

TO: Neag School of Education Faculty
FROM: Alan Marcus, *Chair*
RE: Minutes of the Curricula & Courses Committee Meeting on Wednesday, March 23, 2016

MINUTES

A. **NEW COURSES**

1. PROPOSED TITLE: EDCI 3210 Sec. 1: Introduction to Secondary Methods and Clinic (Science); Three credits. This course is designed as the initial course in a sequence of two methods courses for future secondary preservice science teachers (PSTs) prior to the onset of student teaching. The goal is to prepare each student/future science teacher to succeed in the classroom (from clinical experiences through student teaching and the first five years of teaching) as a secondary science teacher. Our focus will be on middle and high school science classrooms and identifying attributes of teaching and learning science that are critical to effective instruction.

RATIONALE: This course is being proposed as part of the TE redesign. It will offer juniors in the IB/M program at the secondary level an additional science teaching methods course. Increasing the number of science teaching methods courses in the program from 1 to 2 will support students increased understanding of their disciplinary roles as teachers and will align the number of science teaching methods courses we offer at UConn with other exemplary programs nationally.

APPROVED BY DEPARTMENT: March 1, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

2. PROPOSED TITLE: EDCI 3210 Sec. 2: Introduction to Secondary Methods and Clinic (Mathematics); Three credits. This first course in mathematics methods is for juniors on the Neag School of Education's IB/M secondary mathematics education program. The course focuses on developing a deep understanding of mathematics content and goals for secondary mathematics education, and developing pedagogical techniques and competencies necessary for effective teaching in middle and high school math classroom settings to support students' advancement toward those goals. Focal areas include: setting student learning goals, planning and engaging students in activity that is authentic to the discipline of math, and facilitating meaningful, task-relevant discourse in math classrooms.

RATIONALE: This course is being proposed as part of the Teacher Education redesign. It will offer juniors in the IB/M program at the secondary level an additional math teaching methods course. Increasing the number of math teaching methods courses in the program from one (fall senior year) to two (adding this one during spring junior year) will support students increased understanding of their disciplinary roles as teachers and will bring us into general alignment with the number of math teaching methods courses offered at other exemplary programs nationally.

APPROVED BY DEPARTMENT: March 1, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

3. PROPOSED TITLE: EDCI 3210 Sec. 3: PROPOSED TITLE: EDCI 3210 Sec. 3: Introduction to Secondary Methods and Clinic (Social Studies); Three credits. This is part I of the secondary history/social studies methods course for the IB/M program. The two courses are a sequence where students build on key concepts, knowledge, and skills from this spring to next fall. The course is an introduction to the teaching and learning of social studies. The social studies include many disciplines such as history, political science/government/civics, geography, economics, and others. The focus will be on the discipline of history – the heart of the social studies curriculum – but time is also spent on civics, geography, and economics, and on an inquiry approach to teaching.

RATIONALE: The course will be added in response to IB/M program revisions. The course is designed to provide additional, necessary methods coursework around the teaching of social studies for students enrolled in the Social Studies Education secondary teaching program.

APPROVED BY DEPARTMENT: March 1, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

4. PROPOSED TITLE: EDCI 3210 Sec. 4: Introduction to Secondary Methods and Clinic (Writing and Language); Three credits. Drawing upon current research related to the teaching of writing, this course invites students to examine and participate in a workshop approach that fosters skill development and engagement with writing.

RATIONALE: The course will be added in response to IB/M program revisions. The course is designed to provide additional, necessary methods coursework around the teaching of writing and language for students enrolled in the English Education secondary teaching program.

APPROVED BY DEPARTMENT: March 1, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

5. PROPOSED TITLE: EDCI 3210 Sec. 6: Introduction to Secondary Methods and Clinic (World Languages Pre K-12); Three credits. Introduction to the theoretical and methodological issues in the teaching of world languages in U.S. schools. Examines current issues in the professional literature of the field and explore approaches to world language teaching and theories about language learning. Explores setting student learning goals, planning and engaging students in authentic, culturally relevant activities for language learning, with a focus on facilitating productive small group and whole class task-based discourse in the target language.

RATIONALE: This course is being proposed as part of the TE redesign. It will offer juniors in the IB/M program at the secondary level an additional world language teaching methods course. Increasing the number of world language teaching methods courses in the program from 1 to 2 will support students' increased understanding of their disciplinary roles as teachers and will align the number of methods courses we offer at UConn with other exemplary programs nationally.

APPROVED BY DEPARTMENT: March 1, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

6. PROPOSED TITLE: EDLR 5114 – Access to Higher Education; Three credits. This seminar provides students with an opportunity to examine and discuss research on individual, institutional, and political factors that are known to impact participation in higher education. Particular attention is given to stratification in higher education including but not limited to the historical and legal context of access; points of access; pathways to higher education; state and federal policies; and college affordability. In addition to learning and discussing various topics related to college access, students in the course will engage in indirect or direct service around college access in the local community.

RATIONALE: Students who successfully complete this course will be able to:

- a. Discuss the current policies and practices shaping access to college at the undergraduate level.
- b. Interrogate systems and practices that promote or inhibit college access.
- c. Apply course content to problems of practice.

APPROVED BY DEPARTMENT: February 5, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

D. REVISED COURSES:

1. EXISTING COURSE: EDCI 3305. Methods in Elementary School Music; Three credits.

PROPOSED CREDIT CHANGE: Four credits

RATIONALE: This course is being changed from 3 credits to 4 credits. This is done to align with changes to the B.S. in Education at Neag. This change in credits is being proposed as part of the TE redesign. By adding one credit, a clinical component (observing in a local public school) will be added to this course and students will no longer take EGEN 3110 (which previously held the clinical component) in the sequence.

APPROVED BY DEPARTMENT: March 1, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016

2. EXISTING COURSE TITLE: EDLR 5105 – Structured Group Interventions in Student Affairs; Three credits. PROPOSED COURSE TITLE: Structured Group Dialogue in Student Affairs. Explore basic approaches to structured intergroup and intragroup dynamics and implications for personal and educational development of students and student affairs professionals.

RATIONALE: Since the initial course was developed the field of student affairs has made research-based advancements on the use of structured groups for exposing students to opportunities to deepen their learning of intergroup and intragroup dynamics. The current course description is not aligned with the current language used by the professional associations of the field around intergroup and intragroup learning and skills.

APPROVED BY DEPARTMENT: February 5, 2016
APPROVED BY C&C COMMITTEE: March 23, 2016



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EDCI 3210 sec 1 Current Proposed

COURSE TITLE Introduction to Secondary Methods and Clinic: Science

INITIATING DEPARTMENT EDCI

CONTACT PERSON Todd Campbell U-BOX

TELEPHONE 860-486-0515 E-MAIL todd.campbell@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Todd Campbell

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Introduction to Secondary Methods and Clinic: Science

Three credits. Prerequisite: Open only to secondary science education students in the Integrated Bachelor's/Master's Teacher Preparation Program. *Campbell*

Pedagogical techniques in middle and high school science classroom settings, including setting student learning goals, planning and engaging students in activity that is authentic to the discipline of science, with an increased focus on facilitating productive small group and whole class task-based discourse in science classrooms.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course is being proposed as part of the TE redesign. It will offer juniors in the IB/M program at the secondary level an additional science teaching methods course. Increasing the number of science teaching methods courses in the program from 1 to 2 will support students increased understanding of their disciplinary roles as teachers and will align the number of science teaching methods courses we offer at UConn with other exemplary programs nationally.

3. COURSE SYLLABUS (including course description and course outline)

Attached file name Campbell-Science EDCI 3XXX[v2]

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
N/A

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

EDCI 3210 sec 1:
Introduction to Secondary Methods and Clinic: Science
Day/Time:
Location:
Professor: Todd Campbell
Email: todd.campbell@uconn.edu
Office Phone: 860-486-0515
Office location and hours: Gentry 422a with hours TBD

Course Description

This course is designed as the initial course in a sequence of two methods courses for future secondary preservice science teachers (PSTs) prior to the onset of student teaching. The goal is to prepare each student/future science teacher to succeed in the classroom (from clinical experiences through student teaching and the first five years of teaching) as a secondary science teacher. Our focus will be on middle and high school science classrooms and identifying attributes of teaching and learning science that are critical to effective instruction.

Course Goals and Objectives

This course is designed to support PSTs in effectively planning and engaging students in activity that is authentic to the discipline of science, with an increased focus in this course on facilitating productive task-based discourse in science classrooms. This will be accomplished through a focus on the following Teacher Education Core Practices, which are designed to help PSTs develop the knowledge of and skills for enacting the following core teaching practices in science education:

Practice 1. Identify appropriate student learning objectives. Teachers will establish objectives that target the specific kinds of understanding and skills students should develop.

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples. Making content explicit is essential to providing all students with access to fundamental ideas and practices in science. Effective efforts to do this attend to the integrity of the discipline and to students' likely interpretations of it and recognize the contributions of diverse individuals and groups to the development of the discipline.

Practice 4. Plan learning opportunities that teach content through inquiry. Engaging students in inquiry and other related practices such as disciplinary argumentation, problem solving, and problem posing, is essential to providing all students with access to fundamental ideas and practices in a given discipline. Teachers carefully adapt and design lessons and activities that engage students in these practices, which afford opportunities for sense-making.

Practice 14. Facilitate a whole-class discussion. In a whole-class discussion, the teacher and all of the students work on specific science ideas together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 15. Facilitate smaller group collaboration.

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

Required Materials

- Cartier, J. L., Smith, M. S., Stein, M. K., & Ross, D. K. (2013). *5 Practices for Orchestrating Productive Science Discussions*. Reston, VA: National Council of Teachers of Mathematics and Corwin Press (available in the bookstore).
- Other readings and media materials available on HuskyCT.

Assignments

- 25% **Three mini-teaching sessions, including lesson plans**
- 25% **Video analysis of three mini-teaching sessions**
- 20% **Online journal of core practices representations**
- 20% **Class participation** (Based on active listening and contributions during class discussions and activities, as well as coming prepared to class with readings and assignments completed).
- 10% **Professionalization activities**

Three mini-teaching sessions. Each student will develop three mini-lessons (approx. 10-15 min in length). These will focus on 1) facilitating small group discussions, 2) facilitating whole class discussions, and 3) formative assessment and responsiveness as they relate to core practice, and present these mini-lessons in class. Each lesson will be digitally recorded for further evaluation. Students must turn in a one-page guide for the mini-lesson when they present.

Video analysis of mini-teaching sessions. Using templates provided, students will analyze their facilitation of instruction during the mini-teaching sessions. Using student-selected video-clips from the analyses, students will share the results of their analyses along with video evidences in class.

Online journal of core practices representation. The online journal will contain notes and reflections on your classroom clinic experience, with a focus on how the core practices are represented in your clinical, as well as how they are taken up by the learners.

Class participation. You are expected to arrive on time and to participate actively in class tasks and discussions. The class is designed to be very interactive, and at times you will be expected to critique activities created and presented by your peers. Therefore, your ability to provide constructive criticism for your peers will also be considered in this portion of your grade. If you must miss a class due to illness or family/personal emergency, please notify me as soon as possible before class. Late work is unacceptable unless justified by a doctor's note or prior discussion with me.

Your participation grade includes careful preparation of assigned readings. Readings are listed on the course overview (below) and must be prepared before coming to class. Take notes on what you read, jot down questions to ask in class, and think about how the readings relate to your experience as a future teacher. The texts should serve as a resource throughout the semester for questions and issues that come up during discussions here and in the seminar/clinic. We will also integrate these readings through in-class activities, quizzes, and individual reflective writing.

Professionalization. <https://www.nsta.org/> As part of your professional development, students are required to join the National Science Teachers Association (NSTA). Student membership for NSTA is reasonable (\$35) and offers access to journals and resources for science teaching. Students are also highly encouraged to attend a local conference on science teaching including the Connecticut Science Teachers Association Meeting and regional or national NSTA meetings. Information on these conferences will be provided in class.

Grades

A This level of performance over the semester approaches the best that can possibly be expected of a student. A student at this level should have mastered every essential element of the assigned material and should be performing at a level well beyond the standards normally expected of the majority of students.

A- A student in this level should be meeting all of the requirements in a manner indicating full understanding of all course material. The results achieved are consistently exceeding standards that would be expected of most students.

B+ A student at this level should be meeting the requirements of the specific material in a fully acceptable manner. The results achieved meet the standards of those one would expect of a student at this level.

B This is a grade for a student whose performance is just at the minimal standards. Some elements of the material may still require considerable learning.

B- & C A student at this level is below the acceptable level and not meeting the requirements of the course. Many elements of the material may still require considerable learning before performance is satisfactory.

F A student at this level did not understand the material presented and whose performance fell well below the standards that a typical student could meet.

I A grade of "incomplete" can only be given after discussion with the student and the student signs the incomplete form. A completed grade change will be a maximum of a grade of "B."

Rubrics will be provided for each assignment, which will delineate specific expectations.

Official Course Grade Scale

A → 94.00% or higher A- → 93.99-90.00 % B+ → 89.99-87.00%

B → 86.99-84.00% B- → 83.99-81.00% C → 80.99-78.00%

F → below 78.00%

Web-based resources for science teaching

<http://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts>

This website provides a free download for A Framework for K-12 Science Education

<http://www.nextgenscience.org/>

This website provides access to the Next Generation Science Standards

<https://www.nsta.org/>

This is the website for the National Science Teachers Association. It provides a wide range of resources, from lessons plans to articles about science teaching and learning

<http://ambitioussciencelearning.org/>

This is the Ambitious Science Teaching website. Many resources are included here, including classroom videos of science instruction

<http://stemteachingtools.org/>

The STEM Teaching Tools website provides resources to support teachers in implementing the NGSS

<http://secondarysciencemodules.uconn.edu/home/lifescience/>

This UConn website was developed with resources from PSTs. This page was created to provide resources to pre- and in-service science teachers. These modules represent teachers' humble attempts to create Next Generation Science Standards (NGSS) aligned materials.

Course Calendar

The course schedule found below is a guide and is subject to change depending on the needs of the class. The following list of questions will be helpful to keep in mind as you review each reading.

