The University of Puget Sound

School of Education

Master of Arts in Teaching Program

**Learning and Teaching in the Subject Area**

**Education 618A**

**Two Units**

Fall Semester, 2013

Mondays, Tuesdays, Wednesdays and Thursdays, 11:00 – 12:50

Professors:

Terence A. Beck, Ph.D. Fred L. Hamel, Ph.D.

Office: Howarth 329 Office: Howarth 325

Office Hours: M 3-4pm Office Hours: M & W 3–4pm;

W 10–11am, & by appt. Tues. 1:30-2:30pm (Sept 10-30)

(253) 879-3952 Thurs. 1:30-2:30pm (Oct 1-Dec 11)

tbeck@pugetsound.edu (253) 879-3384 fhamel@pugetsound.edu

Course Description:

This 2-unit course aims to develop professional knowledge and a reflective stance toward teaching in secondary Social Studies and English/Language Arts classrooms. It focuses on understanding various ways adolescents might engage in content area learning, and it invites you to consider questions, stances, practices, and tensions involved in teaching these subjects. You will generate instructional lessons, units, and assessments, enact teaching both on campus and in school-based settings, examine teaching artifacts from local classrooms, and investigate the work of exemplary teachers. The course aims to involve you in a continual juxtaposition of observing, planning, teaching, and reflective thinking. You will learn to implement best practices while also considering the pros and cons of what is considered best.

This course also highlights a series of tensions that are at the heart of secondary teaching. We aim to support you in understanding and negotiating these tensions.

Tension 1:  Teachers are implementers of curriculum *and* pedagogical problem-posers.  Teachers navigate the space between schools as they are and schools as they might be.

Tension 2: Teachers are disciplinary experts (e.g. historians, writers) *and* human beings in a constant journey of learning.  Teaching and learning occur powerfully within disciplinary communities, but also across disciplines and in spaces between disciplines.

Tension 3: Teachers are accountable to public expectations *and* to students’ diverse experiences and perspectives.  Teachers face the dilemma of teaching conventional knowledge *and also* honoring children’s logic/thinking as well as their socio-cultural experiences.

Course Objectives:

You will become agile pedagogical thinkers who:

* develop a stance of inquiry toward teaching and learning in social studies and English, appreciating both overlaps and differences in how inquiry is enacted in these disciplines.
* productively utilize a teaching cycle of questioning, planning, enacting, assessing, and reflecting
* understand ways to envision and support adolescents as readers, writers, and discussants within and across disciplines
* analyze student thinking by exploring and making sense of school-based student learning artifacts
* develop written lesson plans and unit sequences that engage, challenge, and support students

Required Texts for the Course:

Common Texts:

* Cazden, C. (2001). *Classroom Discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
* Lesh, B.A. (2011). *“Why won’t you just tell us the answer?”: Teaching historical thinking in grades 7 – 12.* Portland ME: Stenhouse Puglishers.
* Wilhelm, J. (2007). *“You gotta BE the book”: teaching engaged and reflective reading with adolescents*. (2nd edition). New York: Teachers College Press.
* Readings available on Moodle. Please print the Hillocks and the Nystrand readings and bring them to class on day two.

Student Requirements and Evaluation:

Detailed assignment expectations will be provided throughout the semester. In general, assignments must be:

* Typed using a 12-point font;
* Double spaced;
* Error free;
* Your own work with appropriate citations (See *The Logger* online at www.ups.edu/logger and http://alacarte.pugetsound.edu/subject-guide/6-Academic-Integrity-Puget-Sound for info regarding plagiarism);
* Submitted on the date due (note: *Late work is always subject to sanction including but not limited to one of the following*):
* Denial of credit
* Reduction of score
* Correction with a red pen.

If you have a documented disability, please contact Peggy Perno or Dara Cirincione (879-3395) in the Center for Writing, Learning, and Teaching. They will pass on the paperwork to me so that we can make appropriate modifications.

