)
TEXTBOOKS:
- *College LiveText CD*. Professional membership: edu solutions.
- Additional readings provided and/or assigned by instructor

SUPPLIES NEEDED:
- Mini DVD-R (for taping of 20-minute lesson)
- Three-ring binder, composition book, notebook paper, post-it notes

COURSE DESCRIPTIONS: Module I challenges graduate students to explore and reflect upon the field of education and their future as educators throughout the following four courses:

- **MAT 501** (Advanced Field Placement/Observation) is designed to provide field experiences in the regular or special education setting in conjunction with relevant courses in the curriculum of the MAT program.

- **MAT 502** (The Foundations of Middle and High School Education: 3 hours) is an orientation to adolescent students in the school, to the teaching profession, and to the school as a social, economic, historical, and political institution.

- **MAT 509** (Classroom Management Strategies) examines theories of discipline and uses simulation techniques to apply selected procedures for classroom organization and management.

- **MAT 505** (Curriculum Design/Methods for Middle Schools: 3 hours) examines middle school philosophy and other components determining curriculum, assessment, and teacher practices with middle grade learners.

- **MAT 507** (Curriculum Design and Methods for Secondary School: 3 hours) is a general curriculum development and instructional planning course; preservice teachers will examine and evaluate basic course design, appropriate pedagogy, assessment strategies, and content. A study of the implementation of curriculum in various high school programs will aide them in the creation of unit and semester plans.

All Module I course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment and Program of Studies and Kentucky Core Academic Standards. The School of Education’s theme, EDUCATOR AS
REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on-action) as part of the course assignments for content mastery, benchmark assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency:
1. Collaborates with education stakeholders, including parents, teachers, administrators, and the community to improve student learning and achievement;
2. Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3. Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4. Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5. Incorporates Valli’s five reflective processes which include personalistic, deliberative, in and on action, technical, and critical reflection.

In order to be formally admitted to the AFTSE, MOD I students will engage in an on-demand writing assessment as well as a formal interview at a time set by the Graduate Program Director.

This module (MAT 502, MAT 509, MAT 507 AND MAT 501) addresses professional ethics expected of teachers as well as the following KENTUCKY TEACHER STANDARDS:

1. **Demonstrates Knowledge of Content**
   Tasks: Teaching visits/field experiences in classroom(s); introductory lesson planning; content-specific management plan; microteaching

2. **Designs and Plans Instruction**
   Tasks: Introductory lesson planning; microteaching

3. **Creates Learning Climate**
   Tasks: Management benchmark

4. **Implements and Manages Instruction**
   Tasks: Teaching visits/field experiences in classrooms; microteaching

5. **Assesses Learning and Communicates Results to Students and Others**
   Tasks: Teaching visits/field experiences in classrooms; microteaching; self assessment and peer assessment of microteaching

6. **Uses Technology to Support Instruction**
   Tasks: Collaborative presentations; classroom design, regular use of LiveText and internet

7. **Reflects/Evaluates Teaching and Learning**
   Tasks: Teaching visit reflective journal entries; microteaching self-assessment; peer and self assessments; creation of personal philosophy of teaching benchmark
8. **Collaborates with Colleagues/Others**
   
   **Tasks:** Participation in teaching visits/field placement classroom(s); participation in class discussions and cooperative groups; group presentations

9. **Evaluates Performance with Respect to Kentucky’s Learning Goals**
   
   **Tasks:** Microteaching self-assessment; reflections in philosophy and management benchmarks, completion of disposition self-assessments

**COURSE/LEARNER OBJECTIVES:**

Through readings, class discussions and presentations, reflective writing assignments, authentic projects, and active self-assessment, students will:

1) analyze the impact of personal experiences and research upon a teacher's beliefs about best practices in teaching through construction of an emerging personal philosophy of education, a benchmark assignment *(personalistic and technical reflection)*

2) evaluate social, historical, and cultural influences upon American education through thoughtful reading, reflective writing, critical discussions of assigned texts, and course exams *(personalistic and critical reflection)*

3) explore models of effective curriculum, instruction, and assessment through identification of appropriate learning objectives, in-class delivery of microlesson, and design of formative assessments *(deliberative reflection)*

4) examine issues of race, ethnicity, social class, gender, and special needs through observation of students and teachers at assigned field sites and analysis of demographics in management benchmark assignment *(reflection-in-and on-action)*

5) analyze theories behind a variety of classroom and behavior management systems through development of a personal classroom management plan, a benchmark assignment *(deliberative and critical reflection)*

**NATIONAL MIDDLE SCHOOL ASSOCIATION INITIAL LEVEL TEACHER PREPARATION STANDARDS addressed in MAT MOD I are as follows:**

1) Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

2) Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

3) Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.
4) Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

5) Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

6) Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

7) Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behavior that develop their competence as professionals.

Council for Exceptional Children Standards addressed in MAT MOD I are as follows:

**Instructional Responsibilities**

1. Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of persons with exceptionalities.

2. Create safe and effective learning environments, which contribute to fulfillment of needs, stimulation of learning, and self-concept

3. Use assessment instruments and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality

**Management of Behavior**

1. Clearly specify the goals and objectives for behavior management practices in the persons’ with exceptionalities individualized education program

**MAT MODULE I COURSE REQUIREMENTS AND ASSIGNMENTS:**

1. Class Leadership: presence, participation, punctuality, and preparation for class
2. Reflective Field Journal (including Evaluation and Log)
3. Reflective Reading Responses
4. Philosophy of Education Paper: Benchmark Assignment
5. Classroom Management Paper: Benchmark Assignment
6. Classroom Design
7. Microteaching Project: Lesson Plan with Objectives, Assessments, and Reflection
8. Microteaching Lesson Delivery
9. Collaborative Professional Development Presentations
10. Tests on Assigned Texts and Readings
### MOD I MS/HS Course Assessments

<table>
<thead>
<tr>
<th>Description</th>
<th>MAT 502</th>
<th>MAT 509</th>
<th>MAT 505/507</th>
</tr>
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<tbody>
<tr>
<td>1. Class Leadership</td>
<td>12 points</td>
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<tr>
<td>2. Reflective Field Journal, Evaluation, Log</td>
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<td></td>
<td>20 points</td>
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<td>3. Reflective Reading Responses</td>
<td>18 points</td>
<td>18 points</td>
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<tr>
<td>4. Philosophy Benchmark</td>
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<td>40 points</td>
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<tr>
<td>5. Management Benchmark</td>
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<tr>
<td>6. Classroom Design</td>
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<td></td>
<td>10 points</td>
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<tr>
<td>7. Lesson Plan: Objectives and Reflection</td>
<td></td>
<td></td>
<td>10 points</td>
</tr>
<tr>
<td>8. Microteaching Lesson Delivery</td>
<td></td>
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<td>10 points</td>
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<tr>
<td>9. Collaborative Presentation(s)</td>
<td>10 points</td>
<td>10 points</td>
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<tr>
<td>10. Tests over Text and Required Readings</td>
<td>20 points</td>
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### MAT MODULE I COURSE GRADING SCALE:

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<tr>
<td>A</td>
<td>=100-94</td>
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<td>= 93-90</td>
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<td>C</td>
<td>= 79-71</td>
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<tr>
<td>F</td>
<td>= 70 and below</td>
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### Description of Major Course Requirements and Assignments:

1. **Class Leadership:** Teacher candidates are expected to be present, punctual, and prepared to participate in all classes. Because Module I is an intensive accelerated program, five points (5) points will be deducted from your leadership grade for your first absence. A second absence will result in a ten (point) deduction from your attendance grade. Saturday sessions are equivalent to two class absences. **Three absences from this class will jeopardize your academic standing in this course and may require that you repeat the entire module.** If an emergency ever necessitates your absence, teacher candidates should notify the instructor via e-mail ASAP. This call, however, does not excuse the absence.

Punctuality, a prerequisite for successful teachers, includes both tardiness to class and late submission of an assignment. Tardiness to class and/or late submission of assignments will result in your loss of leadership point(s). Requests to leave class early will be dealt with like tardiness and also result in loss of leadership point(s).

Students must access Blackboard and will be expected to print a weekly class agenda and all course handouts that detail course objectives, assignments, and assessments. Students will also receive specific scoring rubrics for all major course assignments via Blackboard.

2. **Reflective Field Journal and Log:** Record all notes about field experiences in a Composition Book that you bring to each MOD I class. Your host teacher must sign the log of hours each day. Write legibly in blue/black ink and on **only the front side** of each page. Write the observation date in the upper right hand corner of each journal entry.
Remember that you are not merely observing. You are there to help the teacher in the classroom—in any way possible. Diligently look for specific ideas to borrow/adapt for use in your future classroom. Ask for copies of teacher handouts whenever appropriate and save these in your course binder.

Every reflective journal entry must clearly include these three clear components:

a) **What did you learn?** Explain at least one insight (positive or negative) that you gained from this experience that will influence your own future teaching.

b) **What did you do?** Explain your contribution and/or interactions with the class.

c) **What connections can you make?** Explain how what you saw specifically connects to our course readings or class discussions?

Whether you are teaching Junior Achievement lessons in the field or observing in a teacher’s classroom, you are expected to complete the reflective journal above.

**3. Reflective Reading Responses:** You will be expected to prepare for each class by thoughtfully completing all assigned readings. Most assignments will also require you to write about your readings at home using research-based literacy strategies that you can employ in your own classrooms. You are expected to make text-based contributions to small-group and whole-class discussions. You will be assessed on your ability to integrate course material, engage peers, and positively shape class discussions through posing thoughtful questions, active listening, and reflective thinking about course texts. You will be assessed at every class meeting through a variety of written responses including homework reflections, bell work, and entrance or exit slips.

**Reflective responses to course readings will be assessed using the following criteria:**

- **3 The writer**
  * thoroughly supports ideas with rich details and relevant specific examples;
  * intentionally makes connections between course readings and/or field experiences;
  * shares individual insights and analysis beyond mere summary or description
  * carefully and correctly composes ideas almost free of any mechanical errors;

- **2 The writer**
  * supports ideas adequately with some specific and/or relevant details;
  * makes mostly general, unelaborated references to readings or class experiences;
  * summarizes/describes what was seen and/or read with minimal interpretation
  * makes some mechanical errors

- **1 The writer**
  * provides little, vague, disorganized and/or random support for ideas
  * fails to connect readings and/or field observations to content of course
  * commits numerous mechanical errors that distract/blur the content of the writing

**4. Philosophy of Education, A Benchmark Assignment (20%):** All teacher candidates for initial certification in the Annsley Frazier Thornton School of Education are required to write a
"proficient" philosophy of education paper. This paper must be submitted and assessed through LiveText so that student performance data can be reviewed to track individual candidate progress and for use in program improvement. The philosophy of education paper has three major components and should be approximately 7-10 pages in length. **Use APA guidelines for text citations and references.**

1. Describe your specific education philosophical orientation. The description should include major themes in the philosophy, important contributors to the philosophy, and expectations for teacher and students who operate within this philosophical orientation. For example, what are the major themes in the progressivist philosophy? Who are the important contributors to progressivism? Why? What roles are progressivist teachers expected to take? What roles are students in a progressive classroom expected to take?

2. Select **three** of the **four** kinds of experiences that typically create a candidate's initial perspective on teaching.
   - Your experience as a student in school
   - Your personal beliefs
   - Your experience working in schools
   - Views of teaching you have encountered in the media

   Use these experiences to describe your beliefs about teaching and learning. For example, if you believe that teachers should provide tutoring assistance to students after school, what are the experiences you've had that shaped this belief? Did you have a personal experience with a teacher who tutored after school (autobiography)? Did you see a movie with an inspiring teacher who tutored students after school (media)? After you have described your beliefs about teaching and learning and connected your experiences to these beliefs, explain how the philosophical orientation you described in the first component of the paper aligns with your beliefs about teaching and learning.

3. Select **three** of the **four** kinds of experience that typically create a candidate's initial perspective on students.
   - Your experience as a student in school
   - Your personal beliefs
   - Your experience working in schools
   - Views of teaching you have encountered in the media

   Use these experiences to describe your beliefs about students. For example, if you believe that students lack motivation for learning, what are the experiences you've had that shaped this belief? Did you have a field experience with students you could not motivate (work)? Did you read an article about increasing numbers of students who are not motivated to learn (media)? After you have described your beliefs about students and connected your experiences to these beliefs, explain how the philosophical orientation you described in the first component of the paper aligns with your beliefs about students.

4. Write a reflective essay which adequately addresses the following expectations:
   - Clear connections to performance criteria of Kentucky Teacher Standards
   - Clear areas of strength and for growth within Kentucky Teacher Standards
   - Use of Valli's forms of personalistic and deliberative reflection to elaborate on decisions related to the assignment

**5. Classroom Management Paper, A Benchmark Assignment (20%)**

All teacher candidates for initial certification in the Annsley Frazier Thornton School of Education are required to write a classroom management paper and score "proficient" on the assessment rubric. This paper must be submitted and assessed through LiveText so that student performance data can be reviewed to track individual candidate progress and for use in program improvement. The classroom management paper has five components and should be approximately 10-15 pages long. **Follow APA style guidelines.**
1. Provide an overview of your philosophy of classroom management developed through class readings, field experiences, and other research. Then, connect your philosophy to some accepted model(s) of classroom management. For example, does your philosophy of discipline align most closely with the Behaviorist or the Assertive Discipline Model?

2. Create a drawing or diagram of your hypothetical classroom, indicating room arrangement, instructional areas, and where specific items/area might be located. Accompany your diagram with a narrative explaining room décor, the physical atmosphere you intend to create, and how you expect your room arrangement to contribute to content-specific instruction and the developmental needs of students. You may use an electronic drawing or a hand drawing, but both should look as professional and as polished as possible.

3. Describe specific strategies you will use to create a positive learning climate. Address how you will have all students participating in class, how you will offer enrichment activities for students finishing early, how you will handle cooperative group work and learning centers, how you will provide feedback to your students, and which strategies you will use to encourage appropriate behavior. Be sure to address the needs of diverse learners who may require accommodations for academic, social, and/or behavioral concerns.

4. Explain the classroom routines, rules, and expectations that you will use in the classroom. These routines, rules, and expectations should indicate how you will foster student self-control and self-discipline, how you will show sensitivity to individual differences, and how you will help motivate student learning.

5. Collect data on 5-8 characteristics that determine the context of a particular school. Characteristics might include free/reduced lunch, ethnicity, racial diversity, gender, CATS scores, attendance, mobility index, PTA membership, academic programs, graduation rates, or students with IEPs or 504 plans. Based on this school's demographic information, how will you adjust/refine your management philosophy and/or plan to meet the specific needs of all children in this school?

6. Write a reflective essay (minimum of 4 pages) which adequately addresses the following expectations:
   - Connections to performance criteria of Kentucky Teacher Standards are clear.
   - Areas of strength and for growth within Kentucky Teacher Standards are clear.
   - Valli's forms of critical, deliberative, and reflection in-and on-a action are used to elaborate on decisions related to the assignment.

6. **Classroom Design:** Create an original electronic drawing and/or access a computer program to design your future classroom. Label all areas and/or items in this room arrangement. You will present your classroom design to the class and explain how specifics of room arrangement and décor will enhance instruction and promote achievement for all students in your subject area.

7. **Microteaching Project Lesson Plan, Objectives and Reflection:** MOD I Teacher candidates will use the Bellarmine/KTIP lesson plan format to define correct learning objectives, aligned activities, and formative assessments. The lesson plan developed must be correlated with Kentucky Goals and Academic Expectations, Kentucky's Program of Studies, and Core Content for Assessment. Additionally, the lesson plan should be consistent with national standards published by professional organizations that include the National Council for Teacher of English (NCTE), the National Council for Teachers of Mathematics (NCTM), National Council for the Social Studies (NCSS), and the National Council of Science Teachers (NCST). After a microlesson is delivered to the class, each teacher candidate will reflect on the success of this lesson by analyzing fellow students’ performance on the formative assessment. This self-assessment/reflection is an integral part of becoming a reflective practitioner, which is an essential characteristic of effective teachers and graduates of the Annsley Frazier School of Education.
The Microteaching Project consists of 1) an informal lesson proposal with objectives and assessment, 2) a formal lesson plan, 3) powerpoint and/or handouts used in the lesson, and 4) a self-assessment of your performance as required in the lesson template along with lesson extensions. All of these must be submitted for final project assessment.

