



## Course Description

This course emphasizes materials and methods for the prospective secondary teacher's (PST's) major field of certification (e.g., English, Social Studies). PSTs are required to participate in six weekly seminar hours and a 40-hour field experience. To pass this course and advance to student teaching, PSTs must submit a portfolio consisting of a lesson plan, assessment plan, formal teaching evaluation, and reflective essay.

## Relevant Objectives

By the end of this course, PSTs should be able to:

- Demonstrate knowledge of instructional goals emphasized by education professionals in their content area (e.g., English, History).
- Demonstrate proficiency in constructing and implementing lesson plans for their content area.
- Demonstrate knowledge of various learning styles and the instructional techniques associated with each style.
- Identify professional journals, organizations, and Internet sites concerned with teaching methods for their content area.
- Incorporate strategies for providing academically focused oral and written feedback.
- Develop learning activities that promote higher-order thinking, critical thinking and problem solving appropriate for their content area.
- Use a variety of questions and writing tasks to assess student understanding in relation to the content and desired learning outcomes.
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## Required Textbook

Carjuzaa, J. & Kellough, R. (2013). *Teaching in the Middle and Secondary Schools*. Boston: Pearson.

## Other Resources

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

Barkley, E. F., Cross, K.P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.

Brookhart, S. & Nitko, A. (2015). *Educational Assessment of Students* (7th ed.). Boston: Pearson.

Brozo, W. G., Moorman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent & Adult Literacy*, 56(5), 353-357. doi: 10.1002/JAAL.153.

Daniels, H., Zemelman, S., & Steinke, N. (2007). *Content-area writing: Every teacher's guide*. Portsmouth, NH: Heineman.

Hoffman, J. (2007). The western canon in today's high schools. *Minnesota English Journal*, 43(1), 140-151.

Luke, A. & Woods, A. (2009). Critical literacies in schools: A primer. *Voices from the Middle*, 17(2), 9-18.

Lynch, T. L. (2007). Illuminating Chaucer through poetry, manuscript illustrations, and a critical rap album. *English Journal*, 96(6), 43-49.

Morrell, E. (2005). Critical English education. *English Education*, 37(4), 312-321.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.