*Attendance and Participation*: It is expected that you will be in class each day. In the event that you become ill or have another emergency, please give your professor as much notice as possible.

You will take multiple roles in class by engaging in activities such as: completing in-class writing assignments, participating in discussions on assigned readings, sharing insights from school-based experiences, considering the implications of classroom models/practices for instruction in your subject area, teaching lessons, evaluating the teaching of others, and participating as a positive and productive community member. We ask that you demonstrate and develop interpersonal skills (e.g., actively building relationships with others, considering other points of view, flexibility), problem solving abilities (e.g. asking questions, responding positively to feedback), and work ethic (e.g. effort, positive attitude).

We are aware that there are multiple demands on your time. Yet, meaningful participation requires you to come to class prepared (10% of grade).

*Reflective Writing*: Throughout the course, you will write reflective commentaries to help make sense of and draw connections between course experiences, assigned readings, and/or your school based placements. Two of these reflections will be graded. The first will focus on you experience with an inquiry anchor experience and the second will focus on your own effort to teach an inquiry lesson to your classmates (5% of grade each, 10% total).

*Artifact Presentations*: You and a school-based partner (if applicable) will lead a discussion making connections between your placement and course readings. You will bring student artifacts or curriculum documents from your placement for examination during the discussion (10% of grade).

*Lesson Planning & Assessment*: You will design detailed lessons. There will be opportunities to enact these lessons in class and/or your placements. Some teaching will be video recorded. You will watch the video recording, write a reflection about what you observe, and sometimes base revisions of your lesson plans on what you learn (20% of grade).

*Gallery of Teaching Assignment*: You will review a website of an experienced teacher’s practice, focusing on the various strategies the teacher uses to generate a successful engagement and discussion. Then you will present what you learned from your website analysis in an in-class presentation (10% of grade).

*Designing a Learning Segment within a Unit Framework (modified TPA Task 1)*:

This is a signature assessment that we will approach in two stages. In stage one you will design a framework for a 3-5 week unit of instruction that would be fitting to your high school placement classroom. In stage two you will create 3-5 connected lesson plans (a “learning segment”) within your unit framework. Stage two simulates Task 1 of the Teacher Performance Assessment (TPA), which you must successfully complete during your student teaching. A detailed assignment guide and rubric will be provided. You will formally present your unit plan in class and submit both a written and electronic copy to Fred and Terry.

Grading:

Participation and Attendance 10%

Reflective Writing 2@5% each 10%

Inquiry Lesson #1 10%

Artifact Discussion 10%

Inquiry Lesson Plan #2 15%

Gallery of Teaching Assignment 10%

Unit Framework 10%

Planning a Learning Segment (TPA Task 1) 20%

Final Presentation 5%

Grading Scale:

|  |  |
| --- | --- |
| 94%- 100% | A |
| 90% – 93.9% |  A- |
| 87.5% – 89.9% |  B+ |
| 84% – 87.4% | B |
| 80% – 83.9% |  B- |
| 77.5% – 79% |  C+ |
| 74% – 77.4% | C |
| 70% – 73% |  C- |

Professional Organizations

These organizations are one way to connect with a network of English and social studies educators and to have access to both instructional resources and ongoing professional development. Two primary organizations to consider are:

National Council of Teachers of English (NCTE) [www.ncte.org](http://www.ncte.org)

National Council for the Social Studies (NCSS) [www.socialstudies.org](http://www.socialstudies.org)

Masters of Arts in Teaching (MAT) Goals:

To prepare teachers who:

1) Have deep understanding of subject matter and pedagogies that teach for understanding

2) Have ability to manage the complexities of teaching

3) Promote student learning of challenging content

4) Have ability to reflect on one’s own practice, to look for principles underlying what “works” or “does not work” and to persist in determining one’s own appropriate practice

5) Have commitment to serving everyone’s children, particularly those who historically have not been well-served by traditional schooling

6) Have ability to learn and work in collaborative fashion, and to create settings in which others can learn and work

7) Have capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn.