8. **Microteaching Lesson Delivery**: The purpose of microteaching is to practice specific lesson planning and teaching to get more comfortable in a variety of instructional settings. For this course component, it is important to focus on a "small" topic for study since you will be limited to only a 15-minute presentation in your Mod I class. A class rubric will guide peer, instructor, and self assessment of this microlesson. Your lesson must include clear learning targets with carefully aligned assessments.

9. **Collaborative Presentations**: All teacher candidates will be assigned to two different collaborative teams. While some class time will be provided for this group work, additional conversation, research, and preparation outside class will also be necessary. The first collaborative project will require teacher candidates to introduce one major philosophy of education, and the second project will require teacher candidates to design a PowerPoint presentation that clearly explains a major system of classroom management. Every member will be expected to contribute equally both to the PowerPoint construction and in the oral presentation. Both an electronic copy and a hard copy of both PowerPoint presentations must be submitted to the instructor. Other informal group presentations will be designed to build confidence in teaching skills and develop strengths in working as a professional learning team.

10. **Tests on Assigned Texts and Readings**: To insure careful reading and retention of course content and mastery of class learning objectives, there will be three tests--one over each of the three individual courses in Mod I. The instructor will provide a study guide for each major test.

**FIELD EXPERIENCES:**
All teacher candidates will complete a **minimum of 35 hours** of field experiences/teaching visits at an assigned site. With approved documentation, teachers of record and professional educators may apply 25 hours of current teaching experiences toward the 35 hour module requirement; substitute teachers may apply 5 hours toward the requirement but only if this experience is with students who are at the same age/level of the certification which is the teacher candidate's goal. Teacher candidates will also be given an opportunity to teach lessons designed by Junior Achievement as part of the field placement.

It is vital that you be punctual and reliable when making teaching visits. As a representative of Bellarmine, you should always dress professionally. Show initiative. Communicate your willingness to assist the host teacher and become actively involved. Your host teacher will assess your potential as a future teacher at the end of the field experience. Field experience is assessed on a Pass/Fail basis.

The following documents must be completed and submitted to the instructor at the end of the term in order for you to pass and progress to the next MAT Module:
- ☐ field observation journal with reflections clearly labeled and dated for each separate experience;
- teaching visit log with the host teacher's signature to serve as documentation of approved field hours,
- professional evaluation from the host teacher with whom you spent the most time.

**SUBMISSION OF REQUIRED FORMS:** In addition to two mandatory benchmarks in Mod I, you are also responsible for submission of the following forms via LiveText:
1) Self-assessment of your Teacher Dispositions
2) Self-assessment of your progress in the Teacher Standards
3) Evaluation of your field placement
4) Completion of the first items under a Faculty/Institution assessment of your skills/dispositions in the Teacher Standards

**ASSIGNMENT FORMAT AND EXPECTATIONS:**
All major assignments and all written assignments other than in-class work must be neatly word-processed using a standard 12 point font, double-spaced, consistent with the rules of college-level English grammar, spelling, punctuation, and style. All assignments with references or citations follow APA style. Work submitted after the due date will receive a lower grade.

As teacher candidates, the quality of all written products should be excellent with careful attention to mechanical accuracy. The quality of class participation should be active and inquisitive, and the quality of group projects and interactions should be cooperative and responsible.

**All work required in this module must be completed to receive a passing grade.** An incomplete grade, though rare, may be recorded but only if there is verification of illness, death in the family, or some other emergency/extenuating circumstance that has prohibited the student from completing the course work. Prior to the end of the semester, a student must meet with the professor to discuss extenuating circumstances and request an incomplete grade. The instructor will then determine whether an incomplete grade is warranted and, if appropriate, sign a contract for timely completion of the course work.

**CLASS EXPECTATIONS:**
Class will begin promptly at 5:30 p.m. In an effort to respect your classmates and professor, please turn off all pagers and cell phones (or put on silent notification) upon entering the classroom. If there is a special circumstance, notify the instructor in advance. You will lose all leadership points for a class if you engage in any of the following during our meeting time: text messaging, playing games on your phone, using your laptop to check e-mail, completing homework assignments, or surfing the internet.

You are expected to be actively engaged in class work at all times. All assignments should be completed and printed, if necessary, **BEFORE** class begins.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via
the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th floor of BOB, 452-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.

*The professor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate class needs, unforeseen events or changes in course content.*

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (452-8071). The instructor will offer additional assistance in writing and revision of benchmarks only after students have met with specialists in the Writing Center for their assistance.

Should you decide to withdraw from this course, you must contact both the instructor and the registrar. Refer to specific withdrawal dates concerning tuition refund percentages and the university’s Withdrawal Policy. These are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**CLASS FORMAT AND METHODOLOGY:** Class format will encompass a wide variety of techniques and teaching strategies including small and large group discussions, Socratic Circles, role play, discovery learning, direct instruction, group projects, and student presentations. The professor will intentionally model best practice teaching methodologies and literacy strategies that teacher candidates will be expected to implement in their future classrooms.

**DIVERSITY AND TECHNOLOGY DISPOSITIONS:** This module will focus on the development of highly skilled teachers who teach to the high standards of professional ethics, social justice, equity, and equality and who are caring and compassionate practitioners. Further, this module will focus on developing teachers who are committed to providing equitable opportunities to learn for all students, in light of their backgrounds and learning styles, and to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners following standards of the Council for Exceptional Children.
In Module I, teacher candidates are introduced to the Kentucky Teacher Standards, lesson planning, and teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students. Mod I students will also complete 35 field hours, selected for student diversity as well as effective teaching practice. Students must create both educational philosophy and classroom management benchmark assignments that include diversity components such as making accommodations for learner needs and culturally responsive teaching.

Students will use technology in various assignments throughout the course, including (but not limited to) submitting word-processed reading reflections, constructing a KTIP Lesson Plan, creating graphic organizers, completing on-line research, designing a classroom, and delivering collaborative PowerPoint presentations. Field observations will also permit exploration of technology, especially assistive technology, and its instructional use in the school setting.

Continuing and regular use of word processing and e-mail is expected in Module I. Each student must obtain and use the Bellarmine student e-mail account for all class correspondence. Teacher candidates must purchase LiveText to create and post benchmark assignments, and complete self-assessment of teacher dispositions. Please e-mail the professor when you need to communicate about course work, absence (if necessary), and assistance in finding resources for course work. You should check your e-mail and Blackboard regularly for instructor updates and communication.

ACADEMIC HONESTY: As a Bellarmine University graduate student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s 2011 Course Catalog and in the 2011 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students.
SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

ASSESSMENT/OBJECTIVE MATRIX FOR MODULE I

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<th>Assessments</th>
<th>LEARNER OBJECTIVES</th>
<th>KY TEACHER STANDARDS</th>
<th>AFTSE Objectives</th>
<th>CEC Standards*</th>
<th>NMSA Standards**</th>
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<tr>
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<td>IR 1 MB 2</td>
<td>3K1-12</td>
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<td>4K 1-4 5K1-19</td>
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<td>IR 1</td>
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<td>1, 7, 9</td>
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<td>1K1-7</td>
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*Council for Exceptional Children (CEC) Standards

**National Middle School Association (NMSA) Standards
Syllabus for Middle/Secondary MAT Program Module II
MAT 605: Teaching Diverse Learners
MAT 610: Parents, School, and Community

FALL, 2011  6 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER
SUBTHEME: CULTURALLY RELEVANT TEACHING, COMMUNITY, COURAGE

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Carl L. Williams
OFFICE: BOB 304
PHONE: (502) 272 7984
E-MAIL: cwilliams@bellarmine.edu
OFFICE HOURS: Monday: 11 a.m. – 3 p.m. and 8:30 p.m. 9:30 p.m.
Wednesday: 1:00 p.m. – 4 p.m. or By Appointment

CLASS MEETING TIMES: Monday Nights 6:30-8:30 & 5 Saturday’s 8:30-3:30
(August 27, September 24, October 16, October 29, November 19, (December 3, make-up date))

TEXTBOOK:
3. Various articles will be assigned throughout the semester and will be distributed or made available online prior to their due dates.

**COURSE DESCRIPTION:**

**MAT 605:** Designed to assist pre-service teachers in developing and implementing culturally responsive pedagogy and diverse teaching styles that intentionally address the needs of all students, including English language learners and students with disabilities. *(Using materials that reflect the perspective of different groups, pre-service teachers build bridges between home/community and school experiences by helping their students see connections between their lives and what they are learning in school.)*

**MAT 610:** An examination and analysis of the interrelationship of the parent, school, and community. Students will apply content from text reading, class discussion, assessments, field observation, group experiences to examine and reflect diverse cultures/communities, poverty, students with disabilities, and culturally relevant teaching practices for the whole child and every child. Students will develop and implement demonstrations of culturally responsive pedagogy, diverse teaching styles, and professional collaboration that intentionally address the needs of all learners.

Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment, Program of Studies, and Kentucky Core Academic Standards. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection: technical (seeking a relationships between experience and understanding), deliberative (connecting theory/research with experience), personalistic (trusting/listening to intuition and the voices of others), critical (connecting social, moral, and political dimensions of schooling and judging these dimensions in light of the ethical criteria such as social justice and equality of opportunity), and reflection in-and-on action (connecting old experiences with new ones) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and
Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5) Employs Vallí’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 605 and MAT 610:
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES:
1. Students will examine the views and perspectives contained in the assigned readings/field experiences and engage in critical discussions with colleagues and instructor.
2. Students will reflect on their understanding of the readings, class discussions and field experiences in their journals. Reflections will include how the student, as a future teacher, can build bridges between home/community and school experiences thereby closing the achievement gap.
3. In collaboration with class colleagues, students will review Chapter/Readings that illustrate diverse learners and will prepare, present, and/or critique a written review that includes a summary of
   a. newly evolved perspectives/sensitivities to parallel cultures,
   b. culturally relevant teaching practices that will help their students make connections between their lives and what they are learning in school and
   c. equity pedagogy that closes achievement gaps.
4. Students will demonstrate understanding of the law and specially-designed instruction for students with disabilities and other diverse learners through readings, field experiences and assessments.
5. Students will use primary and secondary sources to research, present and/or critique an issue from a diverse perspective, defend a position about that issue, and recommend teaching practices that target all students’ needs.

COURSE REQUIREMENTS AND ASSIGNMENTS: *A scoring rubric and/or writing prompts will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due.*

1. **Attendance and Punctuality (180 possible points):**

   *One tardy for any reason is totally forgiven. A second tardy will result in a reduction of 10 points from the attendance grade. A third tardy will result in an additional reduction of 20 points from the attendance grade. Excessive tardiness will necessitate a meeting with the instructor and/or dean for further action.*

   *Students are expected to arrive punctually and attend all scheduled classes and meetings. Of course, circumstances beyond our control may arise that result in an absence. One absence for any reason is forgiven. A second absence, which must be excused by the instructors, will result in a reduction of 50 points from the attendance grade. A third absence, which also must be excused by the instructors, will result in an additional reduction of 100 points from the attendance grade. A fourth absence will necessitate repeating the entire module. Please note: If you are absent, you will be unable to obtain 20 points for class participation/reflection for that class/meeting.*

   In addition to the reduction of points outlined above, the University requires that students who will be absent from class while representing the University inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences, and it is the student’s responsibility to know and abide by the instructor’s policy.

2. **Participation and Reflection (180 possible points):** The themes/content/objectives of MODULE II requires that all students be prepared to actively engage in rigorous dialogue with class colleagues, instructors, speakers and field placement/service learning persons. Points will be earned through observation of these behaviors by instructors and/or student self-assessment.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>2.5</td>
<td>Students engage in <strong>informed, rigorous dialogue</strong> during class discussions that <strong>reflects a thorough understanding</strong> of assigned readings, field/service learning observations, etc.</td>
</tr>
<tr>
<td>2.5</td>
<td>Students <strong>demonstrate a respectful tone and manner</strong> when conversing with colleagues, instructors, field/service persons, speakers, etc.</td>
</tr>
<tr>
<td>2.5</td>
<td>Students <strong>actively listen</strong> to discussions using eye contact and positive body language.</td>
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</tbody>
</table>
Students candidly and thoughtfully reflect on class discussions using the mnemonic REFLECT

3. **Open Response Questions (120 possible points):** There will be six Open Response Questions (ORQ) over text readings, class notes, handouts, etc. These will be completed after class as a homework assignment.

4. **Field Placement – Videotaped Lesson and Plan (100 possible points):**
   Students will be responsible for developing a lesson and implementing the lesson during field work. Specific details and a rubric for this assignment will be provided.

5. **Field Placement and Service Learning (130 possible points):**
   Students are required to complete 35 hours of Field Placement. Each student has been assigned to a school location. If students are a teacher of record, he/she may use his/her classroom for 21 hours of the field work. Then, students **must observe/work 14 additional hours** at their assigned school. You will be asked to submit a true/accurate Field Placement Log of Hours and the SOE **Field-Based Experience Evaluation Form** signed by the cooperating teacher.

   Students are required to participate in Service Learning opportunities. These will occur on one or more of our Saturday classes. You will be given ample notice, directions to the sites, and other information as it is arranged.

   Students will be required to submit 3 written reflections; two on field placement and one on service learning using one (or more) of Valli’s five types of reflection.

6. **Chapter/Readings – Summation and Presentation (100 possible points):** After reading selected text and/or assigned articles, students will produce a one-page summation handout and provide a 60-minute mini-lesson to the class covering the content from the chapter/readings. This mini-lesson should demonstrate a new instructional technique that models good teaching strategies for diverse learners. (I can provide ideas for instructional strategies, but I challenge you to seek them on your own.)

7. **Why/How Project and Presentation (150 possible points):** Each student will be required to prepare a 10+ page paper, double-spaced, typed, APA-formatted document that asks a “why” question involving some aspect of race, class, gender, ability, ethnicity, and/or sexual orientation that the student genuinely does not understand and connects with the classroom teaching experience, field experience or service learning experience this semester. Students should attempt to understand the question from the perspective of the group and the interrelationship of parent, school and community. Papers should begin with a detailed discussion of why your question was chosen. The majority/middle of this paper should synthesize and summarize what is researched and formulate a critical argument regarding the issue. This argument should be created in such a way that it is informative and speaks from the perspective of the group. Then, students should provide a detailed description of specific teaching practices that could be utilized to ensure that students from this group will achieve at high levels – in other words, “how” to teach students with diverse learning needs. The paper should provide insightful conclusions and reflections on your growth as an educator of all students. Students will be required to provide a summation handout and a 10 minute
presentation of the paper to the class at the end of the semester.  Note:  A detailed rubric will be available on Blackboard.

8. **Reflection on Why/How Projects (50 possible points):** Students will use one (or more) of Valli’s five types of reflection to react and respond to two (2) of the Why/How presentations from class colleagues. Reflections will be posted on Blackboard.

9. **Late Assignments:** Points may be deducted for work that is submitted after the due date at the instructor’s discretion.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>F</td>
<td>below 776</td>
</tr>
</tbody>
</table>

Please note: Students will earn one grade for Module II. Students will be assigned this grade for both MAT 605 and MAT 610.