- What are the key ideas or concepts that the readings present?
- What argument is the author(s) trying to make?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

| Week | Topics | Assignments and Readings Due Following Session |
|------|--|--|
| 1 | <ul style="list-style-type: none">▪ Introductions, Course Overview, Syllabus Review▪ Introduction to core practices▪ A Model of Engaged Science Learning | Core practices document <u>NRC (2012) Framework</u> Chapter 3. Science and Engineering Practices |
| 2 | <ul style="list-style-type: none">▪ Supporting Engagement in Science Learning▪ High Demand Science Tasks▪ Modifying Tasks | <u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u> , Introduction & Chapter 1 |
| 3 | <ul style="list-style-type: none">▪ Demonstrations▪ Whole Class Discussions▪ Introduction to Lesson Planning▪ Lesson Planning 1 | Lesson Plan 1 |
| 4 | <ul style="list-style-type: none">▪ Mini-teaching session 1 (Small group discussions) | Michaels, S., & O'Connor, C. (2012). Talk Science Primer. Retrieved April 22, 2015, from <u>http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf</u> Campbell, T., Schwarz, C., & Windschitl, M. (in press, [2016, March]). What we call |

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|----|---|---|
| | | <p>misconceptions may be necessary stepping-stones on a path towards making sense of the world. <i>NSTA Journals: The Science Teacher; Science Scope; Science & Children</i> (published across all three journals as part of NSTA's NGSS series).</p> <p>Core Practice 1 & 2 Clinical Reflection</p> |
| 5 | <ul style="list-style-type: none"> ▪ Discourse Moves/Questioning ▪ Intro of Video-Analysis ▪ Video Analysis of Mini-teaching 1 | Video Analysis of Mini-teaching 1 |
| 6 | <ul style="list-style-type: none"> ▪ Peer Sharing Video Analysis of Mini-teaching 1 | <p><u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u>, Chapters 2 & 3</p> <p>Core Practice 3 & 4 Clinical Reflection</p> |
| 7 | <ul style="list-style-type: none"> ▪ Anticipating & Getting Ready to Monitor | <u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u> , Chapters 4 & 5 |
| 8 | <ul style="list-style-type: none"> ▪ Monitoring, Selecting, Sequencing, and Connecting | <p><u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u>, Chapter 6</p> <p>Core Practice 13 & 14 Clinical Reflection</p> |
| 9 | <ul style="list-style-type: none"> ▪ Lesson Planning 2 | Lesson Plan 2 |
| 10 | <ul style="list-style-type: none"> ▪ Mini-teaching session 2 (Whole class discussions) | <p>Video Analysis of Mini-teaching 2</p> <p>Lemke, J.L. (2004). The literacies of science. Chapter 2.</p> |
| 11 | <ul style="list-style-type: none"> ▪ Peer Sharing Video Analysis of Mini-teaching 2 ▪ Science Literacy | <p>Furtak, E. M., & Ruiz-Primo, M. A. (2008). Making Students' Thinking Explicit in Writing and Discussion: An Analysis of Formative Assessment Prompts. <i>Science Education</i>, 92, 799-824.</p> <p>Informal Assessments: http://stemteachingtools.org/brief/16</p> <p>Thompson, J., Hagenah, S., Kang, H., Stroupe, D. Braaten, M., Colley, C., & Windschitl, M. (2016). Rigor and Responsiveness in Classroom Activity. <i>Teachers College Record</i>. (in press)</p> |
| 12 | <ul style="list-style-type: none"> ▪ Responsive Instruction ▪ Formative Assessment/Informal Assessment ▪ Lesson Planning 3 | Lesson Plan 3 |
| 13 | <ul style="list-style-type: none"> ▪ <u><i>Spring break—no class</i></u> | |
| 14 | <ul style="list-style-type: none"> ▪ Mini-teaching session 3 (Responsive instruction with formative assessments) ▪ Science Literacy | Video Analysis of Mini-teaching 3 |
| 15 | <ul style="list-style-type: none"> ▪ Peer Sharing Video Analysis of Mini-teaching 3 | |

Class Policies

Late policies and reminders: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” or small group to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments and final portfolio.

Academic Integrity Policies: This course expects all students to act in accordance with the *Guidelines for Academic Integrity at the University of Connecticut* as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of our course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

Students with Disabilities: The Center for Students with Disabilities(CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Observance of Religious Holidays

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

Use of Personal Electronic Devices in the Classroom: Students are encouraged to use any technology, including their laptops, cell phones, and tablets, in a professional manner to facilitate their participation during class. Appropriate professional use of technology includes taking notes, looking up curriculum guidelines, and using Google Docs with your group, among others. Students should refrain from using technology for any non-class purposes (e.g., checking social media, email, texts, other internet sites) during class in order to actively engage with others and respect the learning process, peers, and instructor. Since non-professional technology use will greatly hamper our ability to meet course objectives, students who choose to not follow this policy may lose the privilege of using technology for professional purposes. Students should let the instructor know of any situations where use of a cell phone is urgent (e.g., family emergency) or timely (e.g., job related situation), all of which are permissible.

Plagiarism: Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

Notice of Possible Revision to Course Syllabus

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.

**Course Catalog Description (this is a short sentence or two description that will not be on the syllabus but will be used for the University Course Catalog once submitted):

Three credits. Prerequisite: Open only to secondary science education students in the Integrated Bachelor’s/Master’s Teacher Preparation Program. *Campbell*

Pedagogical techniques in middle and high school science classroom settings, including setting student learning goals, planning and engaging students in activity that is authentic to the discipline of science, with an increased focus on facilitating productive small group and whole class task-based discourse in science classrooms.



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

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COURSE NUMBER EDCI 3210 -002 Current Proposed

COURSE TITLE Introduction to Secondary Methods and Clinic: Mathematics

INITIATING DEPARTMENT: EDCI

CONTACT PERSON Megan Staples U-BOX 3033

TELEPHONE 860-486-0515 E-MAIL todd.campbell@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Todd Campbell

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Introduction to Secondary Methods and Clinic: Mathematics

Three credits. Prerequisite: Open only to secondary math education students in the Integrated Bachelor's/Master's Teacher Preparation Program. *Staples*

This first course in mathematics methods focuses on developing a deep understanding of mathematics content and goals for secondary mathematics education, and developing pedagogical techniques and competencies necessary for effective teaching in middle and high school math classroom settings. Focal areas include: setting student learning goals, planning and engaging students in activity that is authentic to the discipline of math, and facilitating meaningful, task-relevant discourse in math classrooms.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course is being proposed as part of the Teacher Education redesign. It will offer juniors in the IB/M program at the secondary level an additional math teaching methods course. Increasing the number of math teaching methods courses in the program from one (fall senior year) to two (adding this one during spring junior year) will support students increased understanding of their disciplinary roles as teachers and will bring us into general alignment with the number of math teaching methods courses offered at other exemplary programs nationally.

3. COURSE SYLLABUS (including course description and course outline)

Attached file name Staples-Math EDCI 3210-002

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name _____]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
N/A

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

EDCI 3210: Introduction to Secondary Methods and Clinic: Mathematics Spring 2017

Professor: Megan Staples

Office: Gentry 413B

Office Hours:

Class Time:

Office Phone: 486-2097

E-mail: megan.staples@uconn.edu

Location:

COURSE OVERVIEW

Course Description:

This first course in mathematics methods is for juniors on the Neag School of Education's IB/M secondary mathematics education program. The course focuses on developing a deep understanding of mathematics content and goals for secondary mathematics education, and developing pedagogical techniques and competencies necessary for effective teaching in middle and high school math classroom settings to support students' advancement toward those goals. Focal areas include: setting student learning goals, planning and engaging students in activity that is authentic to the discipline of math, and facilitating meaningful, task-relevant discourse in math classrooms.

Course Goals and Objectives:

Through participation in this course, students will a) develop an understanding of the classroom as a *system* where components reciprocally influence one another and shape classroom interactions and ultimately student learning; b) increase their awareness and knowledge of specific mathematical standards-aligned content and how students learn such content (e.g., proportional reasoning, algebraic reasoning, and the CCSS standards of mathematical practice); c) develop practical skills with pedagogical practices such as analyzing and designing tasks (and sequences of tasks), identifying appropriate learning objectives; and (d) facilitating meaningful mathematical discourse in whole class and small group formats. In addition, students will have the opportunity to advance their knowledge of current policies and policy debates, such as those surrounding the implementation of current reforms, and develop as a professional.

Specifically in relation to the Core Practices document adopted by the Teacher Education Faculty (2015), this course contributes significantly to the development of the following core practices:

Practice 1. Identify appropriate student learning objectives. Teachers will establish objectives for math learning that target the specific kinds of understanding, skills and practices students should develop.

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select--and modify--instructional activities and materials designed to achieve their mathematical learning objectives for all the students they are teaching.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples.

Making content explicit is essential to providing all students with access to fundamental ideas and practices in mathematics. Effective efforts to enact this practice attend to the integrity of the discipline and to students' likely interpretations of it, and recognize the contributions of diverse individuals and groups to the development of the discipline.

Practice 4. Plan learning opportunities that teach content through inquiry.

Engaging students in inquiry and other related practices such as disciplinary argumentation, problem solving, and problem posing, is essential to providing all students with access to fundamental ideas and practices in a given discipline. Teachers carefully adapt and design lessons and activities that engage students in these practices, which afford opportunities for sense-making and developing their identities as knowers and doers of mathematics.

Practice 14. Facilitate a whole-class discussion.

In a whole-class discussion, the teacher and all of the students work on mathematical ideas together, using one another's ideas as resources, shepherded strategically by the teacher. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice making sense of other's ideas, analyzing arguments, representing their own ideas, comparing across representations, and exploring the truth of claims. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 15. Facilitate smaller-group collaboration.

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

COURSE INFORMATION

Required Materials – One book is required for this course and one book is recommended (and readings from online required). In addition, other readings will be made available in hardcopy, via HuskyCT and/or online.

Hiebert, James, Thomas Carpenter, Elizabeth Fennema, Karen C. Fuson, Diana Wearne, Hanlie Murray, Alwyn Olivier, and Piet Human (1997). *Making sense: Teaching and Learning Mathematics with Understanding*. Portsmouth, NH: Heinemann, 1997.

Very inexpensive used copies are available through Amazon and likely other sellers.

National Research Council. *Adding it up: Helping Children Learn Mathematics*. Jeremy Kilpatrick, Jane Swafford, and Brad Findell, eds.. Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press, 2001.

You may purchase or go to <http://www.nap.edu/catalog/9822/adding-it-up-helping-children->

[learn-mathematics](#) to download the free PDF by providing an email as a guest. You can also read it online. New copies are available at this site and new and used copies are available from Amazon (and likely other sellers).

EVALUATION

I expect that everyone will do well in this course. Guidelines and criteria for evaluation will accompany each assignment. All assignments will be evaluated in part on your ability to organize and communicate your ideas. Do not worry if you are asked to revise or rewrite an assignment. When the goal is *mastery* of material (and not just “good enough”), revising and rewriting are common practices.

| | |
|--|-----|
| Class Participation, Readings, Weekly Assignments | 20% |
| Mini-teaching sessions; one with video analysis (2) | 20% |
| Student Clinical Interview and Analysis | 10% |
| Task analysis and lesson plan assignments (2) | 20% |
| Clinic Journals and Professional Activities | 15% |
| Clinic Grade (Based on your cooperating teacher’s midterm and final evaluations, also taking into account your own self-evaluations) | 15% |

COURES REQUIREMENTS and MAJOR ASSIGNMENTS

Class Participation, Readings and Weekly Assignments

You are required to attend each class meeting and actively participate in class, complete reading assignments, and hand in assignments and projects on time. Your attendance for each class meeting is critical. The course is designed so that significant learning experiences occur during class time. Each individual’s participation in the activities and discussions create the learning environment. Thus, your presence and participation are not only central to your own learning, but to that of your classmates.

Each week there will be assigned readings and/or other class-related activities. ***Please always bring a hardcopy of an assigned reading to class, unless otherwise noted.*** Often, you will be given guiding questions for the readings. Please bring your responses to class and be prepared for a discussion.. Finally, class preparation may also entail other tasks such as gathering example lessons or analyzing student work.

Mini-teaching sessions (2)

Each student will engage two mini-teaching opportunities (approx. 10-15 min in length). These will focus on 1) facilitating small group discussions and/or 2) facilitating whole class discussions. Each session will be digitally recorded for further analysis. These opportunities may take place in the clinic setting or in our class. You will use provided templates to prepare and analyze this teaching activity.

Student Clinical Interview and Analysis

In class, we will prepare a set of clinical interview questions on a topic related to proportional reasoning (e.g., slope, probability) and practice questioning techniques to elicit students' ideas and understandings. Candidates will conduct the interview with 1-2 students at their clinic site and then analyze the student's responses and ideas, developing a picture of the student's understandings and areas for growth, based on evidence from the clinical interview. The assignment will include a critical analysis of how the questions, task wording and design, and interview setting mediate opportunities to gain information about students' ideas.

Task Analysis and Lesson Plan Assignments (2)

Each student will conduct a task analysis of 2-3 tasks in relation to a particular content goal. This analysis will provide the foundation for modifications to the task and ultimately the development of a lesson plan that would support implementation of the task at a high level of cognitive demand, and in a mathematically meaningful way. Guidelines will be handed out in class. *Note that one of these tasks can be used for the mini-teaching session.*

Clinic placement and school visits (weekly)

Each candidate's clinic placement will require him or her participate in a classroom at his/her assigned school for 4 hours per week. Periodically, the class may meet at a school – to have a practicing teacher talk with us, see demonstrations of technology, or observe some lesson(s) as a group. These will be announced in advance and we will organize transportation as a group. A candidate's midterm and final evaluation from his or her clinic teacher is an important factor contributing to the Clinic Grade for course evaluation.

Journals (due approximately bi-weekly)

As part of their clinic work, candidates will write journals approximately every other week. One component is structured (specific prompt, often related to the *core practices*) and the other is unstructured (students choose the focus of the reflection). There will also be a final synthesis reflection. A Journal handout will be provided with guidelines and due dates. Journals should be submitted via HuskyCT.

Professional Experiences (various dates)

As part of teacher candidates' development as professionals, candidates will attend/experience (at least) two professional or school-related events during the spring semester. Opportunities include attending a professional conference, School Board Meeting, Back-to-School night, a PD day at your school, participating in webinars, and other online professional groups. These experiences will be documented with a post to HuskyCT. Candidates should post within 3-5 days of the experience. Questions to use to guide your response are included in the Journal Assignment handout.

