

Teacher Education
University of Northern Iowa

EXAMPLE SYLLABUS

ICS 308:001, 3 Credit Hours

General Methods of Secondary Teaching

Fall 2015

Monday, Wednesday 1:00 – 2:15

August 27 – December 12, 2015

CEB 214

Instructor/Professor: xxxx

Office No: xxx

Phone: xxxx

E-mail: xxxx

Office hours: xxxx

Prerequisites: xxxxxx

COURSE INTRODUCTION: (Descriptor taken from program catalog.)

This is a general teaching methods class designed for future teachers to understand effective instructional techniques and strategies. Emphasis will be placed on lesson plan development, effective instruction, and perspectives of teaching in changing environments.

INTASC (Interstate New Teacher Assessment and Support Consortium) + Technology Standards are principles for preparing beginning teachers. They reflect knowledge, performances, and dispositions needed to successfully teach today's P – 12 students. Included are:

1. Knowledge of subject matter and how to make it accessible to students;
2. Understanding of how to foster learning and development;
3. Ability to create learning experiences adapted to the needs of diverse learners;
4. Use of teaching strategies that foster critical thinking, problem solving, and high levels of performance;
5. Ability to create a positive, purposeful learning environment;
6. Knowledge of how to foster effective communication and collaboration in the classroom;
7. Ability to plan instruction based on subject matter, students, curriculum goals, and the community context;
8. Understanding and skilled use of a wide array of assessment strategies;
9. Ability to reflect on, evaluate, and improve teaching and learning;
10. Ability to collaborate with colleagues and parents to support student learning;
11. Integrates the computer and other high and low technology into teacher preparation, classroom teaching activities, assessment and/or documentation

Educating for Reflective Practice (abbreviated mission statement) *or*
Preparing reflective, responsible decision makers in a global and diverse, democratic society (full statement)

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GENERAL COURSE OBJECTIVES: [Secondary faculty must be sure objectives also address a) reading in the content area; b) classroom management; c) collaborative teaching with special needs, English Language Learners, at risk, and gifted and talented specialists; and d) technology, if waived from PES.]

After active participation in this course, students will have the following

- **Knowledge:** INTASC # 1, 2, 6, 8, and 11
 - Elements of effective lesson plans, including the appropriate use of technology, with an emphasis on appropriate assessment and evaluation techniques.
 - Schema for identifying successful strategies for teaching and learning as applied to diverse populations.
 - Framework and language for applying and assessing multiple approaches to creating productive learning environments (classroom management)
- **Performance:** INTASC # 3, 4, 7, 8, and 9
 - Ability to construct an effective lesson, containing prescribed elements, and to reflect on the lesson.
 - Ability to teach effectively from prescribed lesson plans.
 - Ability to critique lesson plans for effectiveness.
 - Ability to engage at least one reading strategy in a mini-lesson and assess for effectiveness.
 - Ability to work in concert with colleagues to prepare, teach, critique and reflect upon quality of teaching and learning. (collaborative teaching)
- **Dispositions:** INTASC # 9 and 10
 - Open to learning new ideas from the continually changing educational contexts.
 - Develop in students a predisposition for collaboration with specialty teachers of English Language Learners, special needs students, gifted and talented, and at risk populations.

REQUIRED TEXTS:

COURSE REQUIREMENTS:

Attendance, participation, and dispositions:

Assignments:

ASSIGNMENTS/ASSESSMENTS DESCRIPTORS:

EVALUATION:

Throughout the semester formative evaluation will occur through feedback on assignments. In addition, summative evaluation will be based on the evidence of growth toward course objectives. Sources of such evidence are performance on each of the assignments.

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Requirements:

Points:

Due Dates:

Semester grades will be determined using the following **grading scale**:

MODES OF INSTRUCTION:

TENTATIVE SCHEDULE:

<u>Date</u>	<u>Topics</u>	<u>Due Today</u>
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PLEASE NOTE:

1. Academic integrity statement:
2. If you have a documented disability for which you may require assistance, you will need to
3. Misdemeanor or felonious conviction(s) may bar you from teacher licensure in Iowa or other states. If you have any questions, please direct them to the Office of Teacher Education, 319-273-2265.
4. Any student missing class quizzes, examinations or other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to religious holiday absence only.

The University of Northern Iowa is an Affirmative Action Equal Opportunity institution. Students with disabilities and other special needs should feel free to contact the professor privately if there are services or adaptations which can be made to accommodate specific needs.