**Assessment/Objective Matrix Module II – 18 class meetings**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>COURSE/LEARNER OBJECTIVE</th>
<th>KY TEACHER STANDARDS</th>
<th>AFTSE Objectives</th>
<th>MODULE II points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Punctuality</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 7, 8</td>
<td>3</td>
<td>180</td>
</tr>
<tr>
<td>Participation and Reflection</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 7, 8</td>
<td>3, 5</td>
<td>180</td>
</tr>
<tr>
<td>Open Response Questions - six</td>
<td>3, 4, 5</td>
<td>1, 2,</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>Field Placement – Lesson Plan</td>
<td>1, 4, 5</td>
<td>2, 4, 6</td>
<td>1, 2,4</td>
<td>100</td>
</tr>
<tr>
<td>Field Placement &amp; Service Learning:</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 7, 8, 10</td>
<td>1, 2, 3, 5</td>
<td>90</td>
</tr>
<tr>
<td>Reflection -3 entries</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>2 Logs (hours) Evaluation</td>
<td></td>
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<td></td>
<td>20</td>
</tr>
<tr>
<td>Chapter/Readings:</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Handout &amp; Presentation</td>
<td>2, 3</td>
<td>1, 2, 4, 8, 9</td>
<td>1, 4</td>
<td>100</td>
</tr>
<tr>
<td>Why/How Project Paper &amp; Presentation</td>
<td>5</td>
<td>1, 6, 8</td>
<td>3, 4</td>
<td>150</td>
</tr>
<tr>
<td>Reflection and Response to two Why/How Projects</td>
<td>2, 3</td>
<td>7, 8, 10</td>
<td>3, 5</td>
<td>50</td>
</tr>
</tbody>
</table>
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CLASS FORMAT AND METHODOLOGY: Students will be required to deeply examine their beliefs about learning, ability, difference and justice. Through readings, assessments, discussions, projects, field work, teaching, collaboration and reflection, students will ‘begin where they are.’ Continuous assessment and reflection will reveal to what extent students have critically shifted/evolved in their thinking and teaching practices.

Students are expected to come to class prepared (having completed required readings, journal entries/reviews, field work, demonstrations and projects). Students and instructors are expected to carefully reflect on their learning/thinking/views and fully participate in class discussions. Students and instructors are expected to actively listen, engage in courteous conversations and respectfully honor differences.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: The entire focus of Module II requires students to carefully examine and reflect on diverse cultures, ability and social justice. Students will be required to model culturally relevant teaching with the following dispositions (particularly in their field/clinical placements: (1) The candidate writes reflections and asks questions about the classroom experience; (2) The candidate demonstrates awareness of and sensitivity to diverse learning needs; (3) The candidate demonstrates a commitment to continuous learning and engages in professional discourse about subject matter knowledge. Students will be expected to use technology for various assignments throughout the course including (but not limited to) submitting word-processed journals, Live Text, and presenting projects using available technologies. Further, field work will permit exploration of technology, especially assistive technology, and its use in the school settings. MOD II students are completing field placements in diverse settings. Course content also includes diversity components including making accommodations for learner needs, culturally responsive teaching, appreciating student diversity, and closing the achievement gap (see course objectives).
INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

(I reserve the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.)

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that October 19, 2011 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

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Syllabus for Course MAT 600 Research Methodology and MAT 614 Adolescent Psychology

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Corrie Orthober, Ph.D.
OFFICE: BOB 336
OFFICE PHONE: 502-272-8190
E-MAIL: corthober@bellarmine.edu
OFFICE HOURS:
Mondays 3:30 pm – 5:00 pm and 8:15 pm – 9:15 pm
Tuesdays 8:00 am – 9:15 am and 10:30 am – 11:00 am
and by appointment
CLASS MEETING TIMES:
Tuesdays and Saturdays:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>June 21st</td>
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<tr>
<td>June 28th</td>
<td>5:30pm-8:30pm</td>
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<tr>
<td>July 5th</td>
<td>5:30pm-8:30pm</td>
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<tr>
<td>July 9th</td>
<td>TBD</td>
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<tr>
<td>July 12th</td>
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<tr>
<td>July 16th</td>
<td>TBD</td>
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<tr>
<td>July 19th</td>
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<tr>
<td>July 26th</td>
<td>5:30 pm-8:30 pm</td>
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<tr>
<td>Final Exam Session-August 2nd</td>
<td>TBD</td>
</tr>
</tbody>
</table>

RECOMMENDED TEXTBOOKS:
Research Comes Alive: Guidebook for Conducting Original Research with Middle and High School Students written by Gina D. Schack and Alane J. Starko


COURSE DESCRIPTIONS:

MAT 600 An introduction to the basic methods of research in education.

MAT 614 The purpose of this course is to investigate the utilitarian value of psychological research, theory and tools for the study and understanding of individual and group behavior during adolescence.
Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment, Program of Studies, and Kentucky Core Academic Standards (where applicable). The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5) Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 600/614
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others

NATIONAL MIDDLE SCHOOL ASSOCIATION (NMSA) INITIAL LEVEL TEACHER PREPARATION STANDARDS addressed in MAT MOD III are as follows:
1) Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

2) Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

3) Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

4) Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

5) Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

6) Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

COURSE/LEARNER OBJECTIVES:
1. Each student develops knowledge of the current theories in the area of adolescent psychology in a school context.
2. Each student researches an area of adolescent psychology in a school context.
3. Each student applies research in the area of adolescent psychology.
4. Each student becomes aware of the impact of teachers’ attitudes towards the diversity of adolescents, particularly adolescents with disabilities.
5. Each student synthesizes information of multicultural dynamics and issues, and the integration of cultural variation into the school setting.
6. Each student identifies the historical development of adolescence and ways that adolescence is changing.
7. Each student synthesizes fundamental concepts based on research findings for working with adolescent populations.
8. Each student develops an awareness of challenges when grading adolescence’s school work.
9. Each student demonstrates knowledge about various social concerns in working with adolescent behavior.
10. Each student evaluates adolescence research.
11. Each student will become aware of available primary and secondary professional
resources, including the production of an annotated bibliography.

12. Each student will develop effective collaboration and communication skills involved the group process and effective group presentation.

13. Each student develops an awareness of research, assessment and grading methods relevant to working with Middle and Secondary School Students.

COURSE REQUIREMENTS AND ASSIGNMENTS:

- Active participation and punctual attendance at all class meetings for the full class time, including Saturday sessions (prepared to discuss readings, active individual and group participation) (100 points = 8 class sessions 12.5 points per session)
- Group presentations on adolescent issues (75 points)
- Annotated bibliography (10 entries) on specific topic chosen by student (200 points)
- Topical essays and brief written responses (including an internet search) to issues, case studies, adolescent collage and readings (as directed by instructor) (100 points)
- Teacher as Assessment Researcher: The Dilemma of Grading (50 points)
- Completion of all required reading

Total: 525 points

Detailed descriptions with scoring rubrics will be provided for the group project, essays, and annotated bibliography. FYI: I believe in formative assessments and each student will be expected to rework assignments as instructed through formative review.

GRADING SCALE: A = 90-100; B = 80-89; below 80 = failure

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I reserve the right to modify the course syllabus, calendar, and due dates based on the rate of progress in covering the content of the course, or on other unforeseen events.

Should you decide to withdraw from this course, please be aware that May 19, 2011 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

ASSIGNMENT FORMAT AND EXPECTATIONS: You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments.

Absence/tardiness/leaving class early will require consultation with the instructor as to whether student may remain in the module.

All assignments must be neatly word processed using 12 point font, double-spaced, and adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned. Late assignments, accepted only with prior approval of instructor, will receive a 10-point reduction per day, and will be accepted only up to two days late. All assignments utilizing references/citations must use APA 6th edition style. APA manuals may be purchased in the bookstore. **Please do not use plastic page covers on assignments submitted to instructor.

A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description.

SPECIFIC ASSIGNMENTS:
Group Projects

Various topical issues (suicide, gangs, eating disorders, work and adolescents, etc.) will be assigned to groups to research and present to the class. Presentation content will be oriented toward working with adolescents in school settings. Specific topics and a scoring rubric will be distributed.

Annotated Bibliography
Each student will choose a specific topic related to adolescence, research that topic, and develop a bibliography with a variety of references. Each reference will have a description and evaluation by the student as the annotated portion of the bibliography. Specific examples and details will be provided.

**Essays/Case Studies/Readings**

Topical essays will be assigned, often in response to readings, on issues such as zero tolerance policies. Length of responses will generally be 2-3 pages. Students may also be asked to respond to case study examples and research articles on a less formal basis, with length of response generally being one page.

Essays and written responses will be graded as follows:

- **Clear Pass = Reflective**—(considers alternatives, how lessons learned might influence future actions). Reaction is elaborate, tightly organized, well-detailed and supported, clear, focused, complex, well-written and produced, and task is fully completed. Generally, a clear pass is the equivalent of an “A.” (Brief responses will be given a “+.”)

- **Pass = Analytic**—(attempts to make sense of incidents described or patterns observed). Journal reaction is focused, interesting but not complex or evaluative, generally acceptable, contains minimal errors, and task is mostly complete. Generally, a pass is the equivalent of a “B.” (Brief responses will be given a “√.”)

- **Not Passing = Descriptive**—(tells what is going on). Journal reaction shows an effort to complete the task, but was accomplished simplistically. That is, the reaction contains significant errors, lacks focus and/or supporting evidence for claims, requires more organization, needs better development, and lacks coherence. Generally, a not passing is the equivalent of a “C” and should be redone. (Brief responses will be given a “-.”)

**Teacher as Assessment Researcher: The Dilemma of Grading**

A challenging yet daily task of teachers is to grade student work. Most often assessments of work determine grades. Students will investigate various approaches to grading. The activity will culminate with a Fish Bowl Discussion. Details will be provided.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** Module III addresses diversity through research and practice that reinforces the need for culturally responsive pedagogy and strategies that address the specific needs of students with disabilities. Diversity is specifically addressed in group projects identifying specific adolescent problems and issues.

Dispositions are addressed throughout the module in readings and reflections relative to dispositional characteristics desirable for relating positively to adolescents and their unique needs.
Technology is addressed both in class format, and in specific assignments relative to integrating technology into the classroom (such as the web search). Students use technology in group presentations as well.

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<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KY TEACHER STANDARD: Initial Level</th>
<th>AFTSE Program Objectives</th>
<th>NMSA Standards**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>1-4, 6, 9, 12 &amp; 13</td>
<td>1 &amp; 3</td>
<td>1, 2 &amp; 4</td>
<td>1-6</td>
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<tr>
<td>Written Responses</td>
<td>1-4, 8, 10 &amp; 13</td>
<td>1, 3, &amp; 4</td>
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<td>1-6</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
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<td>Internet Search</td>
<td>3, 4, 9 &amp; 10</td>
<td>1, 2, 3 &amp; 6</td>
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<td>1, 2, 6</td>
</tr>
<tr>
<td>Group Project</td>
<td>1-4, 7, 9, 11 &amp; 12</td>
<td>1, 2, 6 &amp; 7</td>
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<td>1-6</td>
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<tr>
<td>Teacher as Assessment</td>
<td>7, 8, 10 &amp; 13</td>
<td>1-6 &amp; 8</td>
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<td>Researcher: The Dilemma of Grading</td>
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</tbody>
</table>

*Each assessment tool reflects particular learner objectives, KY teacher standards, and AFTSE Program Objectives, as delineated in the syllabus.

**National Middle School Association**
BELLMARINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

MAT 615: Computer Applications in Education
Summer 2011
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

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In the Love of Truth.

INSTRUCTOR: Dr. Kevin M. Thomas
OFFICE: BOB 321
PHONE: 272-8409
E-MAIL: kthomas@bellarmine.edu
OFFICE HOURS: Tue: 4:30-5:30 or by appointment

CLASS MEETING TIMES:
BOB 207
T 5:30-8:30 (6/21-8/2)
Final Exam: Tuesday, 8/2
5:30-8:30 in BOB 207
TEXTBOOK: All readings will be assigned by the instructor and either placed on Blackboard or handed out in class.

SUPPLIES NEEDED: Students must purchase LiveText: Purchase online at www.livetext.com (LiveText MUST be purchased and activated no later than 7/21/11. Failure to do so will result in a deduction of one (1) point from your final grade per day until it is purchased and activated.

COURSE DESCRIPTION: This class investigates computers as a tool for learning and a tool to learn using the National and Kentucky Educational Technology Standards for students and teachers. Topics covered include intellectual property law, strategies for using the internet in instruction, and ways to use integrated applications software to promote learning. Preservice teachers will explore lesson design and alignment with technology to develop student-centered lesson plans in which technology is used as a tool for learning rather than as a delivery mechanism. Students will work with practical inquiry based examples while addressing both local and national educational standards.

Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, Anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

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- Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
- Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS (KyTS) ADDRESSED in MAT 615:**
- Standard 1: Demonstrates Knowledge of Content
- Standard 2: Designs and Plans Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates Implementation of Technology
- Standard 7: Reflects/Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others

**COURSE/LEARNER OBJECTIVES:**

<table>
<thead>
<tr>
<th>Objective</th>
<th>AFTSE Program Objectives</th>
<th>KY Technology Standards</th>
<th><em>ISTE NETS</em>T</th>
<th>**NAGC</th>
<th>***CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will explore real-world issues and solve authentic problems using digital tools and resources</td>
<td>IV, V</td>
<td>6.3</td>
<td>S1.b</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2. Students will design relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</td>
<td>I, III, IV, V</td>
<td>6.1, 6.3</td>
<td>S2.a</td>
<td>4, 7</td>
<td>7</td>
</tr>
<tr>
<td>3. Students will customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</td>
<td>III, IV, V</td>
<td>6.1, 6.3</td>
<td>S2.c</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. Students will demonstrate fluency in technology systems and the</td>
<td>II, V</td>
<td>6.1</td>
<td>S3.a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>AFTSE Program Objectives</td>
<td>KY Technology Standards</td>
<td>*ISTE NETS•T</td>
<td>**NAGC</td>
<td>***CEC</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td><strong>This course is designed to enable candidates to:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transfer of current knowledge to new technologies and situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students will communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</td>
<td>I, II, V</td>
<td>6.4</td>
<td>S4.c</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>6. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</td>
<td>II, IV, V</td>
<td>6.2</td>
<td>S3.d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students will advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.</td>
<td>III, V</td>
<td>6.5</td>
<td>S4.a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students will address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate</td>
<td>III, V</td>
<td>6.3, 6.5</td>
<td>S4.b</td>
<td>4, 5</td>
<td>3</td>
</tr>
</tbody>
</table>
Objective

*This course is designed to enable candidates to:

- digital tools and resources.

9. Students will evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

<table>
<thead>
<tr>
<th>Objective</th>
<th>AFTSE Technology Standards</th>
<th>KY Technology Standards</th>
<th>*ISTE NETS•T</th>
<th>**NAGC</th>
<th>***CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>digital tools and resources.</td>
<td>II, V 6.2</td>
<td>$5.c</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

*Courses and Standards:

*International Society for Technology in Education: National Educational Technology Standards for Teachers

**National Association for Gifted Children

***Council for Exceptional Children

COURSE REQUIREMENTS AND ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation:</td>
<td>250 points</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Five for 20 points each</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Five for 20 points each</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Anchor (Must receive proficient on all three parts to pass course)</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>1. Webpage/WebQuest: 75 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lesson Plan: 55 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reflective Paper: 55 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Uploaded successfully to LiveText: 15 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Technology Projects</td>
<td>150 points</td>
<td>15%</td>
</tr>
</tbody>
</table>
- Wiki: 50 points
- NonLinear PowerPoint: 75 points
- Podcasts: 25 points

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

**ATTENDANCE AND PARTICIPATION:** Students are expected to be punctual in their attendance of all classes. Students will also be expected to participate in class discussion and other activities. Students missing more than three (3) classes regardless of the circumstances will fail the class. Excessive absences/tardiness will also result in a student disposition.

**QUIZZES:** The importance of the course reading material cannot be over emphasized. Readings are selected from a combination of research and practitioner resources to provide theoretical, pedagogical and pragmatic information regarding the application of computers in the classroom. Students are expected to conduct a thorough reading of all materials. There will be five quizzes. Quizzes will be at the start of class.