GRADING SCALE

| Point Range | Grade |
|--------------|-------|
| 93.5 to 100 | A |
| 89.5 to 93.4 | A- |
| 86.5 to 89.4 | B+ |
| 83.5 to 86.4 | B |

| | |
|--------------|----|
| 79.5 to 83.4 | B- |
| 75.5 to 79.4 | C+ |
| 71.5 to 75.4 | C |

COURSE CALENDAR

Please note: the schedule may change during the semester. Adjustments will be announced. The upcoming week's assignment will be confirmed in class.

| Date | Topic/guiding questions | For next time: Assignments, readings |
|------|--|--|
| 1 | <p>Course overview</p> <p>What are the goals of a secondary mathematics education?</p> <p>Problem solving session (modeling; ways we're smart in math)</p> | <p>Contact clinic teacher</p> <p>Adding it Up – Chapter 4</p> <p>National Council of Teachers of Mathematics – executive summary of <i>Principles and Standards for School Mathematics (2000)</i> - read pp 1 – 5 http://www.nctm.org/uploadedFiles/Math_Standards/12752_exec_pssm.pdf</p> <p>Gutstein, R. & Peterson, R. (2005). Introduction. <i>Rethinking Mathematics: Teaching Social Justice by the Numbers</i>. Milwaukee, WI: Rethinking School LTD, pp 1-6.</p> |
| 2 | <p>What are the goals of a secondary mathematics education?</p> <p>Pedagogies of Inquiry</p> | <p>Hiebert et al. (1997) <i>Introducing the Critical Features</i> – Ch 1</p> <p>Common Core State Standards/CT Core Standards – mathematics. Full document is available at http://www.corestandards.org/the-standards. Required (pp 1 – 8 (intro/overview), pp 46-51 (gr 7 overview) and look at the grade level of your placement, National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). <i>Common Core State Standards – Mathematics</i>. Washington, DC: Author.</p> <p>Complete the Survey About You!</p> |
| 3 | <p>What's the role of tasks in mathematics teaching and learning? How do tasks matter?</p> <p>Focus on cognitively demanding tasks</p> | <p>Kabiri, M. & Smith, N. (2003). Turning traditional textbook problems into open-ended problems. <i>Teaching Mathematics in the Middle School</i>, 9(2), 186-192.</p> <p>Henningsen, M. & Stein, M. K. (2002). Supporting students' high-level thinking, reasoning, and</p> |

| | | |
|---|--|--|
| | Pedagogies of Inquiry continued (reducing cognitive demand during implementation) | communication in mathematics. In <i>Lessons learned from research</i> , (pp. 27-35). J. Sowder & B. Schappell (Eds.) Reston, VA: NCTM. Hiebert et al. (1997) Chapter 2: The nature of tasks Journal 1 due Task Analysis assigned |
| 4 | Classroom discourse and students' thinking: Talk Moves, Discourse Patterns (funneling and focusing) and questioning Introducing Clinical Interviews | Herbel-Eisemann, B., & Breyfogle, M. L. (2005). Questioning our patterns of questioning. <i>Mathematics teaching in the middle school</i> , 10(9), 484-489. Chapin, S. H., O'Connor, C., & Anderson, N. C. (2009). <i>Classroom discussions using math talk to help students learn, grades 1-6, 2nd edition</i> . Sausalito CA: Math Solutions Publications. Chapter 4 Optional: Erlwanger, S. H. (1973/2004). Benny's conception of rules and answers in IPI Mathematics. In T. P. Carpenter, J.A. Dossey, & J. L. Koehler (Eds.), <i>Classics in mathematics education research</i> (pp. 48-58). Reston, VA: NCTM. Task Analysis due |
| 5 | Classroom Discourse – continued Intro to Lesson Design Developing lesson objectives: What are the purposes of objectives? | Phil Daro on the Butterfly Method and Answer Getting: https://vimeo.com/45730600 Hiebert et al. Chapter 3: The Role of the Teacher Journal 2 due |
| 6 | Lesson Design Launch-Explore-Summarize Focus on launch Video – Humphreys 1 divided by 2/3 | Launch-Explore-Summarize: Read https://connectedmath.msu.edu/classroom/getting-organized/lesson/ Read Humphreys' reflection on the lesson Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four upper-elementary mathematics classrooms. <i>The Elementary School Journal</i> , 102, 59-80. |
| 7 | Lesson Design Launch-Explore-Summarize | Analyzing Lesson Sequence due |

| | | |
|----|--|--|
| | Focus on closure | Smith, M. S., Hughes, E. K., Engle, R. A., & Stein, M. K. (2009). Orchestrating discussions. <i>Mathematics Teaching in the Middle School</i> , 14(9), 549-556. Student Clinical Interview due |
| | <i>Spring break</i> | |
| 8 | Lesson objectives – writing aligned assessment prompts Video – Gilliam “That’s not the answer some of us got” Student Mini Teachings (2) | Journal 3 due Hoffman, B., Breyfogle, M. L. & Dressler, J. (2009). The power of incorrect answers. <i>Math Teaching in the Middle School</i> , 15(4), 232-238. Smith, M. (2004). Beyond presenting good problems: how a Japanese teacher implements a mathematics task (pp. 96-106). In R. Rubenstein & G. Bright (Eds.), <i>Perspectives on the Teaching of Mathematics, NCTM 66th Yearbook</i> . Reston VA: NCTM. |
| 9 | Focus on the Standards of Mathematical Practice – how do we teach <i>with</i> and <i>toward</i> these? Problem solving session– hexagon task | Lannin, J., Barker, D., & Townsend, B. (2006) Why, why should I justify? <i>Math Teaching in the Middle School</i> , 11(9), 438 -443. Principals to Action: Chapter 7 – Facilitating Meaningful Mathematical Discourse (NCTM) Lesson Plan Assignment due |
| 10 | Groupwork – introduction – the potential and pitfalls Student Mini Teachings (2) | Cohen, E., Lotan, R., Scarloss, B., & Arellano, A. (1999). Complex instruction: Equity in cooperative learning classrooms. <i>Theory into Practice</i> , 38(2), 80-86 Hiebert et al. Chapter 4: The Social Culture of the Classroom Journal 3 due |
| 11 | Groupwork – groupworthy tasks Student Mini Teachings (4) | Lotan, R. (2003, March). Group-worthy tasks. <i>Educational Leadership</i> , 60(6), 72-75. Hiebert et al. Chapter 6: Equity and Accessibility Analyzing Groupworthy tasks |

| | | |
|----|--|---|
| 12 | Groupwork – individual and group accountability Focus on proportional reasoning: relative vs absolute reasoning | Lagrall, C. & Swafford, J. (2000). Three Balloons for Two Dollars: Developing Proportional Reasoning. <i>Mathematics Teaching in the Middle School</i> , 6(4), 254 – 261. Lamon, S. J. (2006). <i>Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers</i> (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Ch 4: Quantities and Co-Variation |
| 13 | Groupwork – addressing issues of status Student Mini Teachings (2) Focus on proportional reasoning: co-variation and invariant relationships | Journal 5 due Lamon, S. J. (2006). <i>Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers</i> (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Ch 5: Proportional Reasoning Billings, E. (2001). Problems that encourage proportion sense. <i>Mathematics Teaching in the Middle School</i> , 7(1), 10 – 14 |
| 14 | Reflection and synthesis Student Mini Teachings (2) Next steps | Student Mini Teachings from Clinic due |
| | Exam Week | Final Journal and Course Reflection due |

Other resources and websites:

<http://www.nctm.org> National Council of Teachers of Mathematics website – includes a wide range of professional resources

<http://www.insidemathematics.org> (includes video cases; many tasks used are MARS tasks)

<http://map.mathshell.org/> has set of questions in response to anticipated student ideas

<http://www.illustrativemathematics.org>

<http://illuminations.nctm.org> - many tasks, with printable student sheets; some have free apps to download

COURSE POLICIES

ATTENDANCE

Your attendance for each class meeting is critical. The course is designed so that significant learning experiences occur during class time. Each individual's participation in the activities and discussions create the learning environment. Thus your presence and participation are not only central to your own learning, but to that of your classmates. For this reason, attendance plays into your participation grade.

If for some reason you must miss a class, please let me know as far in advance as possible. You are responsible for submitting any materials due, reviewing materials on the web, having a classmate collect handouts and share notes with you, etc., and completing activities. Please submit these within 5 days of missing class, or contact me to make other arrangements.

If you are ill with no advance notice, please let me know via email or by texting a friend. Someone will be appointed to collect handouts for you. You should make arrangements to meet with one or more people in the class to get materials, notes, and be “briefed” on our discussions. As appropriate, we will also set up a meeting.

Multiple absences will be handled on a case-by-case basis. Punctuality to class is also expected. Please arrange your schedules so that you can arrive on time, accounting for parking, weather, etc., as needed.

LATE ASSIGNMENTS

Assignments submitted late resulting from an excused absence discussed *in advance* will be accepted without penalty. For other late assignments, five percent will be deducted for each day late. All late coursework must be completed and submitted no later than Saturday, April 30th.

PROFESSIONAL CONDUCT

- Communication Policy – I’m most often available via email. I do encourage you to consider yourselves professionals in all communications relevant to your program, including coursework. I will respond generally within 24 hours, and often more quickly.
- Use of Personal Electronic Devices in the Classroom – Students are encouraged to use any technology, including their laptops, cell phones, and tablets, in a professional manner to facilitate their participation during class. Appropriate professional use of technology includes taking notes, looking up curriculum guidelines, and using Google Docs with your group, among others. Students should refrain from using technology for any non-class purposes (e.g., checking social media, email, texts, other internet sites) during class in order to actively engage with others and respect the learning process, peers, and instructor.

INCOMPLETES

Department policy strongly discourages incompletes. Only in extreme circumstances (most often involving one’s health or the health of a family member) will an incomplete be considered. If the need to consider this option arises, please contact me as soon as possible.

STUDENTS WITH DOCUMENTED DISABILITIES

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Every effort is made to accommodate students with documented learning differences or unique needs. Please see me during the first week of class so we can discuss any necessary adaptations and accommodations for the course.

Academic Integrity Statement –This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#).

OTHER RELEVANT UNIVERSITY POLICIES

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. (More information is available at <http://policy.uconn.edu/?p=2884>.)

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. (More information is available at <http://sexualviolence.uconn.edu/>)

Students with Disabilities

The [Center for Students with Disabilities\(CSD\)](#) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Notice of Possible Revision to Course Syllabus

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER *EDCI 3210 – Sec. 3* Current Proposed

COURSE TITLE *Introduction to Secondary Methods and Clinic: Social Studies, Part I*

INITIATING DEPARTMENT *EDCI*

CONTACT PERSON *Alan Marcus* U-BOX *3033*

TELEPHONE *6-0281* E-MAIL *alan.marcus@uconn.edu*

PROPOSED COURSE INSTRUCTOR(S) *Alan Marcus*

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

- 1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**
(Include course credits and restrictions for registration)

Introduction to Secondary Methods and Clinic: Social Studies Part I

Three credits. Prerequisite: Open only to secondary Social Studies Education students in the Integrated Bachelor's/Master's Teacher Preparation Program. Marcus

This is part I of the secondary history/social studies methods course for the IB/M program. The two courses are a sequence where students build on key concepts, knowledge, and skills from this spring to next fall. The course is an introduction to the teaching and learning of social studies. The social studies include many disciplines such as history, political science/government/civics, geography, economics, and others. The focus will be on the discipline of history – the heart of the social studies curriculum – but time is also spent on civics, geography, and economics, and on an inquiry approach to teaching.

- 2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

The course will be added in response to IB/M program revisions. The course is designed to provide additional, necessary methods coursework around the teaching of social studies for students enrolled in the Social Studies Education secondary teaching program.

- 3. COURSE SYLLABUS (including course description and course outline)**
Attached file name *MarcusSocialStudiesMethods1*

- 4. Supporting documentation that MUST be provided at the time of submission:**
- Departmental minutes [File attached name _____]
 - Department chairperson's (all departments) approval (email)
 - Graduate School Transmittal form (if graduate course) [attached yes]
N/A

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name _____]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

**EDCI 3210 (sec 3) – Introduction to Secondary Methods and
Clinic: Social Studies Part I
Spring 2017 Syllabus**



INSTRUCTOR: Alan Marcus
Gentry 424
alan.marcus@uconn.edu

OFFICE HOURS: By appointment

COURSE SCHEDULE: TBA

COURSE OVERVIEW

This is part I of the secondary history/social studies methods course for the IB/M program. You will take part II in the fall. The two courses are a sequence where we will build on key concepts, knowledge, and skills from this spring to next fall. The courses are an introduction to the teaching and learning of social studies. The social studies include many disciplines such as history, political science/government/civics, geography, economics, and others. Our focus will be on the discipline of history – the heart of the social studies curriculum – but we will also spend significant time on civics, geography, and economics.

Two main strands drive our curriculum. The first is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value. We also align closely with Neag’s core practices which guide all activities through the IB/M program.

We will also focus on constructing lessons, using backwards design as our guide. You will observe, create, and evaluate lessons. During this class we will discuss a variety of instructional strategies including “grabbers,” group work, assessment of students' prior knowledge, creating communities of learners, and the use of popular culture and museums. In addition, we will emphasize strategies that support the learning of students who speak English as a second language.

A social studies curriculum is complex, and learning history/social studies presents students and teachers with a series of challenges and dilemmas. We will work together to investigate these challenges and dilemmas in a variety of contexts merging the latest in theory and practice. This course will also serve as a model for how to teach history/social studies. Not only will we read about and discuss methods, we will practice methods through hands-on activities and an examination of the course’s curriculum and our learning experiences. Towards this aim our class is content rich, with the core of our content revolving around U.S. History.

The prior knowledge and experiences of students is always important to consider in teaching. In our class each of you will have different levels of preparedness in both pedagogy and content. The aim of this course is to build on each other’s knowledge.

ESSENTIAL QUESTIONS FOR COURSE

1. What is social studies, why teach social studies, and what do I value about it?
2. What is historical understanding?
3. How can we create cohesive and effective social studies lessons?

