SPRING 2015  EDEF 345: INTRODUCTION TO MIDDLE-LEVEL/SECONDARY EDUCATION

Mondays 2:00—3:20 P.M.
January 12—April 27

David W. Kupferman, Ph.D.
Office: D-231
Tel: 689-2389
Email: kupferma@hawaii.edu
Office hours: By appointment

“True terror is to wake up one morning and discover that your high school class is running the country.”
—Kurt Vonnegut
Key Ideas
Middle School Concept     Identity
Secondary Education     Critical Thinking
Adolescence     Integrated Teaching & Learning
Social and Emotional Development     Socratic Circles
Cognitive Development     Lesson Planning and Assessment

Course Description:
Pre: EDEF 200 and 201; and EDEF 310 (prior or concurrent).
Introduces concepts and methods related to middle-level and secondary teaching and
learning, including adolescent development, identity, and middle-level/secondary
pedagogy and philosophy. The course includes a field placement component where
students will gain experience in a middle-level/secondary classroom.

UHWO Teacher Education Mission Statement:
The University of Hawai‘i West O’ahu Teacher Education program is dedicated to its
vision of providing innovative teacher preparation programs and public service activities
in support of the continuing development of West O‘ahu communities. To realize this
vision, the mission of the program is to provide teacher candidates with the knowledge,
skills, and dispositions necessary to become outstanding educators, especially in the
elementary schools located in Central and Leeward O‘ahu communities.

Conceptual Framework:
The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher
Education Program vision of preparing highly qualified teachers for entry into the skilled
workforce. The program recognizes the contributions of general education, content area
studies, and professional studies to the preparation of educators. Three goals underlie the
professional studies philosophy and objectives. Candidates for the Bachelor of Education
degree in elementary education are committed to the following:

• delivering high quality instruction that addresses the needs of the whole child;
• embracing social justice and equity for all;
• becoming reflective practitioners and life-long learners.

Course Objectives:
The following course objectives are aligned with UHWO Institutional Learning
Outcomes (ILO), Division Learning Outcomes (DLO), and Concentration Learning
Outcomes (CLO), enabling our teacher candidates to become knowledgeable, skillful,
and responsive educators in a global society.

After completing this course, students will be able to:
1. Demonstrate an understanding of foundational ideas of active teaching and
learning in middle-level and secondary schools (ILO 1, 3, 4; DLO 1, 2, 3;
CLO 2a, 2c, 4b, 4c, 4d)
2. Develop and articulate an effective middle/secondary school philosophy of
teaching and learning (ILO 1, 3; DLO 1, 2, 3, 9; CLO 1c, 1d, 3a)
3. **Design and communicate ideas for appropriate strategies to facilitate middle/secondary students’ intellectual, social, and personal growth** (ILO 1, 3; DLO 1, 2, 3, 7; CLO 1a, 1b, 1c, 2a, 2c, 4b, 4d)
4. **Display an understanding of middle/secondary organizational structures** (ILO 1, 4; DLO 9, 10; CLO 1d, 2b, 3b)
5. **Effectively reflect on classroom experiences in middle/secondary schools** (ILO 1, 3, 5; DLO 1, 2, 3, 9; CLO 3b, 4b, 4c, 4d, 5b, 5c, 5d)
6. **Demonstrate an understanding of teaching and learning standards for middle-level and secondary school in Hawai‘i and nationally.** (ILO 4; DLO 5, 9; CLO 2a, 2b, 4c)

**Standards Covered in this Course:**

**Institutional Learning Outcomes (ILO)**

*ILO 1. Effective Communication:* Communicate clearly and effectively to an intended audience through written and spoken language.

*ILO 3. Critical Thinking:* Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

*ILO 4. Disciplinary Knowledge:* Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.

*ILO 5. Community Engagement:* Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extra-curricular activities or service learning.

**Attendance and Punctuality:**

Regular attendance and participation is expected. It is professional courtesy to be on time (or even early) to class and to come prepared.

Students should inform the instructor prior to being absent for family or business emergencies. Such pre-arranged circumstances will be left to the discretion of the instructor and student involved. It is up to the student to make up all work missed when absent from class.

Students who have a valid add slip to begin class after the first day of instruction will not be penalized for classes missed during the add/drop period.

Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. If a class is missed for any reason you will be required to write a 3 to 4 page summary of the information covered for that day. The paper is due at 5 P.M. on Friday of the week in which class was missed. Completion of the paper or attendance in class allows you to keep your points. Missing a class and not turning in the summary paper will result in the loss of credit for that week’s work.

**Late Assignment Policy**

I recognize that there are many different circumstances under which an assignment may be turned in late. If notification with a valid excuse is given to the instructor prior to the assignment being due (conversation, hand-written note, email, phone message), points...
will not be deducted. However, without such prior notification, one (1) point will be deducted each calendar day from the assignment.