**REFLECTIVE JOURNAL:** Students will be responsible for making five journal entries over the course of the semester. Using Valli’s (2003) five types of reflection as a guide, students should use these journal writing opportunities to reflect upon class readings, discussions and activities. In particular, students should give serious thought to the role technology can/will play in their classrooms. The instructor will provide each topic. Journals will be made on BlackBoard’s Discussion Board. Journals should not be an attached Word document. Journal entries should be one (1) page typed (a minimum of 250 words or 1400 characters with spaces). Journals will be graded for content as well as spelling and grammar. Any journals that are late or do not follow the above criteria, will receive a zero. Journals must be completed each Friday by 11:00 PM.

**BENCHMARK/ANCHOR ASSIGNMENT:** Students are required to complete an anchor assignment for this course. The assignment is to 1) develop a lesson plan that teaches a course specific objective using 2) a webquest/webpage. Additionally, students are to 3) write a reflective paper concerning this assignment. This paper will address three components of the anchor: 1) the student’s strengths and weaknesses identified during the process of completing the anchor, 2) how their WebQuest/webpage addressed Kentucky Teacher Standard 6 and 3) specific research that supports the use of technology (like WebQuest/webpages) in the classroom. A failure to receive a proficient score on any of the three components on the anchor will automatically result in a course failure. All of the requirements for this assignment will be uploaded to LiveText during a designated class date. Please refer to pages 46 and 60-62 in the ABD Handbook or LiveText for the specifics (rubrics) for this assignment.

**INSTRUCTIONAL TECHNOLOGY PROJECTS:** Students will create three instructional technology projects for use in their classrooms. Each of these assignments will be connected to the Kentucky Core Content for the content area of the student. In addition, students will become familiar with the use of the interactive whiteboard, student response system and document
camera; however, due to time constraints, students will not be required to complete assignments for these technologies.

- **Wiki**: Students will create a personal wiki. The wiki will function as a portfolio for all of the student’s assignments in this course. Students will create a page on his or her wiki for each assignment and all completed assignments will be posted to the appropriate page. For assessment purposes, all of assignments will be assessed from their wiki.

- **Nonlinear PowerPoint**: Students will create an instructional NonLinear PowerPoint to be used in their classroom. The PowerPoint will be connected to Kentucky Core Content in each student’s subject area. The PowerPoint will also contain an assessment component.

- **Podcast**: Students will create a podcasts that demonstrates how podcasting can be used in their future classroom with students, parents, colleagues to meet Kentucky Teacher Standard 6. Additionally, students’ podcasts will show the how they can be used for instruction, communication and assessment.

**FINAL**: The final exam is comprehensive and will require students to demonstrate a degree of proficiency in the technology skills taught in this course.

**SUBMISSION OF REQUIRED FORMS**: The details regarding the submission of assignments will be addressed on the rubric provided for each assignment. As previously stated, students will be responsible for the submission of forms regarding the anchor assignment via LiveText. Details concerning the submission of forms will be addressed at a later date.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000</td>
<td>940</td>
</tr>
<tr>
<td>A-</td>
<td>939</td>
<td>900</td>
</tr>
<tr>
<td>B+</td>
<td>899</td>
<td>879</td>
</tr>
<tr>
<td>B</td>
<td>878</td>
<td>840</td>
</tr>
<tr>
<td>B-</td>
<td>839</td>
<td>800</td>
</tr>
<tr>
<td>C</td>
<td>799</td>
<td>700</td>
</tr>
<tr>
<td>F</td>
<td>690</td>
<td>0</td>
</tr>
</tbody>
</table>

**Note**: A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due.

**ASSIGNMENT FORMAT AND EXPECTATIONS**: All written assignments that are turned in must be word processed using 12 point Arial or Times NR font. All assignments should adhere to rules of Standard English grammar, spelling and punctuation. The student’s name, the course, the instructor and the date should be typed in the top right hand corner of the first page. There should be no cover page and the papers should not be placed in any type of folder or binder. If papers are more than one page, staple the pages together in the left hand corner (do not “dog-ear” the pages together). Papers should be printed in black ink on white paper. Any citations included in your evaluations should be in APA format. **Failure to follow this format will result in a loss of points.**
Students are responsible for saving, storing and backing up digital files for all of their assignments. Regardless of the reason, loss of students work/files will result in students redoing their work. No extra time will be given to students for loss of file regardless of the reason. All work/projects should be uploaded to the appropriate page on the class wiki. Be sure to check all projects. If I cannot open it, it is late until a copy that is properly functioning is submitted to me.

Assignments must be submitted by due dates assigned. Late assignments, accepted only with PRIOR APPROVAL of instructor, will be dropped one letter grade per day and will not be accepted after one week from the due date.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480.

The instructor reserves the right to modify the course syllabus, calendar, and due dates based on the rate of progress in covering the content of the course or due to other unforeseen events.

If, at any time, during the semester you are experiencing difficulty in understanding course content, or completing courses assignments, you are expected to contact the instructor as soon as you are aware of the difficulty. The instructor is unlikely to make accommodations after the assignment is due, or give and incomplete grade unless there is an extreme or
highly unique circumstance. Incomplete grades will be given by the instructor only when the student and instructor have contracted to do so before the semester ends.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that October 19th is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY: The methods and activities for instruction in this course include: lecture, discussion, PowerPoint presentation, demonstration, electronic communication, cooperative groups, student presentations and individual project completions.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: EDUC 616, a required course for all students in the School of Education, prepares students to effectively use technology in their future classrooms to support instruction and improve student learning. The course introduces students to Kentucky Teacher Standards, ISTE Standards, National Association for Gifted Children and the Council for Exceptional Children Standards. Students are introduced to diverse learning styles of students as well as the ability of technology to create diverse opportunities to instruct, communicate with and assess all students.

Additionally, students learn about the teacher dispositions in regard to the safe, ethical, legal and equitable use of technology. Students learn about the digital divide and their responsibility in ensuring that they assisting in closing the digital gap as well as the associated achievement gap.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-12 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. Penalties range from failing an assignment or course to dismissal from the University, depending, in part, on the
student’s previous record of academic dishonesty. On the second offense during a student’s academic career, the student will be immediately suspended for the semester in which the most recent offense took place. On the third offense, the student will be dismissed from the University. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

**ASSESSMENT/OBJECTIVE MATRIX FOR MAT 615**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KyTS STANDARDS</th>
<th>AFTSE</th>
<th>ISTE NETS*T</th>
<th>NAGC</th>
<th>CEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance/ Participation</td>
<td>1-8</td>
<td>1, 2, 5, 6, 7, 8,</td>
<td>1-5</td>
<td>1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reflective Paper</td>
<td>5, 6, 7</td>
<td>7</td>
<td>2, 3, 5</td>
<td>5</td>
<td>3, 9</td>
<td></td>
</tr>
<tr>
<td>3. Anchor</td>
<td>1-9</td>
<td>1, 2, 5, 6, 7, 8,</td>
<td>1, 3,</td>
<td>1, 2, 3, 4, 5</td>
<td>3, 6, 8, 10</td>
<td>7, 8</td>
</tr>
<tr>
<td>4. Quizzes</td>
<td>6, 7, 9</td>
<td>7</td>
<td>3,</td>
<td>5</td>
<td>3, 4, 9</td>
<td></td>
</tr>
<tr>
<td>5. Instructional Technology Projects</td>
<td>1-9</td>
<td>1, 2, 5, 6, 7, 8,</td>
<td>1, 3,</td>
<td>1, 2, 3, 4, 5</td>
<td>3, 6, 8, 10</td>
<td>7, 8, 10</td>
</tr>
<tr>
<td>6. Group Project</td>
<td>1, 2, 3, 4, 6, 7</td>
<td>1, 2, 5, 6, 7, 8,</td>
<td>1, 3,</td>
<td>1, 2, 3, 4, 5</td>
<td>3, 10</td>
<td>7</td>
</tr>
<tr>
<td>7. Final</td>
<td>1, 4</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>
UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto:  In Veritatis Amore, In the Love of Truth.

INSTRUCTOR:  Sarah B. Bush
OFFICE:  BOB 311
PHONE:  502-272-8135
E-MAIL:  sbush@bellarmine.edu
OFFICE HOURS: Tuesday: 12:00-1:00 and 4:30-5:30
           Wednesday: 3:00-5:00
           Or email for appointment.

CLASS MEETING TIMES: Tuesday: 5:30-8:00

TEXTBOOK:
MAT 580 (EDUC 336): Middle

- TITLE: TEACHING STUDENT CENTERED MATH GRDS&FIELD EXP (V3)
- AUTHOR: Van De Walle
- EDITION:
- COPYRIGHT YEAR: 2006
- PUBLISHER: Pearson Education
- ISBN: 9780131370975
- NEW: $44.00
- USED: $33.00

- TITLE: Good Questions
- AUTHOR: Small
- EDITION:
- COPYRIGHT YEAR: 2009
- PUBLISHER: Teachers College Press, Teachers College, Columbia University
- ISBN: 9780807749784
- NEW: $32.75
- USED: $24.75
- RENTAL: $16.36

MAT 582 (EDUC 347): Secondary

- TITLE: Focus in High School Mathematics
- AUTHOR: Natl Coun Teachers Math
- EDITION:
- COPYRIGHT YEAR: 2009
- PUBLISHER: National Council of Teachers of Math
- ISBN: 9780873536318
- NEW: $50.50
- USED: $38.00
- RENTAL: $25.22

- TITLE: More Good Questions
- AUTHOR: Small
- EDITION:
- COPYRIGHT YEAR: 2010
- PUBLISHER: Teachers College Press, Teachers College, Columbia University
- ISBN: 9780807750889
- NEW: $32.75
- USED: $24.75

RECOMMENDED RESOURCE:

- A student membership to NCTM – this would include an online subscription to *Mathematics Teaching in the Middle School* or *Mathematics Teacher*. [www.nctm.org](http://www.nctm.org)

SUPPLIES NEEDED:

- A binder with 20 dividers
A notebook with easy-tear pages

**COURSE DESCRIPTION:**

MAT 580 (EDUC 336): Instructional approaches and materials for teaching mathematics. Includes a survey of mathematics curriculum, microteaching sessions which are videotaped, and observations in middle school classrooms. Aligned to NCTM and KCAS standards. (Prerequisites: MATH 101 and 102, or MATH 523.)

MAT 582 (EDUC 347): Application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching mathematics in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration. Aligned to NCTM and KCAS standards.

This course aligns with the AFTSE conceptual framework. Students will collaborate with education stakeholders through their field experience and completion of assignments for this course. Through lesson plan reflections, students will reflect on their field experience and change and modify instructional decisions. Each course session will develop dispositions in the teacher candidate that models effective teaching and leading. Teacher candidates will have the opportunity to analyze data from formative assessments and diagnostic interviews conducted during their field experience in order to guide teaching. Throughout course sessions, field experiences, lesson planning, and other assignments, teacher candidates will employ Valli’s five reflective processes.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, **EDUCATOR AS REFLECTIVE LEARNER**, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

1) Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
2) Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
3) Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
4) Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
5) Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 580/582 (EDUC 336/347):
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

NATIONAL MIDDLE SCHOOL ASSOCIATION STANDARDS ADDRESSED IN MAT 580/582 (EDUC 336/347):
1. Young Adolescent Development
2. Middle Level Philosophy and School Organization
3. Middle Level Curriculum and Assessment
4. Middle Level Teaching Fields
5. Middle Level Instruction and Assessment
6. Family and Community Involvement
7. Middle Level Professional Roles

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM) PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS CONTENT/PROCESS STANDARDS ADDRESSED in MAT 580/582 (EDUC 336/347):
1. Number and Operations
2. Algebra
3. Geometry
4. Measurement
5. Data Analysis and Probability
6. Problem Solving
7. Reasoning and Proof
8. Communication
9. Connections
10. Representation
NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM) PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS PRINCIPLES ADDRESSED in MAT 580/582 (EDUC 336/347):

1. Equity
2. Curriculum
3. Teaching
4. Learning
5. Assessment
6. Technology

KENTUCKY CORE ACADEMIC STANDARDS (KCAS) IN MATHEMATICS ADDRESSED in MAT 580/582 (EDUC 336/347):

MAT 580 (EDUC 336)
1. Operations and Algebraic Thinking (5)
2. Number and Operations in Base Ten (5)
3. Measurement and Data (5)
4. Geometry (5, 6, 7, 8)
5. Number and Operations – Fractions (5)
6. Ratios and Proportional Relationships (6, 7)
7. The Number System (6, 7, 8)
8. Expressions and Equations (6, 7, 8)
9. Statistics and Probability (6, 7, 8)
10. Functions (8)

MAT 582 (EDUC 347)
1. Number and Quantity
2. Algebra
3. Functions
4. Modeling
5. Geometry
6. Statistics and Probability

KENTUCKY CORE ACADEMIC MATHEMATICAL PRACTICES ADDRESSED in MAT 580/582 (EDUC 336/347):

1. Make sense of problems and perseveres in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

COURSE/LEARNER OBJECTIVES:
1. Teacher candidates will plan and implement mathematics lessons in a positive and engaging learning environment at their field placement.
2. Teacher candidates will create a standards based unit of study (SBUS)
3. Teacher candidates will effectively implement a method of student assessment in their field experience.
4. Teacher candidates will grow and develop as a lifelong learner of both the teaching and learning of mathematics.
5. Teacher candidates will develop instructional activities which address the learning needs of a diverse group of learners.
6. Teacher candidates will continually reflect upon, reevaluate, and revise their teaching of mathematics.
7. Teacher candidates will integrate technology into their mathematics instruction.
8. Teacher candidates will develop a sense of urgency towards effective teaching of mathematics and develop a lifelong commitment to continually strive to improve their ability to teach mathematics and to helping students learn mathematics.

COURSE REQUIREMENTS AND ASSIGNMENTS:

The following is a list of course requirements and assignments:

1. Active participation and punctual attendance at all class meetings (100 pts.)
2. Professional reactions on two articles (2 @ 50 pts. each)
3. Field Experience Guide activities (3 @ 10 pts. each)
4. Diagnostic Interview Assessment (1 @ 70 pts.)
5. Chapter Quizzes (5 @ 20 pts. each)
6. SBUS with taught lesson plan (200 pts.)
7. Teaching Idea Demonstration (50 pts.)
8. Final Exam (100 pts.)

ATTENDANCE and PARTICIPATION: You are expected to be punctual and attend all class meetings. You cannot participate at a class meeting if you are not present. If you are absent, you will not receive full participation credit for the course. If you are going to be absent, you must contact the instructor immediately. You are expected to actively participate in all class sessions through completing tasks, discussion, reflection, and engagement.

PROFESSIONAL REACTIONS: You will complete two professional reactions on two journal articles from NCTM’s Mathematics Teaching in the Middle School or Mathematics Teacher. These reactions are NOT a summary of the article. Instead, your reaction should display considerable thought, involve critical thinking, and address how the article is relevant to you. Some possible considerations for your reaction include: what changed your thinking and why, something you disagree with, something you wish to learn more about, and something you found interesting. You will be provided with a list of articles to choose from.

FIELD EXPERIENCE GUIDE ACTIVITIES: You will complete specific Field Experience Guide activity sheets throughout your practicum experience. Responses can be written directly
on the activity sheet. It does not need to be typed unless a summary is required. In that case, the summary should be typed. Responses should be neat and completed fully.

**DIAGNOSTIC INTERVIEW ASSESSMENT**: You will conduct a diagnostic interview with 2-3 different students (but individually) in your class. Ideally, you should pick several students of varying mathematical abilities and conduct the same interview with each of them. A variety of assessment tools to choose from will be discussed in class. You will write a thoughtful reflection which includes: core content used, background information on students interviewed, analysis of each student’s responses, all student work and field notes, and a summary of students’ understanding and thinking. Analysis of students’ responses should include differences and similarities, interesting findings, struggles you encountered, misunderstandings or mistakes made by students, and your speculation as to why students responded the way they did. Your summary should be backed up with specific examples and evidence from your interviews. Relate your summary to implications and suggestions for teaching.