GOALS

- * You will uncover and develop your own rationale for why students should study history/social studies.
- * You will gain practice and skill in designing effective lessons.
- * You will develop and practice various pedagogical tools and examine a range of history/social studies resources.
- * You will consider how to teach history/social studies effectively to "all" students, accounting for differences of race, class, gender, sexual orientation, culture, current levels of skill or knowledge, and learning styles.
- * You will have multiple opportunities to examine how theory/research and practice complement and inform each other.
- * You will explore and develop your own comprehension of historical understanding.
- * You will nurture an appreciation for teaching about the past in ways that provide multiple perspectives and stimulate student inquiry.
- * You will consider how to prepare students for "learning" history/social studies throughout their adult lives.
- * You will understand and begin to address recurring challenges and dilemmas arising in history/social studies teaching.
- * You will explore your role as global citizens, strengthen your capacity to participate in a global community, and consider how to prepare your students for life as citizens in an international and interdependent world.
- * You will design and teach lessons that align with Connecticut state social studies frameworks with a foundation of inquiry and with attention to history, civics, geography, and economics.

NEAG CORE PRACTICES WE WILL ADDRESS

Practice 1. Identify appropriate student learning objectives.

Teachers will establish objectives that target the specific kinds of understanding and skills students should develop.

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences.

Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples.

Making content explicit is essential to providing all students with access to fundamental ideas and practices in science. Effective efforts to do this attend to the integrity of the discipline and to students' likely interpretations of it and recognize the contributions of diverse individuals and groups to the development of the discipline.

Practice 4. Plan learning opportunities that teach content through inquiry.

Engaging students in inquiry and other related practices such as disciplinary argumentation, problem solving, and problem posing, is essential to providing all students with access to fundamental ideas and practices in a given discipline. Teachers carefully adapt and design lessons and activities that engage students in these practices, which afford opportunities for sense-making.

Practice 14. Facilitate a whole-class discussion.

In a whole-class discussion, the teacher and all of the students work on specific science ideas together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 15. Facilitate smaller group collaboration.

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

READINGS

Prior to Class

- Sections from:
 - *Freedom From Fear* (1999) David Kennedy
 - *The Great Depression and New Deal* (2008) Eric Rauchway

Each of these readings is intended to provide you with background knowledge that will help you participate in class activities. There will not be any test of this material, but you are expected to draw on your knowledge of the content in class. I have included guiding questions/activities for each of the readings. My suggestion is that you take a few notes related to the questions so that you can refer to them in class.

Freedom From Fear

- Please read chapters 13-21 (p.381-797) - This book won the Pulitzer Prize. The first half is about the Great Depression (which we are skipping). The second half is about WWII. The book is mammoth, but engaging. As with the Ferling book, don't get bogged down in all of the details. Instead of answering specific questions, take notes and write down the 4-5 most important ideas/events/etc. from each chapter. Not only will these notes serve you well during the methods class, but this is one of the readings for our study abroad class.

The Great Depression and The New Deal

- Please read the whole book - this is a condensed history of the Great Depression. It is a quick and easy read (only 131 pages). Please take notes to answer the following questions:
 - Was the United States Government's response to the Great Depression effective?
 - How did the Great Depression and the New Deal impact members of various groups in the United States?

For both questions use evidence from the reading to support your answers.

Daily Readings:

- Journal articles posted on our Husky CT site or handed out in class (no reader to buy).

Texts

- Available to purchase at the UConn Coop:

1. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (2001) Sam Wineburg

2. *Understanding By Design* (1998) Grant Wiggins and Jay McTighe

3. *Teaching History with Museums* (2012) Alan S. Marcus, Jeremy D. Stoddard, Walter W. Woodward

Readings are an integral part of the course and are essential to your learning and participation in class. You should arrive in class prepared to discuss readings and/or use them in class activities. Pre-reading questions or tasks may be assigned to support your understanding of the readings.

PROJECTS/ASSIGNMENTS

In order to receive credit for assignments you must turn in a hard copy in class (and on time) except where specifically asked to send an electronic version. Late work will be penalized one-half of a letter grade for each day late, unless prior arrangements have been made. No late work will be accepted after three days and a grade of zero will be assigned.

Any assignment receiving a grade below an A is eligible for revisions. Revisions are mandatory for any assignment receiving a grade below a B. The purpose of revisions is to advance your understanding and skills when an assignment does not demonstrate adequate achievement. Revisions are due within one week of request/notification. Please include the original assignment with instructor comments when turning in revised material.

All written work must be completed in twelve-point type (preferably something similar to Times; this is Times New Roman) using standard one-inch margins and double spacing. Don't forget to use spell check.

There will be five (5) major products expected from each student during the fall semester. In addition, there are several smaller assignments that support the larger products and various in-class assignments. The five major products are:

1. A two-day lesson plan
2. Museum/Historic Site Fieldwork
3. A four to five day mini-unit
4. Rationale paper
5. Teaching to peers

My expectations and requirements for these assignments are explained in more detail below. These will be further elaborated and clarified in class. Rubrics for all assignments will be provided.

Two-Day Lesson

My hope is that you will use this assignment to practice lesson design under some of the conditions you will face in your teaching life. These include finding resources, learning new content and distilling what, how, and why you might teach this topic to a particular group of students. Because context is so important (district, school, students, etc.) you should create a lesson for a specific classroom, in this case your student teaching

placement. Use this opportunity to plan for something you might have an opportunity to teach.

This assignment is to be completed in groups of two. Partners will be determined in class. Designing successful lessons is difficult. You and your partner can rely on each other to discuss ideas, to provide support, and to work through dilemmas and challenges. All lessons must focus on some aspect of the 2017 Presidential Election OR Race Relations in the United States OR Global Climate Change (either for a government/civics class or a U.S. History class). **TO BE UPDATED EACH YEAR.** See rubric for details about what to include (handed out in class).

Specific Topic due:

Possible question and objectives due:

Tentative Resources due:

Final lesson due:

Museum/Historic Site Fieldwork Assignment

Museums, memorials, and historic sites offer teachers and students hands-on experiences, resources, and an exciting way to connect with the past. For this assignment you will visit a museum or historic site, take photographs, interview the site's education director or another representative, and explore the site's website. For the photographs you will need to use a digital camera and take pictures of: a) things you learned about the content while you were there; b) a few representative photos that help you describe the site to someone who has never been there; and c) photos that support your analysis of the site as a representation of the past. Your final product will be a three-page review of the site plus photos to be compiled with your classmates' work into a "museum resource guide" for Connecticut teachers.

See rubric for details about what to include (handed out in class).

Each of you must choose a different site (to be organized in class), but you are strongly encouraged to *visit* the sites with your classmates. When possible, choose a site that can be used as part of your two week unit. You are not limited to sites in CT, but you may not use Mystic Seaport since that is the location of our class field trip. For a list of Connecticut museums and historic sites go to:

<http://www.ctculture.org/chc/directory.asp>

Choose site:

Final Product Due:

Four-Five day mini-unit

Expanding on the two-day lesson, please use this assignment to practice lesson design under some of the conditions you will face in your teaching life (finding resources, learning new content and distilling what, how, and why you might teach this topic to a particular group of students).

Unlike the two-day lesson, the 4-5 day unit will be completed individually and will in most cases focus on U.S. History. Although each student will create their own unit, we will work as a class to develop essential questions and course objectives for a U.S. History class.

See rubric for details about what to include (handed out in class).

Tentative topic due:

Possible question and objectives due:

Resources, due:

Updated questions & objectives and a tentative list of activities:

Rough draft due:

Final lesson due:

Teaching parts of the two-week unit:

Reflection on teaching the unit due:

Rationale

This essay requires that you thoughtfully consider and examine what your purposes are for teaching history/social studies. The essay should serve as a touchstone for this year and possibly years to come. We may use your ideas from these essays in class to address how your goals/views may or may not have changed as you learn more about teaching social studies, to generate teaching dilemmas, and to reflect on the lessons we write. This assignment is to be completed individually. The attitude inventory we complete on the first day will help you track your ideas and beliefs throughout the semester. You should include the rationale in your portfolio. This essay is a three to five page formal position paper.

See rubric for details about what to include (handed out in class).

Due date:

Teaching to Peers

As a way to practice lesson design for inquiry, thinking on your feet, inquiry assessment, and facilitating whole class discussion and small-group work you will design and teach a lesson to your peers.

See rubric for details about what to include (handed out in class).

EVALUATION

The elements that go into determining your grade are:

Participation.....20%
Rationale.....15%

| | |
|----------------------------|-----|
| Two-day Lesson..... | 10% |
| Four to Five Day Unit..... | 20% |
| Museum Fieldwork..... | 15% |
| Teaching to Peers..... | 20% |

Each of the five major assignments receives a letter grade. The grading scale for assignments, and for the course as a whole, is as follows:

| Letter Grade | Grade |
|--------------|--------|
| A+ | 97-100 |
| A | 93-96 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | <60 |

Participation and Weekly Assignments:

The first requirement of all the participants in this class is that you are actively engaged in your dual responsibilities as a student of history/social studies and as a student of education. Our effort to both understand history/social studies and to develop effective strategies for teaching history/social studies will be a collaborative enterprise where, working in small groups and as a whole class, we talk together. I shall therefore expect each student to take a vocal part in the class conversations.

I appreciate that discussions in a social studies methods class can at times be controversial and inflammatory and at times uncomfortable for all of us. I strive to facilitate all discussions with maximum sensitivity and tolerance. We must work together to ensure that each of you feels comfortable in our learning environment, and that each of you has a voice in the class. No matter how much you may disagree with a particular viewpoint, I trust and expect that each of you will maintain a professional and supportive demeanor at all times.

A short written assignment, modest group project, or some other type of preparation based on reading and/or viewing the course materials will be due most days. These assignments will be integral to the work of the course. The failure to complete them thoughtfully, thoroughly, and on time will leave you unprepared to participate constructively in class discussions and ill-equipped to undertake the larger projects for which you are responsible.

Part of your daily participation grade is your “interactive” notebook. Your notebook will serve as storage for data (class notes), as a place for you to record questions, concerns, ideas, and to “go meta,” as a way to make connections between your clinic placement and class, and as a mechanism for documentation of, and reflection on, your growth over the semester. Notebooks will be randomly collected and assessed during the semester. Please bring your notebook to each class and maintain the following sections:

Table of Contents

Section 1 – Notes from class (column one);

Ideas, questions, concerns, reactions, going “meta,” connections to placements (column two)

Section 2 – Rationale log

Section 3 – MOG log

Section 4 – Tool Box

Due date: twice weekly

Grading criteria for notebook:

- All required components are included.
- Table of contents, notes, reflections, concerns, questions, going meta, rationale log, etc. exhibit your growth and development as a social studies teacher.
- Notes, reflections, concerns, questions, going meta, rationale log, etc. demonstrate your active engagement with class activities and materials.

Your overall participation grade is determined through evaluation of the quality of your participation in class, the successful completion of all daily assignments, and your interactive notebook.

Etiquette for electronic devices in class

You are welcome to use a laptop in class to take notes. However, out of respect for your fellow students and your instructor, the use of phones, laptops, or other electronic devices to send or receive emails or instant messages, to access the Internet, to play computer games, or to watch DVDs during class is inappropriate (unless of course any of these activities are part of a class activity). Violation of this policy will result in your being asked to leave class and in receiving a grade of zero for the class.

Attendance Policy:

Students are expected to attend all classes. Attending class and being on time are critical to your success in this course. Missing class and/or repeated tardiness to class will place you in danger of failing the course. If you have an emergency and need to miss class you must schedule an appointment with the instructor for a make-up. It is your responsibility to follow-up after an absence.

Academic Integrity:

Please refresh your knowledge of the following University of Connecticut academic integrity policy:

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned.

Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.

A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”

For additional information see: http://www.dosa.uconn.edu/student_code.html

Students with Disabilities

Students needing special accommodations should work with the University's [Center for Students with Disabilities](#). You may contact the Center by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, an accommodation letter will be provided. Please present your official letter to the instructor as soon as possible so special arrangements, as appropriate, can be made. (Note: Student requests for accommodation must be filed each semester.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. "Blackboard measures and evaluates accessibility levels using two sets of standards; Section 508 of the Rehabilitation Act issued from the United States federal government and the Web Accessibility Initiative (WAI) issued by the World Wide Web Consortium (W3C)." (Retrieved December 1, 2008 from <http://www.blackboard.com/company/accessibility.aspx>)

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only

when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. (More information is available at <http://policy.uconn.edu/?p=2884>.)

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. (More information is available at <http://sexualviolence.uconn.edu/>.)

DAILY TOPICS/QUESTIONS/READINGS

Week 1 – What is history? What is social studies?

Reading: Selections from *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (2001) Sam Wineburg

Week 2 – Inquiry and interdisciplinary social studies – what role does inquiry play in social studies and how do we teach in a more interdisciplinary way?

Reading: Connecticut Social Studies Frameworks

Week 3 – Backwards design and lesson – how do we design daily lessons?

Reading: Selections from *Understanding By Design* (1998) Grant Wiggins and Jay McTighe

Week 4 – Inquiry and social studies: how do we teach inquiry?

Reading: TBD

Week 5 – What is - and should be – citizenship education?

Reading: *Should Social Studies Be Patriotic?* Westheimer; *Social studies classrooms as communities*, Levine.

Week 6 – What is historical understanding?

Reading: Selections from *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (2001) Sam Wineburg

Week 7 - What is historical understanding?

Reading: *Teaching History for the Common Good*, Barton and Levstik

Week 8 – Designing Units – How do we design a sequence of lessons in to a unit?

Reading: Selections from *Understanding By Design* (1998) Grant Wiggins and Jay McTighe

Week 9 - Why teach with museums?

Reading: Selections from *Teaching History with Museums* (2012) Alan S. Marcus, Jeremy D. Stoddard, Walter W. Woodward

Week 10 - How do we teach with museums?

Reading: Selections from *Teaching History with Museums* (2012) Alan S. Marcus, Jeremy D. Stoddard, Walter W. Woodward

Week 11 – Assessment in Social Studies – what makes assessment effective and how do we move beyond the multiple choice test?

Reading: Reading: Selections from *Understanding By Design* (1998) Grant Wiggins and Jay McTighe

Week 12 - Assessment in Social Studies – what makes assessment effective and how do we move beyond the multiple choice test?

Reading: TBD

Week 13 – How can technology enhance the teaching of social studies?

Reading: TBD

Week 14 - How can technology enhance the teaching of social studies?