WASHINGTON ADMINISTRATIVE CODE (W.A.C.) TOPICS

The Washington Administrative Code W.A.C. [181-78A-220](http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-220)(5) identifies four knowledge and skill areas for teacher certification (1. knowledge of subject matter and curriculum goals, 2. knowledge of teaching, 3. knowledge of learners and their development in social contexts, 4. understanding teaching as a profession). Many of the items we explore in this course are given complementary coverage in additional MAT courses. We often treat important topics in a spiral fashion, raising them more than once during your coursework to place them in a broader, more meaningful context. The following W.A.C. topics are incorporated in this course:

**Knowledge of Subject Matter and Curriculum Goals**

(a) Teacher candidates positively impact student learning that is:

(i) **Content driven**. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.

(ii) **Aligned with curriculum standards and outcomes**. All students know the learning targets and their progress toward meeting them.

(iii) **Integrated across content areas**. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.

**Knowledge of Teaching**

(b) Teacher candidates positively impact student learning that is:

(i) **Informed by standards-based assessment**. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.

(ii) **Intentionally planned**. All students benefit from standards-based planning that is personalized.

(iii) **Influenced by multiple instructional strategies**. All students benefit from personal-ized instruction that addresses their ability levels and cultural and linguistic backgrounds.

(iv) **Informed by technology**. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.

**Knowledge of Learners and their Development in Social Contexts**

(c) Evidence of teacher candidate practice reflects planning, instruction and communication that is:

(i) **Learner centered**. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.

(ii) **Classroom/school centered**. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.

(iii) **Family/neighborhood centered**. Student learning is informed by collaboration with families and neighborhoods.

(iv) **Contextual community centered**. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

**Understanding Teaching as a Profession**

(d) Teacher candidates positively impact student learning that is:

(i) **Informed by professional responsibilities and policies**. All students benefit from a collegial and professional school setting.

(ii) **Enhanced by a reflective, collaborative, professional growth-centered practice**. All students benefit from the professional growth of their teachers.

(iii) **Informed by legal and ethical responsibilities**. All students benefit from a safe and respectful learning environment.

Campus Emergency Response Guidance:
Teachers in all school settings have many responsibilities, including ensuring student safety.  The University of Puget Sound, like P-12 schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at <<http://www.pugetsound.edu/emergency>>. Familiarize yourself with hall exit doors.  Should we need to evacuate the building during this class (e.g., after an earthquake), our designated gathering area is in Jones Circle at the fountain.  Please check in with your instructor (Terry or Fred) when you arrive in Jones Circle, so we can account for your presence.  In the event of any emergency, remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the *Academic Handbook*.

Selected Bibliography

Appleman, D. (2000). Critical encounters in high school English: Teaching literary theory to adolescents. New York: Teachers College Press.

Banks, J.A., Banks, C. A. M. (1999). Teaching strategies for the social studies: Decision-making and citizen action (5th ed.). New York: Longman.

Beach, R. & Marshall, J. (1991). Teaching Literature in the Secondary School. San Diego: Harcourt-Brace-Jovanovich.

Beach, R. & Myers J. (2001). Inquiry-based English Instruction: Engaging students in literature and life. New York: Teachers College Press.

Beck, T.A. (2008). Behind the mask: Social studies concepts and English language learners. Social Education 72(4), 181-184.

Bomer, R. (1995). Time for meaning: Crafting literate lives in middle school. Portsmouth, NH: Heinemann.

Bornstein-Grove, M. & Hamel, F.L. (in press). The Meet & Greet: Creating

 conditions for discourse in a social studies classroom. Social Education.

### Brown, C.S. (1994). Connecting with the past: History workshops in middle and high school. Portsmouth, N.H.: Heinemann.