**CHAPTER QUIZZES**: Chapter quizzes will be given unannounced based on the chapter reading assignment for that class session. You should take care to always have the assigned reading completed before each class session.

**SBUS WITH TAUGHT LESSON PLAN**: Completion of the SBUS includes the following:

- Completion of all components of the KDE SBUS template
- A day-by-day overall unit plan
- One completed lesson plan (new Bellarmine Lesson Plan Template), including reflection, from the SBUS.
- One taped recording of the lesson plan

In the taught lesson, you will serve as the lead teacher. You will identify lesson objectives, Kentucky Core Academic Standards addressed, and Kentucky Core Academic Mathematical Practices addressed. This lesson should include one of the following: interdisciplinary component, literature connection, technology integration, or adaptations/accommodations for struggling learners. This lesson should involve introducing a new concept and you are responsible for leading the entire lesson – introduction, lesson, transitions, and closure. After the lesson is completed, you will write about the lesson from your role as the lead teacher. You will provide your own results, analysis, and reflection of the lesson. Student work must be submitted along with your analysis of how the student work demonstrates that the lesson objectives were met. You will use the new Bellarmine Lesson Plan Template. **RUBRIC will be given in advance.**

**TEACHING IDEA DEMONSTRATION**: You will conduct a 10-15 minute mini-lesson during a class session. This mini-lesson will address a mathematical concept within grades 5-12 that students find particularly challenging. It can be a concept which you have struggled with. During your mini-lesson you should incorporate one of the following: interdisciplinary component, literature connection, technology integration, or adaptations/accommodations for struggling learners. This assignment will be discussed in further detail within the first few weeks of class. Presentations will span over four class meetings. During class, you will sign up for the
date you will do your demonstration. You will be graded during the demonstration. Grading criteria sheet will be provided by October 4 at the latest.

**FINAL EXAM:** This is a written exam which will include several essay questions that will provide evidence of growth as a professional and as a teacher of mathematics. Possible topics which may be included on the final will be discussed prior to the final exam. _Students missing a test due to illness/emergency must notify the instructor the day of the test that he/she will be absent and the reason for the absence. The instructor will then determine if and when a make-up exam will be given. The format of the make-up exam is at the discretion of the instructor._

**SUBMISSION OF REQUIRED FORMS:** The following forms must be submitted:
- Two Professional Reactions – Typed Hard Copy
- Field Experience Guide Activity Sheets – Activity Sheet, Typed Summary if Applicable
- Diagnostic Interview Assessment Write-up – Typed Hard Copy, Student and Teacher Candidate Work Included
- SBUS – Submitted on LIVETEXT
- Quizzes and Final Exam will be given and submitted during class.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>91-92</td>
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<tr>
<td>B+</td>
<td>88-90</td>
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<tr>
<td>B</td>
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<td>C</td>
<td>73-81</td>
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<tr>
<td>F</td>
<td>0-72</td>
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</tbody>
</table>

*Written Responses will receive a +, √, or - (96, 90, 85) The instructor may also issue a √+ (93) or √- (87) as needed.*

Note: A scoring rubric will be provided for the SBUS in conjunction with the detailed assignment description (see above) and date the assignment is due (see calendar below).

**ASSIGNMENT FORMAT AND EXPECTATIONS:**

You are expected to be a thoughtful, active, and informed member of class discussions, lectures, individual presentations, and group activities. You are expected to attend each class session, arrive punctually, and be prepared by having read the required assignments. Any absences/tardiness/leaving class early will result in reduction in points toward the final course grade. Missing more than one class session (even due to illness/emergency) is considered excessive and will require conferencing with the instructor. All assignments, except Field Experience Guide activity sheets, must be neatly word processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments
must be submitted by due dates assigned (see calendar below). Late assignments, accepted only with PRIOR APPROVAL of instructor, will receive a 5-point reduction per day, and will not be accepted after one week from the due date. Assignments receiving a +, √, or – that are late will automatically be reduced a grade level, and may be submitted up to 2 days late.

Please be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times. Using such devices during class sessions is considered a lack of participation and points will be deducted.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

The instructor of this course reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in the course content.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that October 19 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the
Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY: This course will employ hands-on learning through the active use of manipulatives, technologies, children’s literature and materials related to the teaching of middle/secondary mathematics. Teacher candidates are expected to attend every class session and actively participate in all activities, discussions, and complete all assignments. Assigned readings are expected to be completed before each class session.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: MAT 580/582 (EDUC 336/347) is a required course for middle and secondary mathematics education majors.

MAT 580/582 (EDUC 336/347) students complete a practicum, selected for student diversity as well as effective teaching practice (see field syllabus). Course class sessions also include diversity components including making accommodations for learner needs, culturally responsive teaching, appreciating student diversity, and strategies to address the achievement gap.

Students will be introduced to the use of technology in the classroom, as it relates to the teaching and learning of mathematics. The practicum experience will also permit exploration of technology in a classroom setting with kids.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.
ASSESSMENT/OBJECTIVE MATRIX FOR MAT 580/582 (EDUC 336/347)

Below is a matrix which aligns the assessments for this course with the course learner objectives, Kentucky Teacher Standards, AFTSE objectives, and NMSA Standards. It should be noted that the NCTM Standards and Principles, KCAS, and KCAS-MP addressed will vary by articles read, class session, quiz, diagnostic interview conducted, and lessons taught.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>LEARNER OBJECTIVE</th>
<th>KY TEACHER STANDARDS</th>
<th>AFTSE Objectives</th>
<th>NMSA STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>1. Active participation and punctual attendance at all class meetings</td>
<td>4, 6, 8</td>
<td>1, 7, 8</td>
<td>3</td>
<td>3, 4, 7</td>
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<tr>
<td>2. Professional reactions on two articles</td>
<td>4, 6, 8</td>
<td>1, 7, 9</td>
<td>5</td>
<td>7</td>
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<td>3. Field Experience Guide activities</td>
<td>4, 6, 8</td>
<td>1, 7, 8</td>
<td>2, 3, 5</td>
<td>1, 2, 6</td>
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<td>4. Diagnostic Interview Assessment</td>
<td>3</td>
<td>1, 5, 7</td>
<td>4, 5</td>
<td>3, 5</td>
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<td>5. Chapter Quizzes</td>
<td>4, 6, 8</td>
<td>1, 7</td>
<td>3, 5</td>
<td>3, 4</td>
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<td>6. SBUS</td>
<td>1, 2, 3, 5, 6, 7</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 3, 4, 5</td>
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<tr>
<td>7. Teaching Idea Demonstration</td>
<td>2, 4, 5, 7</td>
<td>1, 2, 3, 4, 6, 9, 10</td>
<td>3, 5</td>
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<td>8. Final Exam</td>
<td>4, 6, 8</td>
<td>1, 7</td>
<td>3, 5</td>
<td>3, 4</td>
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Course Calendar for MAT 580/582 (EDUC 336/347)

*Subject to change due to unforeseen events.

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Reading to be Completed Before Class</th>
<th>Assignments Due at the Beginning of this Class</th>
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<td></td>
<td></td>
<td></td>
<td>Middle</td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Aug. 23</td>
<td>Introduction/</td>
<td>Van de Walle</td>
<td>NCTM Chap. 1</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Standards</th>
<th>Chap. 1</th>
<th>Chap. 2</th>
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<tbody>
<tr>
<td>Aug. 30</td>
<td>Numbers/Operations</td>
<td>Van de Walle Chap. 2 &amp; 3</td>
<td>NCTM Chap. 2 &amp; Small Chap. 1</td>
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<td>Signed Syllabus/Field Placement Forms (MAT)</td>
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<td>Email to instructor</td>
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<tr>
<td>Sept. 6</td>
<td>Numbers/Operations</td>
<td>Van de Walle Chap. 4 &amp; 5</td>
<td>NCTM Chap. 4</td>
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<td></td>
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<td></td>
<td>First Professional Reaction – typed hard copy</td>
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<td>Sept. 13</td>
<td>TI Night/Numbers/</td>
<td>Small Chap. 1 &amp; 2 (Not K-2)</td>
<td>Small Chap. 3</td>
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<tr>
<td></td>
<td>Operations</td>
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<td>FEG 1.6 (p. 12) – turn in activity sheet</td>
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<tr>
<td>Sept. 20</td>
<td>Ratios and Proportional</td>
<td>Van de Walle Chap. 6 and TBD Journal Article</td>
<td>NCTM Chap. 3 and TBD Journal Article</td>
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<tr>
<td></td>
<td>Reasoning</td>
<td></td>
<td>Second Professional Reaction – typed hard copy</td>
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<tr>
<td>Sept. 27</td>
<td>Ratios and Proportional</td>
<td>TBD Journal Article(s)</td>
<td>TBD Journal Article(s)</td>
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<td></td>
<td>Reasoning/Expressions</td>
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<td>FEG 4.5 (pg. 42) – activity sheet or typed hard copy</td>
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<tr>
<td>Oct. 4</td>
<td>Expressions and Equations/Algebra</td>
<td>Van de Walle Chap. 9</td>
<td>NCTM Chap. 5</td>
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<td>FEG 3.4 (pg. 29-30) Activity sheet (your copy, student’s copy, typed summary)</td>
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<td>Oct. 11</td>
<td>Fall Break</td>
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<td>Fall Break</td>
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<td>Oct. 18</td>
<td>Algebra/Functions</td>
<td>Small Chap. 5 (Not K-2)</td>
<td>Small Chap. 2</td>
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<td>Diagnostic Interview Assessment</td>
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<td></td>
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<td></td>
<td>– typed hard copy, work included</td>
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<td>Oct. 25</td>
<td>Algebra/Functions</td>
<td>Van de Walle Chap. 10</td>
<td>NCTM Chap. 6</td>
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<td>Demonstration Lessons</td>
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<tr>
<td>Nov. 1</td>
<td>Geometry</td>
<td>Van de Walle Chap. 7</td>
<td>NCTM Chap. 7</td>
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<td></td>
<td></td>
<td></td>
<td>Demonstration Lessons</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Geometry</td>
<td>Small Chap. 3 (Not K-2)</td>
<td>Small Chap. 4</td>
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<td></td>
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<tr>
<td>Nov. 15</td>
<td>Measurement/Data</td>
<td>Van de Walle Chap. 8 and Small Chap. 4</td>
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<td></td>
<td></td>
<td>(Not K-2)</td>
<td>Small Chap. 5</td>
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<td></td>
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<td></td>
<td>Demonstration Lessons</td>
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<tr>
<td>Nov. 22</td>
<td>Statistics and Probability</td>
<td>Van de Walle Chap. 11 and 12</td>
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<td></td>
<td>(Not K-2)</td>
<td>NCTM Chap. 8 &amp; 9</td>
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<td>Nov. 29</td>
<td>Statistics/Probability</td>
<td>Small Chap. 6 (Not K-2)</td>
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<td></td>
<td></td>
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<tr>
<td>Dec. 6</td>
<td>Final Exam</td>
<td>Final Exam</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Bibliography:**


**Journals:**

*Mathematics Teaching in the Middle School*, NCTM, Grades 5-8

*Mathematics Teacher*, NCTM, Grades 8-12

**Professional Organizations:**

Greater Louisville Council of Teachers of Mathematics (GLTCM)
- Student Membership = $10.00
- Fall Meeting October 17, Winter Meeting TBD, Spring Meeting TBD
- Dinner is served at each meeting.
- Great way to collaborate and network with local math teachers

Kentucky Council of Teachers of Mathematics (KCTM)
- Student Membership = $15.00
- Annual Conference October 8, Bowling Green

National Council of Teachers of Mathematics (NCTM)
- Student E-Membership = $39.00
- Regional Meetings in the Fall (Atlantic City, St. Louis, Albuquerque)
- Annual Meeting in the Spring (Philadelphia)

**Online Resources will be discussed in Class Sessions**
Receipt of Syllabus

I am looking forward to helping you grow as a teacher of mathematics this semester. Please let me know throughout the course if you have questions, comments, concerns, or suggestions. Email is the quickest form of communication. However, if needed, I would be happy to conference with you over the phone or in person by appointment or during office hours.

Sincerely,
Professor Bush

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I have thoroughly and carefully read the syllabus for MAT 580/582 (EDUC 336/347). I am aware of and understand all course requirements, objectives, assignments, reading requirements, participation and attendance expectations, class schedule, point values, etc. I understand that my growth and development as a teacher of mathematics will be demonstrated and observed through my participation in class, submitted assignments, quizzes, and exams. As a Junior Level/Graduate Level course, I understand that I am supposed to exhibit a high level of professionalism, writing, reflection, and commitment to professional growth.

Name: ________________________________ Date: ____________________________
UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: *In Veritatis Amore,*
In the Love of Truth.

**INSTRUCTOR:** Corrie Block Orthober, Ph. D.
**OFFICE:** BOB 336
**PHONE:** 502 272 8190
**E-MAIL:** corthober@bellarmine.edu

**OFFICE HOURS:**
Mondays 3:30 pm- 5:00 pm and 8:15 pm- 9:15 pm
Tuesdays 8:00 am – 9:15 am and 10:30 am – 11:00 am
and by appointment

**CLASS MEETING TIMES:** Mondays 5:30 pm- 8:00 pm
TEXTBOOK:
Implementing Mastery Learning. Author: T.R. Guskey
ISBN: 0534258727


TEXTS/RESOURCES:
LiveText

National Council of the Social Studies (NCSS) Standards found in book listed below OR The Standards can be downloaded at NCSS website: http://www.socialstudies.org/standards/

Program of Studies (2006), Kentucky Department of Education Found at: http://www.kde.state.ky.us/KDE/


SUPPLIES NEEDED:
Join the National Council of the Social Studies
Join the Kentucky Council of the Social Studies

COURSE DESCRIPTION:
An analysis of methodology and instructional techniques; application of methods of the skill and content area of middle school social studies. Teaching demonstrations and observations required. During the class candidates learn the process of instruction that intertwines cognitively complex activities with assessing student knowledge within the lesson planning and Standards Based Unit of Study planning components of the course.

Course content includes the integration of the Kentucky Teacher Standards (Initial Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.
PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

- Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
- Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 586/588:
- Demonstrates Knowledge of Content
- Designs and Plans Instruction
- Creates/Maintains Learning Climate
- Implements and Manages Instruction
- Assesses and Communicates Learning Results
- Demonstrates Implementation of Technology
- Reflects/Evaluates Teaching and Learning
- Collaborates with Colleagues/Parents/Others
- Evaluates Teaching and Implements Professional Development

COURSE/LEARNER OBJECTIVES:
A. Candidates define the Social Studies.
B. Candidates design a Social Studies Standards Based Unit of Study.
C. Candidates implement social studies instructional strategies.

D. Candidates demonstrate Kentucky Teacher Standards;
   1. Demonstrates Knowledge of Content
   2. Designs and Plans Instruction
   3. Creates/Maintains Learning Climate
   4. Implements and Manages Instruction
   5. Assesses and Communicates Learning Results
   6. Demonstrates Implementation of Technology
   7. Reflects/Evaluates Teaching and Learning
   8. Collaborates with Colleagues/Parents/Others
   9. Evaluates Teaching and Implements Professional Development
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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*Each assessment tool reflects particular Course/Learner Objectives, KY Teacher Standards: Initial Level, AFTSE objectives, and National Council of the Social Studies (NCSS) Themes as delineated in the syllabus.