**Academic Dishonesty:**
Academic dishonesty and plagiarism will not be tolerated. These acts defeat the purpose of education and carry severe penalties. Do your own work. Whenever you use information from a printed source—including textbooks and the assigned readings—always identify the source and the page in the reading where you found the information. Whenever you use the words of a printed source, always use quotation marks. This includes self-plagiarism, where you turn in work done previously or for another class. Penalties for academic dishonesty and plagiarism may include: 1) failing grades for those assignments that were plagiarized; 2) a failing grade for the course. For further information on what is expected of UH-West O‘ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Learning Challenges and Accommodations:**
In keeping with University policy, any student with a disability who needs academic accommodations for testing, note taking, reading, classroom seating, or other services, should contact Student Services as early as possible and speak with Dr. Steven Taketa (email: taketas@hawaii.edu).

**Hybrid Course Contact Hour Requirements:**
EDEF 345 is a hybrid, 3-credit course. For fifteen weeks there are 1.5 face-to-face contact hours and an additional 1.5 hours online. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course.

**Personal Liability Insurance Requirement:**
Teacher candidates must obtain and provide evidence of personal liability insurance prior to participating in any field experience in the UHWO Bachelor of Education (B.Ed.) degree program. Proof of insurance will be verified at the start of each academic year. Personal liability insurance must be maintained throughout the early field experience, all practicums, and student teaching. Uninsured candidates will not be granted a field placement, therefore delaying timely progress towards program completion.

Teacher candidates are free to purchase personal liability insurance from the vendor of their choice. Insurance is available through the UHWO Education Club, as well as most private insurance companies. Because of its affiliation with the Student National Education Association (SNEA), the UHWO Education Club includes personal liability insurance with membership. An application is available online at: [https://sites.google.com/site/uhwosnea/](https://sites.google.com/site/uhwosnea/).
**Required Texts:**
Association for Middle Level Education (AMLE). (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Association for Middle Level Education.
And other readings as assigned and available on Laulima.

**Assignments:**
The best way to learn about teaching is to teach. In this way, we will wrestle with the readings, discuss our understanding of the material, present our ideas, and write about them as a group. We are all students in this class, and we are all teachers. Education is not a one-way street, and neither are the assignments in this course.

**For the Field Placement component:**

*Field Placement*
You must document your 45 hours on your time log with the mentor teacher’s signature to validate the time you spend in the classroom. Your log is due on **Friday, May 1**.
Total points: ________ 5

*Read Aloud*
You are responsible for teaching one lesson during your field placement. This is a first introduction to teaching in a middle/secondary classroom, so the lesson may be as simple as reading aloud a book to a group of students. Options other than a read aloud are available. Please check with the instructor for possible alternatives.
Total points: ________ 5

*Signature Assignment (in 2 parts)*

*Lesson Plan*
For your lesson you will write a lesson plan. The template that you follow for the lesson plan is available on the Laulima course site (there are a few to choose from; pick one). A draft of the lesson plan must be turned in to me **two weeks prior** to actually teaching the lesson. I will provide feedback, and you will use it to revise and improve your lesson plan and turn it in **one week prior** to teaching the lesson.
Total points: ________ 5

*Lesson Reflection*
Upon completion of your lesson, you will write a 3-4 page reflection on the lesson including the planning, implementation and wrap-up phase of the lesson. In your
reflection you need to analyze and assess how the lesson went and provide some recommendations for improvement. The lesson reflection is due **Wednesday, May 6**.

**Total points: 10**

*The lesson plan and reflection comprise the Signature Assignment and you must post both the lesson plan and reflection to TaskStream.*

**For the Classroom component:**

**Field Placement Reflection Papers**

During the semester you will write four (4) 1-2 page reflection papers regarding your field placement. Each reflection will be on a different topic in which you will be asked to focus on a particular aspect of your classroom:

1. Focus on the learning environment, including curriculum, instruction, classroom management, discipline (due **Monday, February 9**);
2. Focus on the student as learner, and have a conversation with a student (due **Monday, February 23**);
3. Focus on teaching and the teacher’s work, and have a conversation with your mentor teacher (due **Monday, March 16**);
4. Focus on yourself, and consider what you have learned about yourself as a teacher and a learner (due **Monday, April 20**).

Due dates are listed above and in the proposed schedule of topics by class listed below. Each reflection paper is worth **5† points**.