Cruz, B.C. & Thornton, S.J. (2013). Teaching Social Studies to English Language Learners. New York/London: Routledge.

Dornan, R., Rosen, L, & Wilson, M. (1997). Multiple voices, multiple texts: Reading in the secondary content areas. Portsmouth, NH: Boynton/Cook-Heinemann Educational Books.

Hamel, F. L. & Smith, M.W. (1998). You can’t play if you don’t know the rules:

Interpretive conventions and the teaching of literature to lower-track students. Reading & Writing Quarterly 14(4), 355-377.

Hess, D.E. (2002). Discussing controversial public issues in secondary social

 studies classrooms: Learning from skilled teachers. Theory and Research

in Social Education*, 30*(1), 10-41.

Hillocks, G. (1995) Teaching writing as reflective practice. New York: Teachers

 College Press.

Hynds, S. (1997). On the brink: Negotiating literature and life with adolescents. New York: Teachers College Press.

Iser, W. (1978). The act of reading: A theory of aesthetic response. Baltimore: John Hopkins University Press.

Johannessen, L.R. (1992). Illumination rounds: Teaching the literature of the Vietnam War. Urbana, IL: NCTE.

Jorgensen, K.L (1993). History workshop: Reconstructing the past with elementary students. Portsmouth, NH: Heinemann.

Kahn, E., Johannessen, L.R., Walter, C. (2009). Writing about literature: 2nd edition, revised and updated. Urbana, IL: NCTE.

Kobrin, D. (1996). Beyond the textbook: Teaching history using documents and primary sources. Portsmouth, N.H.: Heinemann.

Lee, C. D. (2007). Culture, literacy, & learning: Taking bloom in the midst of the whirlwind. New York: Teachers college press.

Lesh, B.A. (2011). ”Why won’t you just tell us the answer?” Teaching historical thinking in grades 7-12. Portland, ME: Stenhouse Publishers.

Levstik, L.S., Barton, K.C. (2001). Doing history: Investigating with children in elementary and middle schools (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Assoc.

Lockwood, A.L. (1985). Reasoning with democratic values: Ethical problems in United States history*.* New York: Teachers College Press.

Mayer, R.H. (1999, Spring). Two actors in search of a story: Using primary documents to raise the dead and improve history instruction. OAH Magazine of History, 66-72

Milner, J.O., Milner, L.M., & Mitchell, J.F. (2012). Bridging English. Fifth Edition. Boston, MA: Pearson.

Parker, W. C. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teachers College Press.

Raskin, J.B. (2000). We the students: Supreme Court decisions for and about students. Washington, D.C.: Congressional Quarterly Press.

Selwyn, D. (1995). Arts & humanities in the social studies. Washington, D.C. National Council for the Social Studies.

Smagorinsky, P. (2001). Teaching English through principled practice. Prentice Hall.

Smagorinsky, P., Johannessen, L.R., Kahn, E.A., & McCann, T.M. (2010). The dynamics of writing instruction: A Structured process approach for middle and high school. Portsmouth, NH: Heinemann.

Smith, M.W. & Wilhelm, J.D. (2002). Reading don’t fix no Chevys: Literacy in the lives of young men. New York: Heinemann.

### Vacca, R. T & Vacca, J.L. (2002). Content area reading: Literacy and learning across the curriculum. Boston: Allyn & Bacon.

Wilhelm, J.D. (2007). Engaging readers and writers with inquiry. New York: Scholastic.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). Reading like a historian: Teaching literacy in middle and high school history classrooms. New York, Teachers College Press.

Wineburg, S.S. (2001). Historical thinking and other unnatural acts: Charting the future of teaching the past. Philadelphia: Temple University Press.