Reading: TBD

Week 15 – Social Studies and Literacy

Reading: TBD

History/Social Studies Methods - Works Cited/Potential Readings

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NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER *EDCI 3210 sec 4* Current Proposed

COURSE TITLE *Introduction to Secondary Methods and Clinic: Writing and Language*

INITIATING DEPARTMENT *EDCI*

CONTACT PERSON *Wendy Glenn* U-BOX *2033*

TELEPHONE *6-0246* E-MAIL *wendy.glenn@uconn.edu*

PROPOSED COURSE INSTRUCTOR(S) *Wendy Glenn*

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

- 1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**
(Include course credits and restrictions for registration)

Introduction to Secondary Methods and Clinic: Writing and Language

Three credits. Prerequisite: Open only to secondary English Education students in the Integrated Bachelor's/Master's Teacher Preparation Program. Glenn

Drawing upon current research related to the teaching of writing, this course invites students to examine and participate in a workshop approach that fosters skill development and engagement with writing.

- 2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

The course will be added in response to IB/M program revisions. The course is designed to provide additional, necessary methods coursework around the teaching of writing and language for students enrolled in the English Education secondary teaching program.

- 3. COURSE SYLLABUS (including course description and course outline)**
Attached file name *Glenn.SecondaryMethodsI.C&C*

- 4. Supporting documentation that MUST be provided at the time of submission:**
- Departmental minutes [File attached name _____]
 - Department chairperson's (all departments) approval (email)
 - Graduate School Transmittal form (if graduate course) [attached yes]
N/A

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

EDCI 3210 (sec 4)
Introduction to Secondary Methods and Clinic: Writing and Language
Spring 2017
Day of week and time
Gentry ***

Dr. Wendy Glenn
Office hours (Gentry 422B): *Day of week and time*
Email address: wendy.glenn@uconn.edu
Phone: (860) 486-0246

Course Description:

In the English/Language Arts classroom, the teaching of writing too often deteriorates into a formulaic process of prewriting, drafting, revising, editing, and publishing or a denial of genuine process altogether in the “teacher assigns, student completes at home and submits, teacher grades” model. This course offers an alternative by drawing upon current research related to the teaching of writing using a workshop approach and modeling the transition of theory into best practice. As a student in the course, you will play a dual role: You will engage as an active participant in the writing process (as you will ask your students to do), and you will reflect upon your experiences as a means to consider the implications of the workshop model in your own classroom.

Student Learning Objectives:

This course is designed to help students develop the knowledge of and skills necessary to enact the following core teaching practices in English education, as aligned with the aims of the IB/M teacher preparation program:

Practice 1. Identify appropriate student learning objectives. Teachers establish objectives for learning that target the specific understandings and skills students should develop around writing and language in the English classroom context.

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select and modify instructional activities and materials designed to achieve the writing- and language-related objectives for all of the students they are teaching.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples. Teachers make content around writing and language explicit to provide all students with access to fundamental ideas and practices being taught. Teachers strategically choose and use representations and examples that integrate a variety of approaches to build understanding and remediate misconceptions, highlight essential ideas while sidelining potentially distracting ones, and make their own thinking visible while modeling and demonstrating.

Practice 4. Plan learning opportunities that teach content through inquiry.

Teachers carefully adapt and design lessons and activities in writing and language that engage students in practices of inquiry, problem solving, and problem posing, which afford opportunities for sense-making, wrestling with and sorting out common misconceptions, and considering multiple perspectives, points of views, and approaches. Teachers provide ample support for students to learn *how to do* these practices and improve their capacity to enact and learn from these practices over time. Teachers attend to individual differences, group dynamics, and students' backgrounds and comfort levels in taking risks.

Practice 14. Facilitate a whole-class discussion.

In a whole-class discussion, teachers and students work to build content in writing and language together, using one another's ideas as resources. Whole-class discussion aims to build collective knowledge and capability in relation to specific instructional goals and allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 15. Facilitate smaller group collaboration.

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students. To use groups effectively and help students learn to work together well, teachers make choices about whether and how to strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

Essential Questions We'll Begin to Explore:

- 1) Why write?
- 2) What defines meaningful and effective writing? The meaningful and effective writer?
- 3) Under what classroom conditions might student writers and their teachers best thrive? What roles do students and teachers play under this paradigm? What tensions and resistance might emerge in the assumption of these new roles?
- 4) What kinds of writing are privileged in the traditional classroom? Why might some teachers choose to push back against this vision of teaching writing? How might they do so in ways that put student needs first?
- 5) What role does assessment play in the writing classroom? How can we both nurture and build skills in our student writers?

- 6) How can we best construct writing tasks/classroom spaces to ensure that we are meeting our objectives and the differentiated needs of our students given their diverse backgrounds, races, cultures, and languages?

Other questions you are interested in exploring?

Course Texts (final list TBD):

Research articles/texts on writing and language instruction:

Macrorie. *The language in you.*

Murray. *Unlearning to write.*

Atwell. *In the middle.*

Grammar text/resources

CT Common Core State Standards for Writing and Language

Course Requirements:

Most class sessions will follow a regular schedule consisting of several key components of a successful writing workshop:

- *Mini-lesson
- *Whole class Writing/Reading Activity
- *Drafting/Conferencing (with teacher, with peers, with self)
- *Sharing

You are welcome to bring your own laptop for drafting, if you'd like, but paper and pencil/pen are just fine, too.

Performance evaluation will be based upon the following:

1. Attendance and Active Participation: Your involvement and sincere effort are essential to your success in this course. You will be asked to write about things that are important to you, things that are real and personal and emotionally charged and perhaps difficult. Your willingness to write honestly and listen carefully is especially important. As much of our work depends upon our community interactions, it is imperative that you come to class prepared.

2. Engagement in Writing Workshop (Practices 14-15, above): In addition to preparing for and participating in each class session (reading assigned materials in preparation for discussion and related activities, participating in mini-lessons and writing-generation activities, engaging in peer- and personal-revision and editing processes; etc.), you will

generate and share pieces of writing on topics and in forms of your choosing. Over the duration of the semester, you will create and submit a minimum of 15 pages of typed, double-spaced writing.

3. Mini-lesson Facilitation (Practices 1-4, above): To provide practice in lesson planning and instruction, you will each have the opportunity to prepare for and present a mini-lesson on a language skill of your choosing. You will receive peer and teacher feedback to guide your understanding in preparation for unit planning in the fall methods course.

Class Meeting Schedule:

| | | |
|---------------|--|--|
| <i>Week 1</i> | <p>Introductions</p> <p>Course Overview and Syllabus Review</p> | |
| <i>Week 2</i> | <p>Aims and Purposes of Writing in the Classroom (and in Life)</p> <p>Review daily lesson planning: objectives and assessments</p> | <p>Read Macrorie (Dropbox) Read Murray (Dropbox)</p> |
| <i>Week 3</i> | <p>Introduction to Writing Workshop</p> <p>Review daily lesson planning: initiation, development, and closure</p> | <p>Read Atwell 1 (Dropbox)</p> |
| <i>Week 4</i> | <p>Writing Workshop and the School Context</p> <p>Review daily lesson planning: differentiation</p> | <p>Read CT Common Core State Standards for Writing and Language (Dropbox)</p> |
| <i>Week 5</i> | <p>Organizing the Writing Workshop Classroom</p> <p>Writing Workshop: *Student-facilitated Language Mini-lesson (Student 1) *One Sentence Poems</p> | <p>Read Atwell 2 (Dropbox)</p> |

| | | |
|-----------------------|--|--|
| <p><i>Week 6</i></p> | <p>Fostering Student Interest and Motivation in Writing</p> <p>Writing Workshop: *Student-facilitated Language Mini-lesson (Student 2) *Beginnings</p> | <p>Read TBD (Dropbox)</p> |
| <p><i>Week 7</i></p> | <p>Assessing Student Writing</p> <p>Writing Workshop: *Student-facilitated Language Mini-lesson (Student 3) *Word Choice and Empathy</p> | <p>Read Atwell 3 (Dropbox)</p> <p>Polished page due to Wendy via email by 5:00pm</p> |
| <p><i>Week 8</i></p> | <p>Assessing Student Writing, cont.</p> <p>Writing Workshop: *Student-facilitated Language Mini-lesson (Student 4) *Dialogue Scavenger Hunt</p> | <p>Read TBD (Dropbox)</p> |
| <p><i>Week 9</i></p> | <p>Infusing Grammar, Punctuation, Vocabulary Study</p> <p>Writing Workshop: *Student-facilitated Language Mini-lesson (Student 5) *”Snow White” *Yo! Yes!</p> | <p>Read TBD (Dropbox)</p> |
| <p><i>Week 10</i></p> | <p>Infusing Grammar, Punctuation, Vocabulary Study, cont.</p> <p>Writing Workshop: *Student-facilitated Language Mini-lesson (Student 6) *Sounds of</p> | <p>Read TBD (Dropbox)</p> |

| | | |
|----------------|--|--|
| | Language/Mistranslations | |
| Week 11 | Publishing Student Writing Authentically Writing Workshop: *Student-facilitated Language Mini-lesson (Student 7) *Person, Place, and Song | Read TBD (Dropbox) Polished page due to Wendy via email by 5:00pm |
| Week 12 | Writing Workshop: *Student-facilitated Language Mini-lesson (Student 8) *Association Poems | |
| Week 13 | Writing Workshop: *Student-facilitated Language Mini-lesson (Student 9) *Drafting Time | |
| Week 14 | Writing Workshop: *Student-facilitated Language Mini-lesson (Student 10) *Drafting Time | Public page due to Wendy via email by 5:00pm |
| Week 15 | Writing Sharing and Celebration! | Fifteen double-spaced pages of writing due to Wendy via email by 5:00pm |

Class Policies:

Late policies and reminders: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” or small group to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments and final portfolio.

Academic Integrity Policies: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#). Additionally, We will follow the guidelines of the First-Year Writing Program's [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

Accommodations Policies: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. The [Center for Students with Disabilities \(CSD\)](#) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Observance of Religious Holidays

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

Mobile Phone Policy: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

Plagiarism: Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

Notice of Possible Revision to Course Syllabus:

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EDCI 3210 sec 6 Current Proposed

COURSE TITLE **Introduction to Secondary Methods and Clinic: World Languages, Pre K-12**

INITIATING DEPARTMENT EDCI

CONTACT PERSON Michele Back U-BOX 3033

TELEPHONE 860-486-1636 E-MAIL michele.back@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Michele Back

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Introduction to Secondary Methods and Clinic: World Language, Pre K-12

Three credits. Prerequisite: Open only to secondary world language education students in the Integrated Bachelor's/Master's Teacher Preparation Program. *Back*

Introduction to the theoretical and methodological issues in the teaching of world languages in U.S. schools. Examines current issues in the professional literature of the field and explore approaches to world language teaching and theories about language learning. Explores setting student learning goals, planning and engaging students in authentic, culturally relevant activities for language learning, with a focus on facilitating productive small group and whole class task-based discourse in the target language.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course is being proposed as part of the TE redesign. It will offer juniors in the IB/M program at the secondary level an additional world language teaching methods course. Increasing the number of world language teaching methods courses in the program from 1 to 2 will support students' increased understanding of their disciplinary roles as teachers and will align the number of methods courses we offer at UConn with other exemplary programs nationally.

3. COURSE SYLLABUS (including course description and course outline)

Attached file name Back WL EDCI 3XXX

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
N/A

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

**EDCI 3210 sec 6:
Introduction to Secondary Methods and Clinic: World Languages, Pre K-12**

Day/Time:

Location:

Professor: Michele Back

Email: michele.back@uconn.edu

Office Phone: 860-486-1636

Office location and hours: Gentry 420

Objectives

This course is an introduction to the theoretical and methodological issues in the teaching of world languages in U.S. and CT schools. We will examine current issues in the professional literature of the field and explore approaches to world language teaching and theories about language learning. We will consider questions such as: What is the current thinking of the role of grammar and culture in world language teaching? Where do methods such as communicative, proficiency, focus on form, etc., fit in the history of world language teaching, and what does that history mean in terms of how students expect to be taught? How does technology enhance language learning?

Additionally, we will examine how we observe and interact with our classrooms, as well as discuss pedagogical practices of the language teacher. During this semester, you will begin your path toward becoming a professional educator; as such, the importance of reflection and inquiry and the moral obligations of the profession will be emphasized. Throughout the remainder of your tenure in the IB/M program, you will become more aware of and skilled in the reflective and analytical components of the teaching practice.

Student Learning Objectives:

This course is designed to help students develop the knowledge of and skills for enacting the following core teaching practices in world language education:

Practice 1. Identify appropriate student learning objectives. Teachers will establish objectives for language learning that target the specific kinds of understanding and skills students should develop.

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select--and modify--instructional activities and materials designed to achieve their linguistic and cultural objectives for all the students they are teaching.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples. Making content explicit is essential to providing all students with access to fundamental ideas and practices in world languages. Efforts to do this include strategically choosing and using representations and examples that integrate a variety of cultures and groups to build understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making one's own thinking visible while modeling and demonstrating.

Practice 4. Plan learning opportunities that teach content through inquiry.

Teachers carefully adapt and design lessons and activities that engage students in practices of inquiry, problem solving, and problem posing, which afford opportunities for sense-making, wrestling with and sorting out common misconceptions, and considering multiple perspectives, points of views and approaches. Provide ample support for students to learn *how to do* these practices and improve their capacity to enact and learn from these practices over time. Attend to individual differences, group dynamics, and students' backgrounds and comfort level in taking risks.

Practice 14. Facilitate a whole-class discussion.

In a whole-class discussion, the teacher and all of the students work on specific language and/or cultural content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 15. Facilitate smaller group collaboration.

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

Required texts:

- Frank, C. (1999). *Ethnographic Eyes: A Teacher's Guide to Classroom Observation*. Portsmouth, NH: Heinemann (available at the bookstore).
- Selected modules from the following website: <https://coerll.utexas.edu/methods/>
- Other readings and media materials available on HuskyCT.

ASSIGNMENTS

- 20% **Class participation** (Based on active listening and contributions during class discussions and activities, as well as coming prepared to class with readings and assignments completed).
- 15% **Cultures, literatures, & cross-disciplinary concepts reflection/essay**
- 20% **Four mini-teaching sessions, including lesson plans**
- 20% **Online core practices reflections**
- 10% **Clinic Grade** (Based on your cooperating teacher's midterm and final evaluations, also taking into account your own self-evaluations)
- 15% **Professionalization activities (ACTFL membership and one article analysis)**

Class Participation

You are expected to arrive on time and to participate actively in class tasks and discussions. The class is designed to be very interactive, and at times you will be expected to critique activities created and presented by your peers. Therefore, your ability to provide constructive criticism for your peers will also be considered in this portion of your grade. If you must miss a class due to illness or family/personal emergency, please notify me as soon as possible before class. Late work is unacceptable unless justified by a doctor's note or prior discussion with me.