**COURSE REQUIREMENTS AND ASSIGNMENTS:**
* Active participation and punctual attendance at each class meeting (5 pts per class session)
* Evidence of Learning (15 points each)
* Learning Team/Lesson Study Activity (25 points *2 times= 50 points)
  Time 1 bring Demonstration Teaching Lesson Plan
& Table of Specifications
Time 2 with student work & last two sections of Lesson Plan complete
* Social Studies in the Field (30 points)
* Take Stock in Kentucky Stock Market Game: one lesson plan and table of
  specifications (25 points for lesson plan & Table
  of Specifications)
* Mid Term Exam (150 pts) Part A (75 points) Part B (75 points)
* Civics Primary Resource Search (20 points)
* Table of Specifications for SBUS (50 pts)
* SBUS First Draft in LiveText (50 points)
* SBUS Final Draft (140 pts)
* Demonstration Teaching: Video, Lesson Plan, Student Work and Table of
  Specifications (100 points)

Total points possible = 920 points

FIELD EXPERIENCE: Social Studies in the Field
Log of Hours, Cooperating Teacher Evaluation Form on the green sheet, Field Evaluation and
Feedback Form (filled out by you in LiveText). One of the set of field note entries is to be about
the Context of Learners in the class(es) that you are observing. The Context of Learners will also
be used in the SBUS. The second set of field notes are to identify and describe Depth of
Knowledge levels observed in the field.

DEMONSTRATION TEACHING VIDEO
Components include:
Bellarmine Lesson Plan Format
Table of Specifications
Student Work from the Lesson
Video of teaching
Scoring Rubric is at the end of this Syllabus
It is preferred that this lesson from the SBUS

PARTICIPATION: Students are expected to demonstrate a professional demeanor
by attending all classes. In case of an absence, the student must contact the instructor as
soon as possible to inform her of the absence. Student must contact instructor to make up
missed assignments.

EXAM: There will be one (1) test over text readings, class notes,
handouts, and articles that will be a combination of short answer, multiple choice and essay
questions. Students missing the test due to illness/emergency must notify the instructor the day
of the test detailing the reason for the absence. The instructor will then determine if and when a
make-up exam will be given. The format of the make-up exam is at the discretion of the
instructor, and may be essay.

TAKE STOCK IN KENTUCKY:
Development of Economics curriculum for classroom level implementation. Details to be provided.

STANDARDS BASED UNIT OF STUDY (SBUS):
You will prepare a thematic standards based unit of study with all instructional elements including but not limited to the following: assessments, handouts, powerpoints. A detailed description of the components, templates, scoring rubric and format of the SBUS is included as the last few pages of this syllabus. The same information is provided in the ABD. The SBUS is to be submitted in LiveText. If the SBUS is not turned into LiveText at specified dates you will not pass the course. Make sure to apply/incorporate one or more instructional strategies from the Reading History textbook (20 points) and a lesson plan idea from NCSS (20 points).

TABLE OF SPECIFICATIONS for SBUS:
For formative development multiple times during the semester Details to be provided.

SUBMISSION OF REQUIRED FORMS & BENCHMARK ASSIGNMENT:
are all due in LiveText.
FORMS:
Dispositions Self-Assessment
Dispositions Institutional Assessment
Field Evaluation and Feedback Form

BENCHMARK:
Standards Based Unit of Study

GRADING SCALE:
A  = 900 - 920
A-  = 899 - 828
B   = 810 - 827
B-  = 782 - 809
C   = 737 - 781
D   = 690 -736
F   =Below 689  points

Note: A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due. In some cases we will develop the scoring rubric together.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.
The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

*I reserve the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.*

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware that October 19, 2011 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**LATE WORK:** 10% of the total assignment point value is deducted for each day of the week (not class session) that the assignment is not turned into Corrie.

**CLASS FORMAT AND METHODOLOGY:**

**Class Folders:** Each student will have a file folder labeled with your name. As the class begins students pick up their folders. This will be my way to determine who is in class and who is absent. The folders are also the place to turn in assignments and receive handouts.

The methods of the course to address the content include: lecture, discussion, group presentations, small group projects, etc. I would like to stress my expectation of coming to class prepared, having done required reading and engaging in course discussions as well as activities.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** MAT 586/588 is a required course for middle and high school education candidates. Students are introduced to the National Council of
the Social Studies Standards and how they apply to course content. Course assignments and activities are designed so that students demonstrate progress towards meeting Kentucky Teacher Standards, National Council of the Social Studies Standards, Kentucky Learner Goals, Program of Studies, KDE’s Combined Curricular Document as well as the Annsley Frazier Thornton School of Education Objectives. Students are expected to exhibit teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students. Additionally, we are to encourage diverse thought and expression of those thoughts.

Students enrolled in MAT 586 and 588 have a concurrent field component. Students will use field experiences for various course assignments. Course content also includes diversity components including making accommodations for learner needs, culturally responsive teaching and appreciating student diversity.

Students are expected to use technology in the classroom, as well as use technology for assignments and projects. Field observations will also permit exploration of technology, especially assistive technology, and its use in the school setting.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.
BELLEARMINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION
Syllabus for MOD IV
MAT 590 Teaching Language Arts
MAT 592 Teaching English in the Secondary School
EDUC 346 (Undergraduate) Teaching English in the Secondary School

Spring Semester 2011
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore,
In the Love of Truth.

INSTRUCTOR:  Dr. Dottie Willis
OFFICE: BOB 335
PHONE: 502-272-7985
E-MAIL: dwillis@bellarmine.edu
OFFICE HOURS: Monday 3 - 5 p.m.
Tuesday 3 - 5 p.m. and other times by appointment

CLASS MEETING TIMES: Tuesdays 5:30-8:00 p.m.

TEXTBOOKS:
How to Develop a Standards Based Unit. Kentucky Department of Education.
Portfolio Scoring Handbook. Kentucky Department of Education.
Teaching Middle School Writers. (2010). Laura Robb
College LiveText CD. Professional Membership: edu solutions.

*Instructor may provide additional journal articles and readings.

MATERIALS NEEDED:
- Large three-ring binder subdivided into three sections 1) agendas with class handouts and assignments arranged chronologically, 2) writing portfolio, and 3) lesson plan collection.
- Videotape/DVD for recording one lesson that you teach at field assignment
- Writer’s Notebook for Field Journal
- Bellarmine e-mail account for all class communication
- Post-it notes

COURSE DESCRIPTION:
MAT 590 is designed for the middle school teacher of language arts to help children experience, observe, think, and develop skills through listening, speaking, reading, and writing.

MAT 592 is designed as an application of current theories of pedagogy, instructional strategies, student assessment and evaluation tools for teaching English in the high school. Topics intentionally addressed are learning styles, special needs, diversity and technology integration.

Course content includes the integration of the Kentucky Teacher Standards (Initial Level), Interstate New Teacher Assessment and Support Consortium Standards (INTASC) as well as Kentucky Core Academic Standards, Kentucky’s Core Content for Assessment and Program of Studies. The School of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where appropriate). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:
- Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
- Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

**KENTUCKY TEACHER STANDARDS ADDRESSED in EDUC 346; MAT 590/592:**
- Demonstrates Knowledge of Content
- Designs and Plans Instruction
- Creates/Maintains Learning Climate
- Implements and Manages Instruction
- Assesses and Communicates Learning Results
- Demonstrates Implementation of Technology
- Reflects/Evaluates Teaching and Learning
- Collaborates with Colleagues/Parents/Others
- Evaluates Teaching and Implements Professional Development
- Provides Leadership within School, Community, and Profession

**COURSE/LEARNER OBJECTIVES:**
1. Develop literacy knowledge, strategies, experiences, and curricular resources that will equip pre-service teachers to implement best practice language arts instruction
2. Create a working professional writing portfolio that demonstrates teacher candidate’s skills in writing to learn, writing to demonstrate learning, and writing for publication
3. Collaborate with classmates, host teachers and students, and other colleagues in the professional community of English/language arts teachers and in diverse classroom environments
4. Design standards-based unit for English language arts instruction
5. Deliver English language arts lessons that exemplify research-based literacy practices

**COURSE REQUIREMENTS AND ASSIGNMENTS:**
1. Class Leadership: Weekly Participation and Assignments 150 points
2. Writing Portfolio (Drafts and Revisions) 100 points
3. Lesson Plan Collection 100 points
4. Reflective Field Journal 100 points
5. Demonstration Lesson and Video 100 points
6. Everyday Editing Collaborative Lesson 100 points
The instructor will distribute a weekly class agenda to detail the sequence of all course assignments and activities. Students will receive a specific scoring rubric for all major course assignments listed below:

1. **Class Leadership: Weekly Participation and Assignments:** 150 points

   Students are expected to be present and punctual for all classes. Fifteen (15) points will be deducted from your leadership grade for your first absence; 30 points will be deducted for your second absence. **More than two absences from class can necessitate your repeating this Module; it is impossible to replicate and/or make up valuable classroom leadership experiences.**

   Class tardies will result in loss of leadership points. Tardiness to class will not only affect your attendance grade but will be reflected in your final Teacher Disposition assessment. Requests to leave class early will be dealt with like tardies to class and you will also lose leadership points.

   Active class participation involves appropriate and thoughtful contributions to small group and whole class discussions. Methods students will be assessed on their ability to integrate course material, engage peers, and positively shape text-based discussions by posing thoughtful questions, active listening, and reflective thinking. In addition, you will engage in weekly reflective writing activities designed to demonstrate knowledge of assigned readings and to develop your individual writing skills.

2. **Writing Portfolio (Drafts and Revisions)** 100 points

   The best teachers of writing are teachers who themselves are writers. Therefore, methods students will be required to create a working portfolio of writings including the following genres: personal, literary, transactive, and reflective. These pieces will provide models that you can use in your own language arts classroom. Together methods students will experience the writing process, engage in peer review, and learn to assess writing analytically using the Kentucky Writing Rubric. Your portfolio, which will also contain samples of writing to learn and writing to demonstrate learning, will be submitted for review at the end of the semester.

3. **Lesson Plan Collection** 100 points

   You will be assigned independent internet research to locate standards-based writing lessons with engaging methods for teaching language arts. Since we will be working as a professional learning community, you will be expected to print your assigned lessons, present them to the class, and provide copies for colleagues as we develop a diverse bank of future teaching resources.

   The best language arts teachers are lifelong learners who continually seek opportunities for professional growth and collaboration. To become part of the professional learning community
of language arts teachers, you are encouraged to participate in a Louisville Writing Project (LWP) Conference. If you attend the all-day LWP Institute, you may count this experience as 7.5 hours toward your field experience. You will be expected to include all conference handouts in your lesson plan collection and to take notes on each conference session in your composition book so that you can share methods with colleagues.

4. **Reflective Field Journal**

To implement methods learned in this course, you must complete a field component where you will either work with students in a mentor teacher’s classroom or with students in your own class. Contact your assigned field teacher immediately to schedule semester observations.

**Field Journal Format and Requirements (FIVE entries minimum):**

1) Use a standard composition notebook that you bring to every class.
2) Write only on the **FRONT** side of the page.
3) Write **legibly** in blue or black ink.
4) Record observation date in upper right hand corner of each notebook page.
5) Clearly subdivide your reflection into **FOUR** different categories:

   1) **What did you see?**
      This is not just an outline of the class agenda. It is an analysis of the lesson goals and specific methods used to achieve and assess them. (If you are the teacher of record, describe your specific objectives and your assessments for the lesson.)

   2) **What did you contribute/do?**
      (If you are a teacher of record, describe the procedures/activities/strategies used in this lesson?)

   3) **What did you learn?**
      Explain the new insight(s) about teaching English language arts that you take away from this field experience?

   4) **What connection(s) can you make to class conversations and readings?**
      Make specific links between what you observed and what we have read/discussed in class.

Methods students will submit journals for assessment and also compose **one** formal reflective essay at the conclusion of the experience according to a protocol provided by the instructor. This reflective essay on the field experience will become part of your working writing portfolio.

It is vital that you represent Bellarmine in a professional manner. Dress professionally. Set up a regular schedule so that your host teacher will know when to expect you. Become as active a participant in the classroom as your host will allow. Show initiative. Tardiness or absences in field placement are as just as serious as they are in our college classroom; notify your cooperating teacher by e-mail if you need to be absent. **If you experience problems with the host teacher, notify your professor immediately.**

5. **Demonstration Lesson and Video**

You are required to teach and video **one lesson** in your field placement. The lesson must be at least thirty (30) minutes but can be longer. Confer with your host teacher **BEFORE** you teach
the lesson to get feedback and approval. The lesson should focus on specific literacy core content required at the level you teach. This lesson may even be one from your own Standards Based Unit of Study. This lesson should demonstrate your instruction, not conferencing with students in a writing workshop.

You must complete a formal Bellarmine Lesson Plan and reflection for this lesson. You will also be expected to use samples of student work from the lesson to assess the effectiveness of your instruction.

So that you can evaluate your own performance as well as the performance of your classmates, you will need to videotape your teaching of this lesson. Near the end of the semester, we will view each of our class demo tapes. You will select a representative 10-minute segment that best showcases your methods to share with the class. The instructor will view the entire video or DVD to evaluate your lesson.

It is vital for you to gain the trust of your host teacher and consult as soon as possible about the possible content and the timing of the lesson that you will teach. You will also want to arrange well in advance the taping of your lesson and seek help to forestall possible technological challenges at the school. You must have a viable video to share in class.

6. Collaborative Lesson 100 points
In order to apply best practice methodology that we will learn in this course, you will be expected to work with a partner to design and co-teach a lesson from Everyday Editing. Both of you must select a mentor text to illustrate grammatical concepts. You will provide an electronic copy to each class member for his or her future use. The lesson must not exceed 25 minutes. Each of you must complete an individual Bellarmine Lesson Plan. You must together design a 5-10 item multiple choice assessment that accurately reflects the success of your editing instruction; and after the lesson, you will analyze the effectiveness of your performance under your individual reflection and extension of the lesson plan. As a response in the class following each Everyday Editing lesson, every class member will also submit four sample illustrations of this grammatical concept from an appropriate mentor text.

7. Standards Based Unit of Study, a Benchmark Assignment 250 points
Composition of a Standards Based Unit of Study (SBUS) is a benchmark assessment for methods students and will demonstrate your knowledge of best practice in language arts teaching. Planning of this project should begin immediately; work on the unit will continue throughout the entire semester. There will be a series of due dates to pace and direct your work. Failure to meet each of these deadlines will deduct from your overall unit score and reduce the feedback that you receive to guide unit design. This comprehensive project must be submitted to the instructor in LiveText as well as hard copy for summative assessment. Your unit may reference a strategy or lesson from another source; however, SBUS lessons must reflect your original ideas, not just a borrowing or application of lessons or ideas from a pre-existing JCPS unit or other professional website.
At the completion of this project, you will have developed a two-three week curriculum unit that you should, ideally, be able to use as during student teaching or as an early career teacher. You will have choices in your unit focus; but, as your instructor, I will expect to consult and approve your choices at designated times to insure that your unit is realistic (feasible with existing curriculum guides) and developmentally appropriate for the level you teach. Your colleagues will also review the SBUS project while in progress.

This unit will have 10-15 lesson outlines with objectives and assessments clearly specified. Two consecutive lessons must be written in the Bellarmine Lesson Plan Template, but the remaining lessons must be so clearly detailed that a substitute teacher could teach each lesson. At least one of your lessons must include a PowerPoint presentation (to demonstrate your fluency with technology). You will include the PowerPoint in your unit submission. The unit lessons must engage students with hands-on technology and incorporate interdisciplinary connections. Following completion of the project you will complete a reflective essay, using the various forms of reflection from Valli (2003) to analyze your decisions and your growth through this major project.

**SUBMISSION OF REQUIRED FORMS:**
The Standards Based Unit of Study along with two fully developed, consecutive lesson plans following the Bellarmine Lesson Plan format and one lesson PowerPoint must be submitted both electronically (LiveText) and in paper copy for instructor and program evaluation.