Course Schedule

Education 618A Beck/Hamel

|  |  |  |
| --- | --- | --- |
| Day/Date | Class Topics/Activities/Instructor | Assignments due |
|  |  |  |
|  | Week 1: Introduction |  |
| Monday9/9 | Introductions to class & each otherIntroduction in Inquiry case study [Terry and Fred] |  |
| Tuesday9/10 | Inquiry case study – Anchor Experience[Terry and Fred] | Read case studyBring a decision with your initial thinking. |
| Wednesday9/11 | Review of student papersCriteria GenerationSharing feedbackSyllabus ReviewInquiry Paper Assignment[Terry and Fred] | Read & respond to 2 student papersRead syllabus closely |
| Thursday9/12 | Inquiry in the classroomArtifact Lesson Sign-Up [Fred] | Read Hillocks (M) |
|  | Week 2: Thinking about Inquiry in English and Social Studies |  |
| Monday9/16 | Inquiry in Social Studies[Terry] | Lesh (Introduction and Chap. 1) |
| Tuesday9/17 | Dialogic thinking [Fred] | Read Nystrand (M) |
| Wednesday9/18 | Inquiry in English and Social StudiesInquiry materials – distributed[Terry] | Read Lesh, Chapter 2Inquiry paper due |
| Thursday9/19 | Inquiry design principles[Fred] | Read McCann (M)Artifact Presentation |
|  | Week 3: Thinking about Inquiry: Developing Practice |  |
| Monday9/23 | Students and inquiry[Terry] | Read Inquiry materials/chapters (see inquiry assignment) |
| Tuesday9/24 | Preparing for your lessons[Fred] | Bring draft of lesson plans (see inquiry assignment) |
| Wednesday9/25 | Enacting inquiry[Terry]Emergency Drill 11:40 | Come ready to teach your inquiry lesson |
| Thursday9/26 | Enacting Inquiry [Fred] | Come ready to teach your inquiry lesson |
|  | Week 4: Planning for Inquiry & Literacy Development  |  |
| Monday9/30 | Reflection and debriefing inquiry experience Learning Targets: Enduring Understandings, etc. [Terry] | Lesson Reflection due Review Wiggins & McTighe Chapter 6 (M);Bring ideas for lesson topics & your EALRs |
| Tuesday10/1 | 9:15am: Lesson Observation at Lincoln HS Inquiry and Writing [Fred] | Read Smagorinsky et al (M) *(Forward, Ch 1-2)* Artifact Presentation |
| Wednesday10/2 | Writing in Social Studies; Designing Specific Criteria for writings tasks[Terry] | Review Wiggins & McTighe chapters 7 & 8 (M)Bring materials to adapt |
| Thursday10/3 | Inquiry & Writing[Fred] | Read Smagorinsky et al (M) *(Ch 6)* Artifact Presentation |
|  | Week 5: Planning for Inquiry & Literacy Development |  |
| Monday10/7 | Planning inquiry lessonsConcept teachingLesson Workshop [Terry] | Draft of lesson |
| Tuesday10/8 | Ways of conceiving reading[Fred] | Read Wilhelm chpts 1-2Artifact Presentation |
| Wednesday10/9 | Inquiry methods and enactments Lesson workshop [Terry] | Bring lesson plan drafts |
| Thursday10/10 | Reading Texts[Fred] | Read Dornan chpt 3 (M)Artifact Presentation |
|  | Week 7: Planning for Inquiry & Literacy Development |  |
| Monday10/14 | Inquiry methods and enactmentsLesson plans enacted in small groups—Video taping [Terry] | Come ready to teach |
| Tuesday10/15 | Reading Texts[Fred] | Read Wilhelm chapter 3Artifact Presentation |
| Wednesday10/16 | Inquiry methods and enactmentsLesson plans enacted in small groups –Video taping [Terry] | Come ready to teach your lesson |
| Thursday10/17 | Reading Texts[Fred] | Read Dornan chpt 4 (M) [pp.43-64 only]Artifact Presentation |