Your participation grade includes careful preparation of assigned readings. Readings are listed on the course overview (below) and must be prepared before coming to class. Take notes on what you read, jot down questions to ask in class, and think about how the readings relate to your experience as a future teacher. The texts should serve as a resource throughout the semester for questions and issues that come up during discussions here and in the seminar/clinic. We will also integrate these readings through in-class activities, quizzes, and individual reflective writing.

Cultures, literatures, and cross-disciplinary concepts essay

One of the expectations for World Language Educators is that they have knowledge of the Cultures and literatures of the various communities, countries, and civilizations that speak in the various vernaculars of a target language. Students will write one three-page essay about the

content knowledge you have obtained regarding perspectives, practices, and products of a culture that speaks the language you will be teaching. Furthermore, you should explore how you will integrate learning about culture, literature, and cross-disciplinary concepts in your foreign language instruction. More details about this assignment will be given in class.

Four mini-teaching sessions

Each student will develop four mini-lessons (approx. 10-15 mn in length) focusing on a particular standard or core practice, and present these mini-lessons in class (there are eight mini-teaching topics available. Students will choose four of the eight). At least one of these lessons will be videotaped for further evaluation. Students must turn in a one-page guide for the mini-lesson when they present.

Online core practices reflections:

The online journal and discussion will contain notes and reflections on your classroom clinic experience, with a focus on how the core practices are represented (or not) by your cooperating teacher, as well as how they are taken up by the learners. These online contributions will include two ethnographic interviews with your cooperating teacher as well as classroom observations. You will both post observations/reflections, and discuss the observations/reflections of your classmates online.

Professionalization activities

<http://www.actfl.org>, <http://www.aatsp.org>, and <http://www.frenchteachers.org>

As part of your professional development, students are required to join the American Council on the Teaching of Foreign Languages (ACTFL) and to look into the respective associations for their particular language (e.g., American Association of Teachers of Spanish and Portuguese, AATSP and the American Association of French Teachers, AATF). Student membership for ACTFL is reasonable (\$29) and offers access to journals and resources for foreign language teaching.

As part of your professionalization, students will conduct a one-two page analysis of a journal article relevant to teaching their target language. Students are also highly encouraged to attend a local conference on the teaching of world languages. Information on these conferences will be given in class.

Grading scale (seminar and methods course)

| | | | | | | |
|--------|----|-------|----|-------|----|--------------|
| 94-100 | A | 87-89 | B+ | 77-79 | C+ | and so on... |
| 90-93 | A- | 83-86 | B | 73-76 | C | |
| | | 80-82 | B- | 70-72 | C- | |

Web-based resources for world language teaching

<http://www.jefferson.kyschools.us/Departments/Gheens/WorldLang.html>

This website offers curriculum frameworks, curriculum maps, and instructional resources for elementary, middle and high school world languages courses.

<http://www.edutopia.org/video/five-keys-rigorous-project-based-learning>

Insights into project-based learning.

<http://inet.dpb.dpu.dk/infodok/sprogforum/Espr18/byram.html>

Assessing intercultural competence in language teaching.

<http://myteachingcorner.blogspot.com/2011/02/contextualizing-language.html>

More information on contextualizing language instruction

<http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>

Resources for understanding by design

http://www.actfl.org/global_statements

Examples of global can-do statements for each level of proficiency

The CARLA website (<http://carla.umn.edu>) has good resources overall for learning more about additional language acquisition. Some modules include:

http://www.carla.umn.edu/assessment/vac/CreateUnit/p_2.html

Information and tutorials for integrated performance assessment (IPA)

<http://www.carla.umn.edu/assessment/vac/index.html> (assessment)

<http://www.carla.umn.edu/technology/modules/index.html> (technology integration)

<http://www.carla.umn.edu/strategies/index.html> (strategies for language learning)

<http://web.cortland.edu/flteach/>

FLTeach is a listserv dedicated to discussing issues in foreign/world language teaching.

The National Capital Language Resource Center (www.nclrc.org/) is another good site for language teaching resources, although it is more oriented towards postsecondary instructors.

Course Calendar

The course schedule found below is a guide and is subject to change depending on the needs of the class. The following list of questions will be helpful to keep in mind as you review each reading.

- What are the key ideas or concepts that the readings present?
- What argument is the author(s) trying to make?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

| Week | Topics | Assignments and Readings due on this date |
|---|---|---|
| 1 | <ul style="list-style-type: none">▪ Introductions, Course Overview, Syllabus Review▪ Legitimate Peripheral Participation▪ Introduction to core practices | Readings on LPP and CoP Core practices document Contact Clinic Teacher and begin placement hours ASAP |
| 2 | <ul style="list-style-type: none">▪ Introducing Yourself to the Class▪ Intro to Classroom Ethnography▪ Linking Core Practices to the ACTFL and CCT guidelines | Chapter 1, <i>Ethnographic Eyes</i> (EE) Further inquiry and Field notes, p. 14 ACTFL guidelines for world languages CCT guidelines for World Languages |
| **Note** By Week 2 please complete the Student Information Sheet with specific information on your clinic placement. I need to know your clinic schedule, including the day and time, as well as the best way to contact your cooperating teacher. | | |

| | | |
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| 3 | <ul style="list-style-type: none"> ▪ Getting Started/Classroom Community ▪ A history of WL teaching methods; from grammar to social justice | <p>Chapter 2 EE <i>Neighborhood Map</i></p> <ul style="list-style-type: none"> • Tochon, F. (2009). The key to global understanding: World languages education-Why schools need to adapt. • Martel (2013). Saying our final goodbyes to the grammatical syllabus. <i>The French Review</i>. • Savignon (2006). Beyond communicative language teaching: What's ahead? |
| 4 | <ul style="list-style-type: none"> • Ethnographic interviews with teachers • Second language acquisition • Age of acquisition and implications for pedagogy. | <ul style="list-style-type: none"> • Chapter 3 EE • Quentin Dixon et al (2012). What we know about second language acquisition: A synthesis from four perspectives. <i>Review of Educational Research</i>, 82, 1, pp. 5–60 |
| 5 | <ul style="list-style-type: none"> ▪ Culturally responsive classroom discipline ▪ The language learner. ▪ Cross-cultural understanding and minimizing stereotypes | <p>Pane article (HuskyCT) <i>Ethnographic interview with clinic teacher</i></p> <p><i>UT Language learner module, lessons 1-4.</i></p> <ul style="list-style-type: none"> • Garrett-Rucks, P. (2013). Maximizing Cross-Cultural Understanding, Minimizing Stereotypes: Three Case Studies. (HuskyCT) |
| 6 | <ul style="list-style-type: none"> • The Culturally Responsive Classroom • Strategies for learner autonomy in language learning | <p>Chapter 5 EE <i>Ethnographic interview with student</i></p> <ul style="list-style-type: none"> • Transgressing boundaries for socially just education. In Sleeter (ed.), <i>Power, teaching, and teacher education</i>. <p>http://www.carla.umn.edu/strategies/index.html (strategies for language learning)</p> |
| 7 | <ul style="list-style-type: none"> • Critical Incidents: Discussion, Analysis • Critical Teaching and Controversial Issues • Interaction and negotiation of meaning. | <p>Chapter 4 EE <i>Critical issue #1</i></p> <ul style="list-style-type: none"> • Foster, P. & Ohta, A. (2005). Negotiation for meaning and peer assistance in second language classrooms. <i>Applied Linguistics</i> 26, 3, 402-430. (HuskyCT) <p><i>Lesson workshop: Backwards design (practices 1 and 2)</i></p> |

| | | |
|----|--|--|
| 8 | <p><u>No class today</u></p> <p>Individual appointments for midterm evaluation (~15 minutes each)</p> <p>Teacher assessment</p> | <p><u>Bring to Midterm Meeting:</u></p> <ul style="list-style-type: none"> ✓ Midterm evaluation from clinic teacher ✓ Midterm self-evaluation <ul style="list-style-type: none"> • Hildebrandt, S. & Swanson, P. (2014) World Language Teacher Candidate Performance on edTPA: An Exploratory Study (HuskyCT) |
| 9 | <ul style="list-style-type: none"> • Promoting language awareness • Pragmatics: What it is, how to teach it. | <ul style="list-style-type: none"> • Chapter 6 EE • <i>Core practice interview with teacher</i> • UT Pragmatics module • <i>Mini-teaching: Peer interaction/ interpersonal mode (Practices 2, 3 and 15)</i> |
| 10 | <ul style="list-style-type: none"> • Addressing Diverse Learners • Teaching and learning grammar | <ul style="list-style-type: none"> • Chapter 7, EE • UT Grammar module • <i>Classroom observation</i> • Larsen-Freeman, D. (1997). Grammar and its teaching: Challenging the myths. • Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. • <i>Mini-teaching: Pragmatics (Practices 2, 3 and 15).</i> |
| 11 | <ul style="list-style-type: none"> • Critical Incidents: Discussion, Analysis • Grammar and contextualized instruction | <ul style="list-style-type: none"> • <i>Critical issue #2</i> • Ellis, Basturkmen & Lowen (2002). Doing focus on form. • Zyzick (2008). A Novel Format for teaching Spanish grammar: lessons from the lecture hall. Foreign Language Annals (HuskyCT). • UT Reading and Listening modules • <i>Mini-teaching: Grammar (Practices 1-4)</i> |

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| 12 | <ul style="list-style-type: none"> • Assessing students • Teaching pronunciation | <ul style="list-style-type: none"> • Lantolf, J. & Poehner, M. (2010). Dynamic assessment in the classroom (HuskyCT). • UT Assessment module, Lessons 1-4. • http://www.carla.umn.edu/assessment/vac/CreateUnit/p_2.html (Integrated performance assessment (IPA)) • <i>Culture essay (1st draft)</i> • Kennedy, Blanchet, & Trofimovich (2014). Learner pronunciation, awareness, and instruction in French as a foreign language. <i>Foreign Language Annals</i> (HuskyCT). (tandem presentation) • Lord, G. (2008). Podcasting communities and second language pronunciation. <i>Foreign Language Annals</i> (HuskyCT). <p><i>Mini-teaching: Interpretive mode (Practices 1-3)</i></p> |
| 13 | <u><i>Spring break—no class</i></u> | |
| 14 | <ul style="list-style-type: none"> • Cultural, intercultural and symbolic competence | <p>**Final evaluations from clinic teachers due**</p> <ul style="list-style-type: none"> • Kramsch, C. (2014). Teaching foreign languages in an era of globalization. <i>The Modern Language Journal</i> 98, 1, 296-311 (HuskyCT). • Drewelow, I. & Mitchell, C. (2015). An exploration of learners' conceptions of language, culture and learning in an advanced-level Spanish class. <i>Language, Culture & Curriculum</i> <p><i>Mini-teaching: Pronunciation (Practices 1-3)</i></p> |
| 15 | <ul style="list-style-type: none"> ▪ Technology in the classroom ▪ Moving forward | <ul style="list-style-type: none"> ▪ Karabulut, Levelle, Li & Suvorov (2012). Technology for French learning: a mismatch between expectations and reality. <i>CALICO Journal</i> (HuskyCT) ▪ Mendelson (2010). Using online forums to scaffold oral participation in foreign language instruction. <p><i>Mini-teaching: Culture and whole class discussion (Practices 1-3 and 14)</i></p> |

Class Policies

Late policies and reminders: If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” or small group to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments and final portfolio.

Academic Integrity Policies: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

Accommodations Policies: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. The [Center for Students with Disabilities \(CSD\)](#) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Observance of Religious Holidays

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

Mobile Phone Policy: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

Plagiarism: Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

Notice of Possible Revision to Course Syllabus

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER 5114

Current Proposed

COURSE TITLE Access to Higher Education

INITIATING DEPARTMENT EDLR

CONTACT PERSON Blanca Rincon U-BOX U-Box 3093

TELEPHONE 6-1346 E-MAIL blanca.rincon@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Blanca Rincon

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

College Access 3 credits

This seminar provides students with an opportunity to examine and discuss research on individual, institutional, and political factors that are known to impact participation in higher education. Particular attention is given to stratification in higher education including but not limited to the historical and legal context of access; points of access; pathways to higher education; state and federal policies; and college affordability. In addition to learning and discussing various topics related to college access, students in the course will engage in indirect or direct service around college access in the local community.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course is being proposed as a discussion-based seminar to be offered as an elective open to all graduate students and upper division undergraduate students. This course will provide a space for students to learn about college access across the educational pipeline.

3. COURSE SYLLABUS (including course description and course outline)

Attached file name

Attached file name Syllabus_EDLR5xxx_CollegeAccess

4. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

4. COURSE SYLLABUS (including course description and course outline)
Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

Department of Educational Leadership
Neag School of Education

EDLR 5114: Access to Higher Education

Fall 2016 – Thursdays 2:00-4:30pm – Location: Gentry TBD

Instructor: Dr. Blanca E. Rincón
Email: blanca.rincon@uconn.edu
Office: Gentry 240E

Office Hours: TBD & by appointment

Overview:

This seminar provides students with an opportunity to examine and discuss research on individual, institutional, and political factors that are known to impact participation in higher education. Particular attention is given to stratification in higher education including but not limited to the historical and legal context of access; points of access; pathways to higher education; state and federal policies; and college affordability. In addition to learning and discussing various topics related to college access, students in the course will engage in indirect or direct service around college access in the local community.

Objectives:

Students who successfully complete this course will be able to:

1. Discuss the current policies and practices shaping access to college at the undergraduate level
2. Interrogate systems and practices that promote or inhibit college access.
3. Apply course content to problems of practice

Required Texts:

Required texts should be purchased or borrowed from the library. All required course books will be available on reserve.

Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). *Crossing the finish line: Completing college at America's public universities*. Princeton, New Jersey: Princeton University Press.

Karabel, J. (2005). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. Boston, MA: Houghton Mifflin Company.

* Other readings are available within HuskyCT through library resources.

Course Requirements:

Preparation: All members of the course are expected to come to class prepared, having done all the readings due that day and ready to raise questions or make comments of the material assigned. Everyone is responsible for bringing readings for the week to class. Please note that the assignments and schedule on the syllabus are guides for the course, but are subject to change.