You will also submit the following via LiveText:
1) Self Assessment of Teacher Dispositions
2) Self Assessment of Teacher Standards
3) Evaluation of Field Placement
4) Institutional Assessment of Teacher Dispositions (introductory informational items only)

Field Placement Forms that must be submitted at the end of the semester include:
1) field observation log, signed by your mentor teacher,
2) dispositions assessment from host teacher,
3) field observation notes in composition notebook.

**ALL major assignments in this course must be completed in order to receive a passing grade.**

**GRADING SCALE:**

- **A** = 1000 - 931
- **A-** = 920 - 930
- **B+** = 909 - 919
- **B** = 850 - 908
- **B-** = 839 - 849
- **C+** = 828 - 838
- **C** = 758 - 698
- **D** = 699 - 757
- **F** = 698 points and below
Weekly reflective responses to reading will be assessed formatively using the following criteria:

3 or Plus (+) Reflective:
*writing is clear, focused, well supported with relevant specific examples and rich details;
*writing is free of mechanical errors;
*writer thoughtfully integrates relevant course readings and/or class experiences;
*writer shares insights based upon personal experiences and/or considers alternatives such as how lessons learned might influence future actions.

2 or Check (√) Descriptive:
*writing is clear, focused, and supported with relevant details;
*writing contains a few mechanical errors that do not distract from content;
*writer attempts to make sense of incidents described, readings completed, or patterns observed

1 or Minus (-) Incomplete
*writing is unclear, disorganized, and contains minimal support and/or detail
*mechanical errors may impair fluency
*writer gives superficial description with only vague connections to course content/conversations

Any late assignments, **IF** accepted because of emergency, will result in loss of points.

Writing Portfolio entries will be assessed using the Kentucky Writing Rubric and genre-specific rubrics provided by the instructor. All projects will include a specific rubric to guide the student to excellence and success.

**ASSIGNMENT FORMAT AND EXPECTATIONS:**
As prospective English and language arts teachers, the quality of all your written products should be excellent, the quality of class participation should be active and inquisitive, and the quality of group projects and interactions should be cooperative and responsible.

All of the work of this module must be completed to receive a satisfactory grade. An incomplete grade, though rare, may be recorded only if there is verification of illness, death in the family, or some other emergency/extenuating circumstance that has prohibited the student from completing the course work. Prior to the end of the course, a student must meet with the professor to discuss extenuating circumstances and request an incomplete grade. The instructor will then determine whether an incomplete grade is warranted and, if appropriate, sign a contract for timely completion of the course work.

All outside class writing assignments (except the field journal) must be neatly word-processed using a standard 12 point font, double-spaced, consistent with the rules of college-level English grammar, spelling, punctuation, and style. All assignments with references or citations follow APA style.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with
the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

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**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations such as academic adjustments and/or auxiliary aids or services for this course, must contact the Disability Services Coordinator (located in the Counseling Center, 4th floor of BOB, 272-8480). The instructor, upon notification from Disability Services, will then meet with the student to discuss appropriate strategies. Please do not request accommodations directly from the instructor.

The instructor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware of the last day to withdraw (March 19) with a “W” grade. Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at [http://www.bellarmine.edu/registrar/RegForms.asp](http://www.bellarmine.edu/registrar/RegForms.asp).

**CLASS FORMAT AND METHODOLOGY:** Class format will encompass a wide variety of techniques and teaching strategies including small and large group discussions, discovery learning, direct instruction, group projects, and student presentations. The professor will model best practice teaching methodologies that pre-service teachers will be expected to implement in future classrooms.

**CLASS EXPECTATIONS:**
Class will begin promptly at 5:30 p.m. Tardiness to class and/or leaving class early will reduce your grade. You will record your attendance at each meeting on a work record attached to your class folder.
In an effort to respect your classmates and professor, please turn off pagers and cell phones (or put on silent notification) upon entering the classroom. If there is a special circumstance, notify the instructor in advance. Please refrain from text messaging, playing games on your phone, using your laptop to check e-mail, or surfing the internet during class. You are expected to be actively engaged in the class work at all times.

All course assignments must be completed and printed, if necessary, BEFORE class begins.

**DIVERSITY/TECHNOLOGY/DISPOSITIONS:** This course will focus on the development of ethical and effective teachers who teach to the high standards of social justice, equity, and equality and who are caring and compassionate practitioners. Course content will emphasize research-based literacy strategies designed to reduce achievement gaps and meet the needs of diverse students. Further, the methods class will focus on developing teachers who are committed to providing equitable opportunities to learn for all students, who are determined to address varied learning styles, and to prepare teachers who have the knowledge, skills, and dispositions necessary to successfully teach diverse learners and develop literacy skills for success in the 21st Century.

Students will become familiar with Kentucky Teacher Standards, lesson planning, and teacher dispositions in relation to developmentally appropriate instruction and working effectively with diverse students. Methods students will also complete 35 field hours, selected for student diversity as well as effective teaching practice. Students will use technology in various assignments throughout the course, including (but not limited to) submitting word-processed journals, constructing a Lesson Plan in the Bellarmine Lesson Plan Template, completing on-line research, responding to students’ writing via wiki, engaging in webquests, and designing a Standards Based Unit of Study. Field observations will also permit exploration of technology, especially assistive technology, and its use in the school setting.

Continuing and regular use of word processing and e-mail will be expected. Each student will use the Bellarmine student e-mail account for all class correspondence. Pre-service teachers must use LiveText to create and post the benchmark assignments. Please e-mail me as you need to communicate about course work, absence (if necessary), and assistance in finding resources for course work.

**ACADEMIC HONESTY:** As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via the student portal on the University’s intranet. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. The following university policies govern this course:

- Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
• Following initial sanctions, all cases of academic dishonesty will be reported by the faculty to the Senior Vice-President for Academic Affairs, who has the authority to determine a more stringent penalty for the reported act, depending in part, on the student’s previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her college, or the dean’s designee.

• A second offense during the course of a student’s academic career at Bellarmine will result in immediate suspension of the student for the semester in which the most recent offense took place.

• A third incidence of academic dishonesty during a student’s academic career at Bellarmine will result in immediate academic dismissal from the University by the Senior Vice-President of Academic Affairs.

• Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

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<th>AFTSE OBJECTIVES</th>
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<th>NCTE Standards**</th>
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<td>1.1-1.4</td>
</tr>
</tbody>
</table>

*National Middle School Association Standards
**National Council of Teachers of English Standards
<table>
<thead>
<tr>
<th>Class/Date</th>
<th>Topic of lesson</th>
<th>Research/Readings Completed</th>
<th>MAJOR ASSIGNMENTS DUE</th>
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<tbody>
<tr>
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<tr>
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<td>MSW 2-4</td>
<td>#Reflection on Literacy Event</td>
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<td>Kentucky Writing Scoring Handbook</td>
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<td>Insert Strategy</td>
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<td>Review Reflective Journal</td>
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<td>3 Jan 25</td>
<td>Designing Writing Lessons</td>
<td>MSW 5</td>
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<td>Teaching Grammar and Editing</td>
<td>EE 1-3</td>
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<td>Assessing Writing</td>
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<td>4 Feb 1</td>
<td>Personal Writing</td>
<td>MSW 6</td>
<td>Convention Assessment</td>
</tr>
<tr>
<td></td>
<td>Assessing Writing</td>
<td></td>
<td>*Grammar Lessons</td>
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<tr>
<td>5 Feb 8</td>
<td>Celebrating Poetry</td>
<td>MSW 7-8</td>
<td>#Personal Writing Draft</td>
</tr>
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<td>Conferring with Writers</td>
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<td>*Personal Writing Lessons</td>
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<td>Demonstration Lesson Plan/Proposal</td>
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<tr>
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<td>Transactive (On-Demand) Writing</td>
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<td>#Poem Draft</td>
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<td>Evaluating Writing</td>
<td></td>
<td>*Poetry Writing Lessons</td>
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<td>SBUS PROPOSAL</td>
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<tr>
<td>7 Feb 22</td>
<td>Drama in the Classroom</td>
<td>MSW 9</td>
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<td>#On-Demand Response &amp; #Prompt</td>
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<td>*Transactive Writing Lessons</td>
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<td>8 Mar 8</td>
<td>Everyday Editing Lesson Demo Open Response Questions</td>
<td>EE</td>
<td>#Monologue Draft</td>
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<td></td>
<td>EE 1</td>
<td>SBUS LESSON OUTLINE</td>
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<tr>
<td>9 Mar 15</td>
<td>Everyday Editing Lesson Demo</td>
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<td>*Transactive Writing Lessons</td>
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<td>Teaching and Writing About Lit</td>
<td>EE 1</td>
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<td>10 Mar 22</td>
<td>Everyday Editing Lesson Demo Making Meaning of Texts</td>
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<td>SBUS PEER REVIEW</td>
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<td>EE 1</td>
<td>*Drama Writing Lessons</td>
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<tr>
<td>11 Mar 29</td>
<td>Everyday Editing Lesson Demo Writing about Literature</td>
<td>EE</td>
<td>SBUS FORMATIVE REVIEW</td>
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<td>EE 1</td>
<td>Prep for Text-Based Discussion</td>
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<tr>
<td>12 Apr 5</td>
<td>Demo Lesson Presentations and Class Assessment</td>
<td>LW 7-8</td>
<td>Lesson Plan with Reflection</td>
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<td>LW 7-8</td>
<td>Reflective Field Journal</td>
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<tr>
<td>13 Apr 12</td>
<td>Demo Lesson Presentations Developing Literary Competence</td>
<td>LW 9-10</td>
<td>All LiveText Forms Submitted</td>
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<td>14 Apr 19</td>
<td>Balancing Literacy Instruction</td>
<td>LW 9-10</td>
<td>Prep for Socratic Circle</td>
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<tr>
<td>15 Apr 26</td>
<td>Portfolio Review and Publication</td>
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<td>#Submit Writing Portfolio</td>
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<td>SBUS submitted to LiveText</td>
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<tr>
<td>16 May 3</td>
<td>Methods Exam</td>
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<td></td>
<td>Course Evaluation and Reflection</td>
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Instructor reserves the right to alter this schedule to achieve course goals.
BELLAIRINE UNIVERSITY
ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION

MAT.596/598 SC
EDUC 348/349

Teaching Science Middle School/ Teaching Secondary Science
Fall 2011
3 Credit Hours

THEME: EDUCATOR AS REFLECTIVE LEARNER

UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore,
In the Love of Truth.

INSTRUCTOR: Amy James
OFFICE: BOB (3rd floor – Adjunct Faculty Office)
PHONE: (502) 241-6681 x 133 (W)
(502) 415-1405 (Cell)
E-MAIL: ajames@bellarmine.edu
OFFICE HOURS: 30 minutes following class or by appointment

CLASS MEETING TIMES: Monday, 5:30-8:00 pm (MILE 300)


**COURSE DESCRIPTION:** Teaching methodologies for a developmental, constructive, process skill approach to science will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching science. Students will research and apply current theories of pedagogy, instructional strategies, and student assessment and evaluation tools for teaching science in middle and/or high school. Topics intentionally addressed are teaching scientific thinking, learning styles, special needs, diversity and technology integration. Students will investigate methods of teaching inquiry-based science and how these apply to young adolescents learning and achievement.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced Level) as well as Kentucky’s Core Content for Assessment, Program of Studies, and Kentucky Core Academic Standards (where applicable). The School of Education’s theme, *EDUCATOR AS REFLECTIVE LEARNER*, will be emphasized in Valli’s (1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on action) as part of the course assignments for content mastery, benchmark/anchor assessments, and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and dispositions relative to working with children/adolescents and colleagues in university and P-12 school settings.

**ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION:** To prepare dynamic educators to serve, work, and lead in a changing global community.

**PROGRAM OBJECTIVES:**
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate proficient performance through the following criteria: individual course assessments, field and clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and Capstone Project and/or standardized exams (where applicable). Based on this program assessment data, the candidate who achieves proficiency accomplishes the following objectives:

- Collaborates with education stakeholders, including parents, teachers, administrators, and the community, to improve student learning and achievement;
- Reflects on diverse field and clinical experiences, making instructional decisions based on individual learner needs;
- Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
- Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
• Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 596/598 SC
• Demonstrates Knowledge of Content
• Designs and Plans Instruction
• Creates/Maintains Learning Climate
• Implements and Manages Instruction
• Assesses and Communicates Learning Results
• Demonstrates Implementation of Technology
• Reflects/Evaluates Teaching and Learning
• Collaborates with Colleagues/Parents/Others
• Evaluates Teaching and Implements Professional Development
• Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES:
Students will be able to:

1. Design and implement science lessons and a standards-based unit of study that incorporate essential features of inquiry-centered instruction and are effective for all students.
2. Develop formative and summative evaluations and appropriately integrate them into science instruction; analyze student work/evaluation data to determine instructional adjustment accordingly.
3. Articulate and demonstrate an understanding of connections between cognitive brain research and inquiry in lesson and unit development.
4. Design and conduct investigations that foster scientific thinking in students and engage students in higher order thinking skills.
5. Participate and reflect professionally and collegially in a learning community in order to continuously develop inquiry-centered facilitation skills.
6. Demonstrate differentiated instruction when developing their Standards Based Unit of Study (SBUS) and lesson plans for a two-week unit of study.

COURSE REQUIREMENTS AND ASSIGNMENTS:
• Active participation and punctual attendance at all class meetings (100 pts)
• Lesson Development/Teaching (Video-taped) (100 pts) Each student will conduct a lesson to be videotaped and critiqued for both content and pedagogy.
• Field Work: assignments and reflections (200 pts) Using both Blackboard and in class discussions, students will reflect in written form regarding observations and study.
• Science Notebook/Portfolio: artifacts (100 pts) Students will collect both personal and professional artifacts for display and study.
• Standards Based Unit of Study (300 pts) Students will complete and demonstrate differentiated instruction when developing their Standards Based Unit of Study (SBUS) and lesson plans for a two-week unit of study.
- Brief Written Responses to Classroom Scenarios and Readings (as directed by instructor) (200 pts total) These responses will be short reflections to tasks given in class or to assigned readings.

Total points possible = 1000

PARTICIPATION (100 points): Students are expected to participate and attend all class sessions. Students are allowed only one absence for the semester before you lose points for participation. In the case of an absence, the student must contact the instructor to inform him of the absence. Students are required to make up all missed class assignments.

*WRITTEN RESPONSES: You will be asked by the instructor to respond in writing (word processed for take home responses and hand written for class written responses) to various issues, cases, and readings in the field of science education. These responses will be graded using a +, √, or –.

SUBMISSION OF REQUIRED FORMS: It will be necessary that you maintain a field placement journal and turn it into the instructor when requested. There will be several discussions that take place on Blackboard 6.0 about your field placement experiences on a discussion thread. Livetext (college.livetext.com) will be used as the primary source for Standards Based Units of Study (SBUS), lesson planning (Bellarmine Lesson Plan), and field evaluation and feedback forms. Please maintain accurate record of your field placement log hours as well as it is critical that the professor receive the School of Education Field-Based Experience Evaluation Forms upon request.

GRADING SCALE:

A  = 930 - 1000
C-  = 910 - 929
B+  = 890 - 909
B   = 830 - 889
D-  = 810 - 829
C+  = 790 - 809
C   = 730 - 789
D   = 630 - 729
F   = Below 630 points

*Written Responses will receive a +, √, or - (96, 90, 85) The instructor may also issue a √+ (93) or √- (87) as needed.

Note: A scoring rubric will be provided for each major assignment in conjunction with the detailed assignment description and date the assignment is due.

ASSIGNMENT FORMAT AND EXPECTATIONS: All assignments must be neatly word processed using 12 point font and adhere to rules of Standard English grammar, spelling and
punctuation. Assignments must be submitted by due dates assigned. Late assignments, accepted only with PRIOR APPROVAL of instructor, will receive a 5-point reduction per day, and will not be accepted after one week from the due date. You are expected to be a thoughtful, active, and informed member of this class’ professional learning community. Therefore, you are expected to attend each class session, arrive punctually, and be prepared to actively participate in discussions, individual and group presentations, and group activities. Missing more than one class session (even due to illness/emergency) is considered excessive, will require conferencing with the instructor, and will result in point deductions from the participation grade. Students are required to make up all missed class assignments.