**Total points: 20**

**Bibliography Practice / Working Bibliography**

Education is an academic profession, and you should get yourselves in the habit of periodically conducting research and learning about new innovations and ways of thinking in the field. To that end, over the course of the semester we will all build a bibliography of resources for each of the weekly topics together. You will be expected to contribute at least one resource to the ongoing bibliography discussion thread on the Laulima site each time we cover a new topic; this exercise will count towards your total online discussion grade (see below). If two people have the same citation, the first one to post it will receive credit; this way, it is in your best interests to participate in the discussion threads earlier in the week rather than later. If you find the same citation already posted, you will need to find another one. (We are building a bibliography, and in order to do so, we need multiple references, not the same one five times.) In order to get you in the habit of looking for and citing references, you will have a bibliography practice assignment due the second week, **Monday, January 19**. You must find at least eight (8) resources on the topic of middle level and secondary teaching broken down as follows: two (2) books; two (2) chapters in an edited book; two (2) journal articles; and two (2) online resources. Since the field of education uses APA style, that is the only format you should follow for this course. For a quick and easy guide to citations in APA, see the following website (and the tabs to the left of the webpage):

[https://owl.english.purdue.edu/owl/resource/560/05/](https://owl.english.purdue.edu/owl/resource/560/05/)

**Total points: 5**
**Online Discussions/Participation**

Since we will be communicating both face-to-face and online, you will need to show your participation by fully engaging in online discussions and in class. Each week you are expected to pose at least one (1) question in the online discussion, and to respond to at least one (1) of the questions posed by your colleagues. While this form of communication is necessitated by the hybrid online nature of the course, it is my hope that you will also hone your communication skills; since all we will have is our written word, you will need to write exactly what you mean to say. Please write academically, do not use this as a texting tool, and remember that I am allergic to emoticons (and please do not LOL me). In addition, such an online discussion group is good practice for future stages in your careers when you may need some good professional advice from a fellow student who is only accessible electronically. In addition, you will be required to cite at least one source for each discussion topic/thread, and to add that citation to our working bibliography thread as well. You will not be graded on your participation each week, but rather in aggregate over the course of the entire semester. Your one (1) weekly response must be at least 250 words in length.

Total points: 5

**Response Papers**

Over the course of the semester, you will write four (4) response papers, each 3-4 pages in length, that demonstrate your ability to not only summarize information and respond to prompts that I will provide, but also to think critically about the issues that we cover in the readings and in the course. The first response paper will be based on a viewing of the film *The Class* (available on reserve in the Library); the next two response papers ask you to analyze and synthesize content from the course that will also require you to draw on your own classroom experiences as a teacher. Finally, you will be participating in a community-based learning experience. Find an opportunity to learn something by participating in an activity sponsored by a community organization or at your field placement school. Your response paper for the community-based learning experience should be a response to what you learned and how you might integrate such learning experiences into your teaching. Due dates are listed in the proposed schedule of topics by class below. Each response paper is worth 10† points.

Total points: 40

†In order to make both the field placement reflection papers and the response papers extend your thinking on a topic, you will be able to earn a total of 4 out of 5 points on the initial submission (for the reflection papers) and 8 out of 10 (for the response papers). I will return your papers to you with comments and questions; in order to earn the final point(s) (for 5 out of 5 or 10 out of 10), you will have one (1) week from the time you receive my comments and questions to respond to them as you see fit. Your response to my comments/questions can be between one paragraph and one page, depending on how far you want to extend the ideas with which we are engaging in dialogue.
Self-Assessment
Your final assignment will be a 1-2 page self-assessment, in which you are to consider your time in this course. After all, only you know how much time and effort you really put into the class. In addition to evaluating your own level of participation and interaction, you should consider what it is you learned from this course and how you will use what you are taking away with you in your future practice. You do not need to give yourself a grade or percentage, but rather assess your performance in a narrative essay that helps you (and me) understand your intellectual growth more fully. It is due on Monday, May 4.

Total points: 5

Grading:
Final course grades are assigned based on a 100-point total as follows:
A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = below 60

Proposed Schedule of Topics by Class

Jan. 12  Introduction, course overview, syllabus and expectations

Jan. 19  No Class – Martin Luther King, Jr. Holiday
  Watch *The Class* (film)
  Assignment: Bibliography Practice, due by 5PM

Jan. 26  The middle/secondary school concept
  Marshall & Neuman, Chapter 1 & 2
  Brown & Knowles, Chapter 6
  Assignment: Response Paper #1 (on *The Class*), due by class time

Feb. 2  Middle/secondary school structures and organization
  AMLE, pp. 27-42; AMLE Standards (available on Laulima)
  Brown & Knowles, Chapter 7

Feb. 9  Middle/secondary school philosophy
  AMLE, pp. 3-12
  Carnegie, pp. 169-176 (available on Laulima)
  Lesko, pp. 187-195 (available on Laulima)
  Assignment: Field Placement Reflection Paper #1, due by class time