To aid in the class discussion, students are asked to monitor current events and news in higher education, and be prepared to share news stories with their colleagues. Possible resources for current events in higher education include *The Chronicle of Higher Education*, *Inside Higher Ed*, and *The New York Times*.

Participation: Our classroom will be a community where we will learn together. Everyone is expected to participate in classroom discussions and to make efforts to further one's own and others' learning of the subject.

In the event of poor weather conditions or class cancellation I will email the class to announce an online class meeting.

Electronics: Cell phone use in class is not permitted.

Assignments: Please upload all assignments through HuskyCT by the beginning of class on the due dates listed below. **Late work will not be accepted without prior approval from the instructor.** If you miss class, it is your responsibility to follow up with a classmate to get class notes and information related to assignments. If an assignment is due on the day of your absence, you will still need to upload your assignment by the due date unless another arrangement was made with your instructor. All assignments should be typed in 12-point font, double-spaced, with 1 inch margins. Guidelines for each assignment are available on HuskyCT under the “assignments” tab.

Service Learning: Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Carnegie Foundation Classification). All students will engage in direct or indirect service as part of this course. Students involved in direct service are required to attend a minimum of 4 service opportunities throughout the semester with partnering college access program. Students engaged in indirect service will work on a group project related to college access within the local community.

Grading:

| Due Date | Assignment | Weight |
|---------------------|---|---------------|
| Sessions 6, 9, & 12 | Reflection Papers (3) | 15% |
| Session 10 | Final paper topic and outline | 5% |
| Session 15 | Presentation | 15% |
| Session 15 | Final paper | 45% |
| Sessions 3-14 | Service Learning Site Visits/Indirect Service Project | 20% |
| TOTAL: | | 100% |

Each of these assignments will be graded according to the rubrics available on HuskyCT.

Grading Scale:

97-100 = A+ 90-93 = A- 84-86 = B 77-79 = C+ 70-73 = C-
94-96 = A 87-89 = B+ 80-83 = B- 74-76 = C Below 70=F

Please note the following UConn policies:

Academic Integrity: Student behavior shall be consistent with conduct delineated in the University of Connecticut statement on *Scholarly Integrity in Graduate Education and Research* contained in the University of Connecticut Policies and Procedures website <http://policy.uconn.edu/?p=3282>. You are responsible for understanding a) what constitutes scholarly and academic misconduct as defined in the statement and b) procedures to be followed in the event of alleged misconduct.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

Reasonable Accommodations: The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Observance of Religious Holidays—CT state statutes: Sec. 10a-50. (Formerly Sec. 10-334g). Absence of students due to religious beliefs. No person shall be expelled from or refused admission as a student to an institution of higher education for the reason that he [*sic*] is unable, because the tenets of his religion forbid secular activity on a particular day or days or at a particular time of day, to attend classes or to participate in any examination, study or work requirements on such particular day or days or at such time of day. Any student in an institution of higher education who is unable, because of such reason, to attend classes on a particular day or days or at a particular time of day shall be excused from any examination or any study or work assignments on such particular day or days or at such particular time of day. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of such reason an equivalent opportunity to make up any examination, study or work requirements which he has missed because of such absence on any particular day or days or at any particular time of day. No special fees of any kind shall be charged to the student for making available to such student such equivalent opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. For the purposes of this section, "institution of higher education" shall mean any of the schools comprising the state system of higher education, as defined in section 10a-1. (P.A. 75-367, S. 1.)

According to UConn University Senate guidelines, “Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.” For conflicts with final examinations, students should, as usual, contact the Office of Student Services and Advocacy (formerly the Dean of Students Office).

Sexual Assault Reporting Policy: To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

| | |
|--|------------------------------|
| | ASSIGNMENT GUIDELINES |
|--|------------------------------|

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|---|---|
| <p>REFLECTIONS (3)</p> | <p>Reflection papers are a great way of thinking about what you are learning and applying that learning to your practice.</p> <p>A typical reflection paper will seek to answer the What? (what did you learn), So What? (what is the significance of the learning), and Now What? (the application or hypothetical application of the content).</p> <p>Reflection prompts will be available through Husky CT.</p> <p>General Guidelines: Each reflection should follow APA format (e.g., typed, 12-pt Times New Roman font, double-spaced) and <u>should not exceed two pages in length</u>. Most of the paper should be your own thoughts and words.</p> |
| <p>FINAL PAPER TOPIC AND OUTLINE</p> | <p>The purpose of this assignment is to provide students with an opportunity to brainstorm ideas for their final paper assignment and receive feedback from the course instructor.</p> <p>For this assignment, select a topic of interest to you related to college access. This paper is open-ended and may concern a particular group of students, policy, or practice.</p> <p>An outline of your paper should include:</p> <ul style="list-style-type: none"> ● A working title of your paper ● A narrative hook ● A thesis statement ● An outline of the body of your paper ● 5-10 references <p>Please see HuskyCT for an example of a paper outline.</p> <p>General Guidelines: This assignment should follow APA format (e.g., typed, 12-pt Times New Roman font, double-spaced) and <u>should not to exceed three pages</u>.</p> |
| <p>FINAL PAPER PRESENTATION</p> | <p>You are encouraged to use creative approaches for your presentation. For example, you may use social media, youtube, and/or relevant current events to present your topic.</p> <p>All final presentation materials must be uploaded to HuskyCT.</p> |
| <p>FINAL PAPER</p> | <p>The purpose of this assignment is for you to develop expertise in a topic, including important literature on your topic.</p> <p>For this assignment, select a topic of interest to you related to college access. This paper is open-ended and may concern a particular group of students, policy, or practice.</p> <p>Your paper should take the following form:</p> |

Introduction (problem identification): The introduction section should set the stage for your audience. Begin with a narrative hook that draws in your reader and end with a thesis statement that points to the argument of your paper.

Review of the Literature: The literature review should use subheadings to separate the major aspects of your paper (these points should be in line with your thesis statement). Remember to go beyond merely summarizing your findings. The goal is to synthesize the information gained from your sources.

Conclusion: Your conclusion should restate your thesis statement and summarize the major findings of your research paper.

Implications and Recommendations: How is your paper's findings relevant to practice, policy and research. Based on your research, what recommendations would you provide to practitioners, policy makers, and researchers working on college access issues.

References: Include all references that informed your writing.

Audience: Your paper should be written for an academic audience.

General Guidelines: This assignment should follow APA format (e.g., typed, 12-pt Times New Roman font, double-spaced) and should not exceed 20 pages (not including title page and references).

Session 1—September 1
Defining College Access

Session 2—September 8
Local Contexts
*Community Partners Meeting

Session 3—September 15
Historical and Legal Contexts

Session 4—September 22
College Readiness

Session 5—September 29
Financial Preparedness & Awareness

Session 6—October 6
College Costs & Financial Aid

Session 7—October 13
Undergraduate College Admissions

Session 8—October 20
Institutional Types: Community Colleges & For-Profits

Session 9—October 27
Institutional Types: Minority Serving Institutions

Session 10—November 3
Institutional Types: Elite Colleges and Universities

Session 11—November 10
College Majors

Session 12—November 17
Financial Aid in College & Student Debt

Session 13—November 24 * THANKSGIVING BREAK***NO CLASS**

Session 14—December 1
Environmental Factors

Session 15—December 8
Final Presentations & Semester Wrap-up

Proposed Readings:

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Astin, A. W., & Oseguera, L. (2004). The declining "equity" of American higher education. *The Review of Higher Education*, 27(3), 321-341.

Auerbach, S. (2002). "Why do they give the good classes to some and not to others?" Latino Parent Narratives of Struggle in a College Access Program. *The Teachers College Record*, 104(7), 1369-1392.

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Cornwell, C., Mustard, D. B., & Sridhar, D. J. (2006). The enrollment effects of merit-based financial aid: Evidence from Georgia's HOPE program. *Journal of Labor Economics*, 24(4), 761-786.

Deil-Amen, R., & Ruth, T. R. (2007). A review of the transition to college literature in sociology. *Teachers College Record*, 109(10), 2324-2366.

Dynarski, S. M. (1999). *Does aid matter? Measuring the effect of student aid on college attendance and completion* (No. w7422). National Bureau of Economic Research.

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Kimura-Walsh, E., Yamamura, E. K., Griffin, K. A., & Allen, W. R. (2008). Achieving the college dream? Examining disparities in access to college information among high achieving and non-high achieving Latina students. *Journal of Hispanic Higher Education*.

Garces, L. M. (2012). Racial diversity, legitimacy, and the citizenry: The impact of affirmative action bans on graduate school enrollment. *The Review of Higher Education*, 36(1), 93-132.

Goldrick-Rab, S. (2006). Following their every move: An investigation of social-class differences in college pathways. *Sociology of Education*, 79(1), 67-79.

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109(10), 2444-2481.

Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, 80(3), 437-469.

Institute for Higher Education Policy-Access to attainment: An access agenda for 21st century college students. http://www.ihep.org/sites/default/files/uploads/docs/pubs/ihep_access-attainment_report_layout_rd5_web.pdf

Institute for Higher Education Policy-Delinquency: The untold story of student loan borrowing. <http://www.ihep.org/research/publications/delinquency-untold-story-student-loan-borrowing>

Institute for Higher Education Policy-Portraits: Initial college attendance of low-income young adults. <http://www.ihep.org/research/publications/portraits-initial-college-attendance-low-income-young-adults>

Leigh D.E. & Gill, A.M. (2003). Do community colleges really divert students from earning bachelor's degrees? *Economics of Education Review*, 22(1), 23-30.

Malcom, L. E., & Dowd, A. C. (2012). The impact of undergraduate debt on the graduate school enrollment of STEM baccalaureates. *The Review of Higher Education*, 35(2), 265-305.

McDonough, P. M., Yamasaki, E., & Korn, J. S. (1997). Access, equity, and the privatization of college counseling. *The Review of Higher Education*, 20(3), 297-317.

Munoz, J., & Rincón, B. (2015). Unpacking the layers: Financial aid and Latino high school students' postsecondary plans. In Perez, P. A., & Ceja, M. (Eds.), *Higher education access and choice for Latino students: Critical findings and theoretical perspectives* (pp. 38-52). New York: NY: Routledge Research in Higher Education.

Ness, E. C., & Tucker, R. (2008). Eligibility effects on college access: Under-represented student perceptions of Tennessee's merit aid program. *Research in Higher Education*, 49(7), 569-588.

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NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EDCI 3305 Current Proposed

COURSE TITLE Methods & Clinic in Elem. School Methods

INITIATING DEPARTMENT EDCI

CONTACT PERSON Joseph Abramo U-BOX 3303

TELEPHONE (860) 486-4579 E-MAIL joseph.abramo@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Cara Bernard

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

- 1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**
(Include course credits and restrictions for registration)

- 2. RATIONALE FOR ACTION REQUESTED** (Use additional sheets as necessary):

- 3. COURSE SYLLABUS** (including course description and course outline)

- 4. Supporting documentation that MUST be provided at the time of submission:**
 - a. Departmental minutes [File attached name _____]
 - b. Department chairperson's (all departments) approval (email)
 - c. Graduate School Transmittal form (if graduate course) [attached
] N/A

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

3305. Methods in Elementary School Music

Three credits. Prerequisite: Satisfactory progress in applied music, and consent of instructor.

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

3305. Methods in Elementary School Music

Four credits. Prerequisite: Open only to students in the Integrated Bachelor's/Master's Teacher Preparation Program

Selection and organization of learning experiences, instructional activities and materials, and methods of teaching in elementary general music settings. Course activities include a combination of lecture, seminar and clinical experiences in local schools.

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course is being changed from 3 credits to 4 credits. This is done to align with changes to the B.S. in Education at Neag. This change in credits is being proposed as part of the TE redesign. By adding one credit, a clinical component (observing in a local public school) will be added to this course and students will no longer take EGEN 3110 (which previously held the clinical component) in the sequence.

4. COURSE SYLLABUS (including course description and course outline)

Attached file name EDCI 3305 proposed syllabus

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing to:

DROPPING A COURSE:

1. COURSE TITLE AND NUMBER

2. RATIONALE FOR DROPPING THE COURSE

3. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name]
- b. Department chairperson's (all departments) approval (email)

Complete the following sections ONLY if you are proposing:

PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:

1. CURRENT PROGRAM/CONCENTRATION NAME

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

3. CURRENT EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)
Semester sequence attached [Filename]

Supporting documentation that MUST be provided at the time of submission:

- a. Old eight semester sequence [filename]
- b. Departmental minutes [filename]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

Complete the following sections ONLY if you are proposing:

NEW PROGRAM, CERTIFICATE OR CONCENTRATION

1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME

2. **RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

3. PROPOSED EIGHT-SEMESTER SEQUENCE (attach electronically if appropriate)

Semester sequence attached [Filename]

4. **Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
 - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.

UConn

NEAG SCHOOL OF EDUCATION



**Methods in Elementary School Music &
Clinic/Seminar, The Student in the School Context
(EDCI 3305)**
Spring 2017
4 credits



*children seriously! Everything else follows
best is good enough for a child. -Zoltan Ko*

Course Description:

This course addresses the development of pre-service music teachers' skills in elementary learning and teaching through the experience of observing and teaching. Together, both through and in your clinical placements, we will explore the fundamental understanding of standard terms and concepts of musical skills, understandings, and dispositions to be effective elementary teachers. We will situate the context of elementary music teaching and learning through the lens of curriculum, instruction, and assessment. Music activities, materials, and teaching methods for teaching elementary music classes, based on research and theories in music education will be discussed.

This course prepares you for the art of teaching music by developing excellence in musicianship, pedagogy, and scholarship. In compliance with the mission of the Neag School of Education, the course aims *to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.*

Course Goals and Objectives

This course is designed to support PSTs in effectively planning and engaging students in activity that is authentic to the discipline of science, with an increased focus in this course on facilitating productive task-based discourse in science classrooms. This will be accomplished through a focus on the following Teacher Education Core Practices, which are designed to help PSTs develop the knowledge of and skills for enacting the following core teaching practices in science education:

Practice 1. Identify appropriate student learning objectives. Teachers will establish objectives that target the specific kinds of understanding and skills students should develop.

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching.

Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples. Making content explicit is essential to providing all students with access to fundamental ideas and practices in science. Effective efforts to do this attend to the integrity of the discipline and to students' likely

interpretations of it and recognize the contributions of diverse individuals and groups to the development of the discipline.