|  | Week 8: Shaping Participation & Classroom Discussion |  |
| Monday10/21 | Fall Break – No class |  |
| Tuesday10/22 | Fall Break – No class |  |
| Wednesday10/23 | Types, purposes and methods of discussion; CPI discussions[Terry] | Parker Chapter 7 (M)Lesson Plan due |
| Thursday10/24 | Discourse, 2 kindsVideo Assignment overview [Fred] | Read Cazden chapter 3  |
|  | Week 9: Shaping Participation & Classroom Discussion |  |
| Monday10/28 | Seminar DiscussionsDiscussion texts handed out[Terry] | Beck (M)Lesson Video Reflection due |
| Tuesday10/29 | Discourse & Learning[Fred] | Cazden chapter 4 |
| Wednesday10/30  | Planning for leading discussion: Seminars [Terry] | Read Discussion texts  |
| Thursday10/31 | Meet & Greet activityUnit Plan Assignment[Fred] | Bornstein-Grove & Hamel (M) + video excerpts (M) |
|  | Week 10: Shaping Participation & Classroom Discussion |  |
| Monday11/4 | Discussion Enactments [Terry] | Come ready to lead a discussion |
| Tuesday11/5 | Video Presentations[Fred] | Video presentations  |
| Wednesday11/6 | Developing a Unit Framework:Workshop on topic selection  [Terry] | Read at least one unit (M)Bring ideas for a unit topic |
| Thursday11/7 | Video Presentations[Fred] | Video presentations  |
|  | Week 11: Unit Design & Student Engagement |  |
| Monday11/11 | Developing a Unit Framework: Targets and Assessment [Terry] | Bring a draft of learning targets for your unit |
| Tuesday11/12 | Developing a Unit Framework[Fred] | Smith & Wilhelm (M) |
| Wednesday11/13 | Simulations and Group Work [Terry]  | Read DiCamillo & Gradwell And Drake (M) |
| Thursday11/14 | Drama & Texts[Fred] | Read Wilhelm chapter 4 |
|  | Week 12: Unit Design & Student Engagement | ***Unit Framework due Saturday, Nov. 16 @ 5:00 p.m.*** |
| Monday11/18 | Learning Segment Assignment;Moot Court Simulations and Group Work [Terry] | Read Woolley or Robinson (M) Read Schur (M) |
| Tuesday11/19 | Reader’s Theater [Fred] | Bring drama activity idea – look at Selwyn |
| Wednesday11/20 | Moot Courts and Group Work[Terry] | Read BellRead moot court preparation materials |
| Thursday11/21 | Drama in the Classroom [Fred]  | Selwyn Bring drama activity |
|  | Week 13: Unit Design & Student Engagement |  |
| Monday11/25 | Learning Segment Planning: [Terry] | Bring skeleton plans for Learning Segment |
| Tuesday11/26 | TPA Video Analysis [Fred]  | Written drama activity due; Read TPA video analysis task & rubrics |
| Wednesday11/27 | Thanksgiving Travel DayNo class |  |
| Thursday11/28 | ThanksgivingNo class |  |
|  | Week 14: Unit Design |  |
| Monday12/2 | Learning Segment Planning[Terry] | Read Wiggins & McTighe chapter 11 (M) |
| Tuesday12/3 | Learning Segment Planning [Fred] | Bring materials for unit plan |
| Wednesday12/4 | Learning Segment Planning[Terry] | Bring materials for unit plan |
| Thursday12/5 | Learning Segment PlanningCourse Evaluation [Fred] | Bring materials for unit plan |
|  | Week 15: Unit Design |  |
| Monday 12/9 | Unit Plan Presentations[Terry] | Oral Presentation |
| Tuesday12/10 | Unit Plan Presentations[Fred] | Oral presentation |
| Wednesday12/11 | Unit Plan Presentations[Terry] | Oral presentation |
| Thursday12/12 | Reading Period: No class |  |
| Monday12/16 |  | Unit plan due @ 3pm |