Feb. 16  No Class – President’s Day Holiday
  Brown & Knowles, Chapter 4
  Marshall & Neuman, Chapters 5-8
Feb. 23  Adolescent psychology and cognition
Brown & Knowles, Chapter 2 & 3
Marshall & Neuman, Chapter 3
Kessen, pp. 57-64 (available on Laulima)
Assignment: Field Placement Reflection Paper #2, due by class time

Mar. 2  Adolescent identity
Brown & Knowles, Chapter 5
Cushman, Chapter 1
Marshall & Neuman, Chapter 4
Assignment: Response Paper #2, due by class time

Mar. 9  Effective methods and assessment
AMLE, pp. 13-26
Brown & Knowles, Chapter 11
Cushman, Chapters 2 & 4

Mar. 16 Lesson planning for middle/secondary instruction
Brown & Knowles, Chapter 9
Copeland, Chapter 1
Cushman, Chapter 5
Assignment: Field Placement Reflection Paper #3, due by class time

Mar. 23 No Class – Spring Break

March 30 Critical thinking in middle/secondary schools
Brown & Knowles, Chapter 10
Copeland, Chapter 2
Cushman, Chapter 7

Apr. 6  Socratic Circles
Copeland, Chapter 3
Assignment: Response Paper #3, due by class time

Apr. 13 Challenges in the middle/secondary classroom
Cushman, Chapters 3 & 6
Marshall & Neuman, Chapters 10 & 11

Apr. 20 Contemporary issues in middle/secondary education
Lounsbury & Vars, pp. 177-186 (available on Laulima)
Cushman, Chapter 9 & 10
Assignment: Field Placement Reflection Paper #4, due by class time
Apr. 27  Course conclusion and review; signature assignment debrief
Assignment:  Response Paper #4, due by 5PM Friday, May 2
Assignment:  Field Placement Time Log, due by 5PM Friday, May 2
Assignment:  Self-Assessment, due by 5PM Monday, May 4
 Assignment: Lesson Plan and Reflection, due by 5PM Wednesday, May 6 (uploaded to TaskStream)

*Please keep in mind that this syllabus is a working document, and that changes may need to be made over the course of the semester. If a change is required, I will inform the class prior to the change, and where possible and appropriate I will solicit input from the class as a whole beforehand.*

**Taskstream**

To aid in the assessment of our program and provide students with a venue for demonstrating attainment of standards and showcasing work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (www.taskstream.com). TaskStream is a web-based, content manager that allows for assessment management using electronic portfolios. As part of the UHWO Teacher Preparation Program, students will upload assignments to their UHWO Direct Response Folio (DRF) in most education courses. DRF is the name given to the specific UHWO Electronic Portfolio.

While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to TaskStream. This means that students must purchase a Taskstream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEE 200/201), and ends when they have completed their final education course (EDEE 490/490s).

Taskstream provides different subscription lengths depending on the amount of time needed for each individual user. Below are the current subscription lengths and prices from which to choose.

1 Semester - 5 Months ($25)
1 yr. account ($42)
2 yr. account ($69)
3 yr. account ($91)
4 yr. account ($105)
5 yr. account ($119)
6 yr. account ($129)

An active subscription to Taskstream is necessary because students are required to upload “signature assignments” into their UHWO DRF in all education courses. Signature assignments are specific assignments required in many education courses as part of the UHWO Teacher Preparation Program. These signature assignments reflect the student’s ability to meet specific Hawaii State Teaching Standards that have been aligned with each course’s content and expectations. Students are expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if they receive unacceptable ratings. Examples of signature assignments include lesson plans, unit plans, and essays. Signature assignments such as these are typically uploaded by the end of the students’ semester.

Failure to maintain an active subscription or upload a signature assignment to Taskstream may result in a failing course grade or an incomplete course grade. Repeated failures to maintain an active subscription or upload a signature assignment may result in a student receiving an alert letter regarding professional dispositions and/or the student being asked to leave the UHWO Teacher Preparation Program.
Students are encouraged to explore the various education-related resources available in Taskstream. In addition to the UHWO DRF, students can choose to create separate electronic portfolios that can be shared with potential employers. Students can also create standards-based lesson plans, evaluation rubrics, and entire instructional units. Training opportunities for creating such resources are frequently offered online through TaskStream. For more information about Taskstream, please visit www.taskstream.com.

There are documents in the Resources section of the course website that describe the steps needed to: (1) register for a Taskstream account, (2) create a guest account in Taskstream, (3) enroll in the UHWO Teacher Preparation Program within Taskstream, and (4) upload documents to the UHWO DRF. Should you have questions about Taskstream or require further assistance, please call Taskstream at 1-800-311-5656, email Taskstream at help@taskstream.com, or email your course instructor. Answers to more frequently asked questions can be found at the Help Index at www.taskstream.com.