Be courteous of the instructor and other students by turning off cell phones, computers, and other electronic devices and storing them in purses, backpacks, etc. All calls, texts, or other types of communication must be made after class or at designated break times.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION: Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

The course instructor reserves the right to modify the course syllabus, calendar, and/or due dates in order to accommodate unforeseen events or changes in course content.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the department chair or program director. Concerns should be taken to the Dean’s office only after meeting with the department chair or program director first.

Should you decide to withdraw from this course, please be aware that October 19, 2011 is the last day to withdraw with a “W” grade. Specific withdrawal dates regarding tuition refund
percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.

CLASS FORMAT AND METHODOLOGY: Students in this course will participate in a professional learning community. To address the content of the course, students will take part in small group and whole class discussion, group presentations, small group activities, reflections, and sharing. Students are therefore expected to come to class prepared to actively participate in a learning community.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: MAT 596/598 SC is a required course for middle and high school MAT students. Students are introduced to the Kentucky Teacher Standards, National Science Teachers Association Standards, KY Program of Studies and Core Content for Assessment 4.1, and how they apply to course content. Students are also introduced to teacher dispositions in relation to developmentally appropriate instruction and working effectively with all students.

Students will also complete a concurrent 35 hour field experience. This experience will allow students to observe, explore, appreciate and reflect upon diversity among learners, making accommodations for differing needs, and culturally responsive teaching.

Students will use technology in the classroom, as well as using it for assignments and projects. Field observations will also permit exploration of technology, especially assistive technology, and its use in the school setting.

Students will also focus on embedding scientific literacy, in designing reading and writing activities that promote scientific thinking and understanding.

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question,
and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.

ASSESSMENT/OBJECTIVE MATRIX FOR MAT 596/598 SC*

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<tr>
<th>ASSESSMENT</th>
<th>COURSE/LEARNER OBJECTIVE</th>
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<th>AFTSE OBJECTIVES</th>
<th>**NSTA STANDARDS</th>
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<td>1, 7, 8</td>
<td>3</td>
<td>10</td>
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<tr>
<td>2. Lesson Development/Teaching</td>
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<td>1, 2, 4</td>
<td>2, 4</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>3. Field Work Reflections</td>
<td>3, 5</td>
<td>1, 7, 8</td>
<td>2, 3, 5</td>
<td>3, 6, 8, 10</td>
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<tr>
<td>4. Science Notebook</td>
<td>3, 5</td>
<td>1, 7, 8, 9</td>
<td>2, 4, 5</td>
<td>1, 2, 3, 4, 6</td>
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<tr>
<td>5. Standards Based Unit of Study (SBUS)</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<td>6. Written Responses</td>
<td>1, 2, 3, 4, 5, 1, 6, 7</td>
<td>3, 4</td>
<td>5, 6, 8, 10</td>
<td></td>
</tr>
</tbody>
</table>

*Each assessment tool reflects particular Course/Learner objectives, (EPSB) Kentucky Teacher Standards, AFTSE goals, and NSTA (National Science Teachers Association) Standards as delineated in the syllabus.

**National Science Teachers Association (NSTA) Standards

MAT 596/598 SC Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/ Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22/11</td>
<td>Intro to Science Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>8/29/11</td>
<td>What is Inquiry?</td>
<td>Science Instruction, Ch 7-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science as Thinking, Inquiry</td>
</tr>
<tr>
<td>9/5/11</td>
<td>LABOR DAY HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>9/12/11</td>
<td>Big Ideas in Science</td>
<td>Science as Thinking, Big Ideas</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reference</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>9/19/11</td>
<td>Planning to Teach Science, Planning for Thinking</td>
<td><em>Science Instruction</em>, Ch 3</td>
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<tr>
<td></td>
<td></td>
<td><em>UbD Highlights</em></td>
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<tr>
<td>9/26/11</td>
<td>Science Workshop</td>
<td><em>Science as Thinking</em>, Workshop</td>
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<tr>
<td>10/3/11</td>
<td>Assessment in Science</td>
<td><em>Science Instruction</em>, Ch 4</td>
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<tr>
<td></td>
<td></td>
<td><em>Science as Thinking</em>, Assessment</td>
</tr>
<tr>
<td>10/17/11</td>
<td>Science Learning Environments</td>
<td><em>Science Instruction</em>, Ch 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Science as Thinking</em>, Community</td>
</tr>
<tr>
<td>10/24/11</td>
<td>Instructional Strategies in an Inquiry Environment</td>
<td><em>Science Instruction</em>, Ch 11-13</td>
</tr>
<tr>
<td>10/31/11</td>
<td>Science Demonstrations and Laboratory Activities</td>
<td><em>SBUS First Draft Due</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Science Instruction</em>, Ch 14</td>
</tr>
<tr>
<td>11/7/11</td>
<td>Literacy in the Science Classroom</td>
<td>Common Core Standards, ELA: Literacy in Science and Technical Subjects</td>
</tr>
<tr>
<td>11/14/11</td>
<td>*KSTA Recap Technology in the Science Classroom</td>
<td><em>Lesson Plan and Video Due</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Science Instruction</em>, Ch 15</td>
</tr>
<tr>
<td>11/21/11</td>
<td>SBUS Revisions, Peer Editing</td>
<td></td>
</tr>
<tr>
<td>11/28/11</td>
<td>Share Inquiry Lessons/ Labs</td>
<td><em>SBUS Final Draft Due</em></td>
</tr>
<tr>
<td>12/5/11</td>
<td>Reflections, Goal Setting</td>
<td><em>Science Notebook/Portfolio Due</em></td>
</tr>
</tbody>
</table>

*KSTA conference November 3-5 in Lexington, KY is recommended for all students

**Field Work Reflections will be due at periodic dates throughout the semester as determined by the instructor**

***Written Responses will be assigned throughout the semester in alignment with class activities and readings, dates to be determined by the instructor.***
UNIVERSITY MISSION STATEMENT

Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of all faiths and many ages, nations, and cultures, and with respect for each individual’s intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations not dominated by particular political or other single perspective and thus to thoughtful, informed consideration of serious ideas, values, and issues, time-honored and contemporary, across a broad range of compelling regional, national and international matters. By these means, Bellarmine University seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

INSTRUCTOR: Dr. David D. Paige
OFFICE: BOB318
PHONE: 502.272.8153
E-MAIL: dpaige@bellarmine.edu
OFFICE HOURS: Wednesday, 12-4pm, and by appointment

CLASS MEETING TIMES: See class schedule


Recommended Readings & Resources:
SUPPLIES NEEDED: It is recommended that students have a notebook for keeping free
supplemental resources and other class materials made available online. Other materials that may
be needed to complete selected assignments will be provided in the detailed assignment
description (e.g., tri-fold poster board, markers, etc.).

COURSE DESCRIPTION: The goal of the course is to familiarize middle and secondary
preservice teachers with the reading process as it relates to teaching content area material.
Students will have the opportunity to develop materials for assessing and teaching reading in
specific content areas.

Course content includes the integration of the Kentucky Teacher Standards (Initial or Advanced
Level) as well as Kentucky’s Core Content for Assessment and Program of Studies. The School
of Education’s theme, EDUCATOR AS REFLECTIVE LEARNER, will be emphasized in Valli’s
(1997) types of reflection (technical, deliberative, personalistic, critical, and reflection in-and-on
action) as part of the course assignments for content mastery, benchmark/anchor assessments,
and field experiences. Candidates will reflect on and evaluate their own knowledge, skills, and
dispositions relative to working with children/adolescents and colleagues in university and P-12
school settings.

ANNSLEY FRAZIER THORNTON SCHOOL OF EDUCATION (AFTSE) VISION: To
prepare dynamic educators to serve, work, and lead in a changing global community.

PROGRAM OBJECTIVES:
The AFTSE prepares caring and effective educators with the knowledge, skills, and dispositions
to teach and lead in diverse settings. Candidates in all initial and advanced programs demonstrate
proficient performance through the following criteria: individual course assessments, field and
clinical evaluations, disposition assessments, benchmarks and/or anchor assessments, and
Capstone Project and/or standardized exams (where appropriate). Based on this program
assessment data, the candidate who achieves proficiency accomplishes the following objectives:

- Collaborates with education stakeholders, including parents, teachers, administrators, and
  the community, to improve student learning and achievement;
- Reflects on diverse field and clinical experiences, making instructional decisions based
  on individual learner needs;
• Demonstrates educator dispositions that value the dignity and unique development of individual learners, and the intellectual, moral, ethical, and professional competencies that characterize effective teaching and leading;
• Analyzes data to make pedagogical and content based decisions that inform teaching, learning, leading, and achievement in the 21st Century; and
• Employs Valli’s five reflective processes which include technical, personalistic, deliberative, in and on action, and critical reflection.

KENTUCKY TEACHER STANDARDS ADDRESSED in MAT 545 include (bolded):
1. Demonstrates Knowledge of Content
2. Designs and Plans Instruction
3. Creates/Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates Implementation of Technology
7. Reflects/Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School, Community, and Profession

COURSE/LEARNER OBJECTIVES As a result of experiences in and out of this class, students, will
1. Develop knowledge regarding the unique text demands of expository texts commonly used in the core academic areas (i.e., mathematics, science, social studies, English/Language Arts).
2. Build teaching capacity using field-tested classroom assessment strategies for identifying the range of student needs and abilities relative to reading and understanding academic texts.
3. Build teaching capacity using instructional strategies matched to student needs and abilities relative to reading and understanding academic texts with special attention paid to vocabulary, comprehension, and reading fluency.
4. Become knowledgeable about new trends in “new literacy studies” that may be implemented with or without technology resources.
5. Improve teaching capacity using self-evaluation tools provided in class to measure “fidelity of implementation” of featured assessment and teaching strategies.
6. Learn tactics for improving instruction in academic areas including but not limited to direct instruction via gradual release of responsibility; and planning and using strategies before, during, and after students read and assignment.

COURSE REQUIREMENTS AND ASSIGNMENTS Your performance will be evaluated using several criteria in a 100-point system: content knowledge gleaned from our discussions and assignments, in-class performance and group participation, and through our special Classroom Action Plan (CAP) assignments aimed at implementing key strategies with students. Following is a brief description of each and their relative value.

Content Knowledge Quizzes: There will be four (4) quizzes given in 40 points
this course as a measure of your learning through class sessions and assignments. Students must take all examinations at the time given to receive credit. There will be no make up examinations or extra credit assignments offered.

**Classroom Action Plan (CAP):** There will be four (4) Classroom Action **40 points** Plans (CAP) assigned for you to implement in your classroom or with a student you identify (this option is only for those who do not have a classroom of their own). Deadlines for each CAP are listed in the course schedule above. No assignments will be accepted after their respective due dates, and no extra credit or make up work will be assigned.

**Final Exam**  
20 points
You are expected to complete all reading and other assignments indicated in the class schedule (above) and/or those assigned in class. You are also expected to apply that knowledge through participation in “Joint Productive Activities (JPA)” with your team members. Your participation will be evaluated by your peers and for the term by the instructor.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Percent (rounded up from .5):</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
</tr>
<tr>
<td>A</td>
<td>95 - 97</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>90 - 91</td>
</tr>
<tr>
<td>B</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 86</td>
</tr>
<tr>
<td>C</td>
<td>77 - 83</td>
</tr>
<tr>
<td>D</td>
<td>71 – 76</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 71</td>
</tr>
</tbody>
</table>

**ASSIGNMENT FORMAT AND EXPECTATIONS:** Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.
Students are expected to attend all classes for the full time period called for in the schedule, and complete all readings prior to the class meeting assigned. Students with 2 unexcused absences will have a letter grade deducted and students with more than two (2) unexcused absences will be dismissed from the course with a grade of "F." It is the responsibility of students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the instructor. In the event that a student has more than two (2) excused absences, s/he will be permitted to drop the course without penalty.

If an issue or concern about this course or your performance arises, please confer with your instructor first. If the issue cannot be resolved with your instructor, you may elect to confer with the appropriate department chair. Concerns should be taken to the Dean’s office only after meeting with the department chair first.

The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

**INSTRUCTIONAL MODIFICATION/SYLLABUS MODIFICATION:** Students with disabilities, who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center, 4th floor of BOB, 272-8480).

The instructor reserves the privilege of modifying the course schedule and/or requirements as deemed necessary to maximize learning.

The Academic Resource Center (ARC) is available to every student to support academic progress. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc. should seek out the resources of the ARC, located on A-level of the W.L. Lyons Brown Library (272-8071).

Should you decide to withdraw from this course, please be aware of the last day to withdraw with a “W” grade (see University Calendar online for official date). Specific withdrawal dates regarding tuition refund percentages and the university Withdrawal Policy are available in the printed Class Schedule, from the Registrar’s Office or the electronic Bellarmine University Master Calendar (Student Portal). Withdrawal forms may be accessed at http://www.bellarmine.edu/registrar/RegForms.asp.
CLASS FORMAT AND METHODOLOGY: MAT 545 utilizes a variety of methods to insure maximum learning and the gaining of new pedagogical skills including dialogic teaching, lecture presentations, discussion (small and large group), and student presentations. All students are expected to come to each class session having completed all readings and assignments in order to participate fully.

DIVERSITY/TECHNOLOGY/DISPOSITIONS: An important aspect of this course is its focus on improving the academic literacy of all students, particularly those students from diverse settings living in poverty circumstances. Integral to our studies and field experiences are the latest evidence-based findings from such projects as the USDOE-funded Striving Readers research grants (http://www2.ed.gov/programs/strivingreaders/index.html) of which several faculty were directly involved as researchers/designers. Also incorporated are key research-based strategies aimed at reducing the achievement gap for students not reading on grade level in order to shrink dropout rates and promote academic success for all students.

In terms of technology, we shall also learn about an emerging area of literacy known as The New Literacies—effective reading and writing strategies used by students as emerging Internet and other new technologies for literacy enter our classrooms. For a description, visit this site online: http://www.sp.uconn.edu/~djleu/newlit.html

ACADEMIC HONESTY: As a Bellarmine University student, you are expected to demonstrate a high standard of academic honesty in all aspects of your academic work and university life. I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Course Catalog 2011-2012 and in the 2011-2012 Student Handbook; both documents are available online via mybellarmine.edu. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the Student Handbook.

All confirmed incidents of academic dishonesty will be reported to the Senior Vice President for Academic Affairs, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what accounts for academic dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students. Plagiarism or cheating on field placement will result in “0” credit for field hours under question, and may result in permanent dismissal from the education program. Plagiarism on field placement may include: falsifying the number of hours, forging a teacher’s signature, falsifying the content/nature of what is observed, and/or “double-dipping” hours intended for credit in another placement or course.

SEVERE WEATHER: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes are cancelled.
### ASSESSMENT/OBJECTIVE MATRIX FOR MAT 545:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Objectives</th>
<th>AFTSE Objectives</th>
<th>KY Teacher Standards</th>
<th>Int’l Reading Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation/Attendance</td>
<td>1-6</td>
<td>3</td>
<td>S1-5</td>
<td>6</td>
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<tr>
<td>2. Reflective Journal</td>
<td>3,4,5,6</td>
<td>2,3,5</td>
<td>S1,7</td>
<td>5, 6</td>
</tr>
<tr>
<td>3. Exams</td>
<td>1,3,4,5</td>
<td>4</td>
<td>S1,7</td>
<td>1, 2</td>
</tr>
<tr>
<td>4. Classroom Assessment Assignment (S BUS)</td>
<td>1-6</td>
<td>1,2,3,4,5</td>
<td>S1-5, 7</td>
<td>1, 2, 3</td>
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