Practice 4. Plan learning opportunities that teach content through inquiry.

Engaging students in inquiry and other related practices such as disciplinary argumentation, problem solving, and problem posing, is essential to providing all students with access to fundamental ideas and practices in a given discipline. Teachers carefully adapt and design lessons and activities that engage students in these practices, which afford opportunities for sense-making.

Practice 14. Facilitate a whole-class discussion.

In a whole-class discussion, the teacher and all of the students work on specific science ideas together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

Practice 15. Facilitate smaller group collaboration.

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

Assessment Outcomes:

1. Completion of lessons and curricula for general music teaching portfolio; clinical journal
2. Participation and contribution to class discussions, readings and activities.

Clinical Placement

The clinic placement will focus on teaching and learning. You will spend at as many as 6 hours per week, (totaling one full day) in an elementary general music setting. Your role is primarily to be participant observer. You will watch carefully, listen actively, and interact with students. You will also have opportunities to engage in initial teaching activities, including those such as teaching rote songs and singing games and structuring/implementing sequential learning experiences according to clinic teacher's curriculum. Demonstrate professionalism and common courtesy during communications with your clinic

teacher and through adherence to standards of dress/appearance, punctuality, attendance, and behavior.

Texts and Other Instructional Materials:

Required:

1. Instructor supplied materials/readings
2. Ukulele
3. Recorder
4. Three-ring binder and hole puncher (this will serve as your *Resource binder*, which will have your music, readings, lessons, warm-ups, etc.)
5. Journal (to take notes in during your clinical. Do *not* do this on the computer while in the field)
6. Audio-video recorder, USB drive (to store your teaching videos)

How much you learn will be of your own making. Your growth and development this semester and throughout your pre-service teacher training will depend on your willingness to be engaged, to ask for more, and to reflect on your learning. It is important that you follow all discussed expectations during your clinic placement. Information about documentation of clinic hours can be found online and a form with **your clinic teacher's signature will be required at the end of the semester.** Be on time, be prepared, dress professionally, behave in a professional manner, and focus your attention on the "learning" student whom you are observing.

Class Expectations:

1. Students will participate in class discussions and activities.
 2. All written assignments and projects must be typewritten, double-spaced, proofread, with correct spelling and grammar. Assignments are due in class on the date listed in the syllabus. Late assignments will result in the lowering of the grade for that assignment. If you have problems meeting a deadline, please see me prior to the due date. If you are unsure of how to complete the assignment, please schedule an appointment with me prior to the due date.
 3. All assignments are due the midnight before the class. When submitting electronically, please start with your last name, then assignment name, then (Rodriguez Clinical Journal 1).
 4. Assignments that do not conform to criteria stated above may be subject to a rewrite. Dr. Bernard will use her sole discretion in determining if an assignment warrants a rewrite.
- If you feel that you need extra help with the content or an assignment, or you feel that you are unsure with any aspect of the course, please see Dr. Bernard.

Class Participation:

This is not a lecture format, but an active, hands-on microcosm of an elementary school classroom. In this setting we are one another's peers, coaches, teachers, and students. We will all play every role. Critical, reflective thinking and participation are crucial to your success and the success of your classmates. We will call on you. Your participation grade will be docked one percent if you are not alert and prepared to answer thoughtfully.

*****INFORMATION ABOUT WORK DUE*****

The point of doing work is so you will have something to use when you intern and when you first begin teaching.

Assignments

Readings/Lesson Plans/Projects

- These readings will help to supplement your learning in elementary methods, and to provide discourse, connecting your learning with your field experience. We will connect these readings to practice, implementing lessons, creating bulletin boards, or facilitating projects.

Journals

- Journal keeping will include your reflections and analyses on clinical experiences. Journals will be critiqued and graded by Prof. Bernard as to their level of and nature of reflection and analysis.
- When you are at your placement, you will write field notes based on required topics. The reflective writing of a paragraph or two on what you have observed will follow up Field note taking. You may focus on your feelings and ideas about what you observed, relationships to your own school influences, and ideas about teacher decisions with regard to student learning. Please relate your observations to course work in relevant education courses as appropriate.

Journals will be submitted to Prof. Bernard. Journals will often serve as springboards for seminar discussion. **(Bring journals to class each week!)**

Critical Incident

"Critical" equals "highly significant" ...a turning point in your frame of reference in thinking about issues such as behavioral concerns, classroom management, special education, a meaningful moment with a child, etc.

- One critical incident will be written, presented, and submitted for discussion by all students. Critical incidents will describe in detail a problem, issue, event, etc. Analysis and possible solutions will be generated during group discussion in seminar.

Your critical incident due in April will be a 4-6 page paper (double spaced) and presentation. The paper should include the description of the incident, a

thorough analysis and reflection section with ties to your core classes, and theoretical, rational reflection and analysis of the critical incident. (This is a graded assignment.)

Micro Teaching

You will be in groups of 3 for *most* of this teaching. For each lesson, one group member will serve as a captain, one as the heavy-hitter, and one as the clean-up hitter/closer. These positions will rotate so that each person serves in each capacity at least once.

Group roles:

- ✓ Captain: opens the lesson with a 10 minute “hook.” This person is also responsible for uploading the plan one week before teaching, and putting the lesson into the template (which will be handed out in class) including group suggestions and sourced material.
- ✓ Heavy-hitter: teaches the “meat” of the lesson for 10 minutes. This person is also responsible for videotaping the lesson and uploading the lesson to Google drive during the week in which the lesson is taught.
- ✓ Clean-up hitter: assesses earlier materials’ absorption by the students, then either chooses to reteach, reinforce, continue practice, or extend the lesson for the final 10 minutes of the class.

After EACH lesson, each member of the group is responsible for adding an individual reflection to their journal.

Each *Micro-teach* will be evaluated by Dr. Bernard on the following 4-point scale with comments:

1 = Insufficiently addressed. Student did not exhibit skills or behaviors to suggest that s/he understands this aspect of teaching. Student may have been very unprepared.

2 = Emergent. Student exhibited a few skills or behaviors to suggest that understanding of this aspect of the teaching is developing. Student may have been unprepared.

3 = Adequately addressed. Student included enough skills or behaviors to suggest that s/he has adequate understanding of this aspect of the teaching. Student was prepared.

4 = Target. The student includes skills and behaviors that demonstrate not only adequate understanding of this aspect of teaching, but a larger understanding of this aspect of teaching in the bigger picture of elementary general music. Student was extremely prepared, and the lesson proceeded smoothly and enjoyably.

Instructor Comments: (you won’t be checked off on all of these; these are just the most common)

- ___ Use language that is concise and ‘kid-friendly.’
- ___ Talk less, demonstrate more.
- ___ Reuse the musical content more frequently throughout the lesson. (“Saturation”)

- ___ Use the available instructional space to move amongst students.
- ___ Ensure that students are more actively engaged with music content throughout instruction
- ___ Check for student understanding before moving on.
- ___ Check that students can perform *independently* of you before adding a new element.
- ___ Simplify lesson plan delivery and/or instructions.
- ___ Model several times your expectations of students' musical behaviors.
- ___ Enforce the musical/behavioral expectations you set.
- ___ Redirect student behavior when needed.
- ___ Give SPECIFIC feedback more frequently to students.
- ___ Model a positive emotional affect: lively and interesting. Smile. ☺

Grading System:

| | |
|---------------------------------------|---|
| A = 94-100 A- = 90-93 | C+ = 77-79 C = 73-76 C- = 70-72 |
| B+ = 87-89 B = 83-86 B- = 80-82 | D+ = 67-69 D = 63-66 D- = 60-62 F = 59 and below |

Per Neag School of Education requirements and state requirements for certification, a grade of 80 or higher must be achieved to pass this course.

Attendance Policy

Students are expected to come to all classes. Participation, through class discussions and in-class group projects are a significant part of your grade and an absence from class is a missed opportunity to engage with the professor and fellow students in ways that cannot take place outside of class. Therefore there is no specific number of "legal" absences allowed. Accepted absences are documented illnesses or a death in the family. If you must miss a class and it does not fall into one of these categories, please try to notify me **prior** to missing the class. Students who have missed a class for any reason will be expected to find out what has been missed. **You** are fully responsible for all missed work.

University of Connecticut Policy on Academic Integrity

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).

Conduct

"We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference." (John Dewey 1933, p. 22)

We are educators. In this sense, we are always models of what a moral and ethical person may be. As such, please be aware of yourself.

Violating the rules constitutes disruptive behavior and will be handled as a violation of the Student Code, according to which, *"Disruptive behavior which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching; research, events, administration, student conduct proceedings, the living/learning environment, or other University activities, on or off-campus; of other non-University activities when the conduct occurs on University premises; or of the living environment, on or off-campus."* ***In other words, violators will be reported to the Office of Community Standards for formal disciplinary action.***

A Note on Plagiarism

The faculty and administration at UConn support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation.

We will follow the guidelines of the First-Year Writing Program's [Statement on Plagiarism](#). Please read this statement and notify your instructor if you have any concerns about your ability to conform to these guidelines. Also see the UConn Library's [Research 101](#) tutorial for details.

Special Accommodations

Please contact me with regard to personal learning needs or learning styles. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu.

Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community

is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

Helpful Websites:

The following websites are very helpful (PARTICULARLY the Mama Lisa Site and the Holy Names site)

RECORDER SITES:

- <http://studiokay.com/recorder/Studentsx.html#TXTOBJ7D1151A17A398C1>
- <http://www.squeakysrecorderplayhouse.com/default.htm>

Repertoire and Lesson Ideas:

-Smithsonian Folkways:

<http://www.folkways.si.edu/>

-Kids Songs around the world:

<http://www.mamalisa.com/?t=eh>

-Folkstreams Net

<http://www.folkstreams.net/>

-Library of Congress

<http://www.libraryofcongress.gov/folklife/Gordon/AnnotationsandTexts.html>

-Holy Names College Kodaly Website:

<http://kodaly.hnu.edu/>

-Popular Songs in American History:

<http://www.contemplator.com/america/>

-Max Hunter's Song Collection: Missouri State

<http://maxhunter.missouristate.edu/>

-Wisconsin Folksong Collection, 1937-1946 - University of Wisconsin

<http://digicoll.library.wisc.edu/WiscFolkSong/>

-PBS Lesson plan:

<http://www.pbs.org/theblues/classroom/lessons.html>

-Kennedy Center

<http://artsedge.kennedy-center.org/>

Children's Books

There are MANY books out there you can use in your classes - to sing along, to get them to make up a song (as we will do with Brown Bear), etc. Most all of these books can be found online and many used. Many of them have CD's with them.

- *Follow the Drinking Gourd* (**I suggest this is one you should buy!**)
Jeanette Winter

- *In the Tall, Tall Grass* (I would suggest you buying this one as well - each group acts out and spoke one of the phrases in the book.)
Denise Fleming

- *Chrysanthemum*
Keven Henkes

- *This Old Man*
Illustrated by Carol Jones

- *Old MacDonald had a Farm*
Illustrated by Carol Jones

- *There was an Old Lady Who Swallowed a Fly* (There are lots of versions of this)

- *There was an Old Lady Who Swallowed a Bat*
Lucille Colandro
Illustrated Jared Lee

- *Who took the Cookie from the Cookie Jar*
Bonnie Lass & Philemon Sturges
Illustrated by Ashley Wolff

- *This Little Light of Mine*
Illustrated by E.B. Lewis

- *Skip to My Lou*

Nadine Bernard
Westcott

- *The Seals on the Bus*
Lenny Hort

Illustrated G. Brian
Karas

- *Carnival of the Animals* (this has a CD with it for the music)

Verses Jack Prelutsky
Illustrated Mary
GrandPré

- *Puff, the Magic Dragon* (book and CD)

Peter Yarrow, Lenny
Lipton, Eric Puybaret
(Illustrator)

- *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*
Merle Peek

- *The Philharmonic Gets Dressed*

Karla Kuskin
Illustrations Marc
Simont

- *Hush Little Baby*
Brain Pinkney

- *Hush Little Baby*
Sylvia Long

- *Hush Little Alien*
Daniel Kirk

- *We All Went on Safari: A Counting Journey Through Tanzania*
Laurie Krebs and Julia Cairns

- *Click Clack Moo - Cows that Type*

Doreen Cronin
Betsy Lewin

- *Five Green and Speckled Frogs*

Priscilla Burris

- *Sleepy Lion Lullaby* written and illustrated by Rachel Boulton.

- *Winter Lullaby*
Barbara Seuling and Greg Newbold (Illustrator)

- *Lullaby Moon*,
Rosie Reeve.

- *Sweet Dreams Lullaby*
Betsy E. Snyder

- *The Book of Lullabies*
John Feierabend

- *Hush! A Thai Lullaby*
Mingfon Ho

- *Star Light, Star Bright: A Magic Glow Book With Peek-Inside Flaps*
Melissa Tyrrell

- *Nine O'clock Lullaby*
Marilyn Singer and Frane Lessac

- *Hush Little Dragon*
Bonnie Ashburn

- *Hush, little Puppy*
April Pulley Sayre

- *Hush Little Polar Bear*
Jeff Mack

• *The Magic School Bus Sees Stars*
by Nancy White

• *Sunbelievable*
Jo Ann Kairys

Dan Yaccarino

• *Stars*
Mary Lyn Ray, Maria Frazee

• *Time for Bed*
Mem Fox

• *Who will sing a Lullaby*
Dee Lillegard

Sample Lesson Plan Template (we will explore others as well, but here is one option)

Name:

Grade Level:

Guiding Question: What does it mean to communicate?

This is the question that will guide the development of this lesson plan. The activities and discussions you include and the kinds of questions you ask in this lesson will all address this Guiding Question in some way.

- **Purpose:** The purpose of this lesson is to (or something like that, but NOT “Students will”...)
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- **Musical Goals of the Lesson:** Students will review and continue to understand the process by which (or something like that, but NOT “Students will”)
- **Social Goals of the Lesson:**
- **Print Literacy Concepts:**
- **Mathematics or Science Concepts**

PROCEDURE:

How will you introduce the lesson? Remember I want you to ask students what they **THINK** they know and not what they know....

What steps will move forward through the lesson? Write the entire lesson out – include every activity and how you will teach it.

Write out the questions you will ask during the lesson:

And do NOT list any question that asks how a student **FEELS** (responded to, perhaps or reacted to - and then followed up by asking them why they reacted or responded they way they did, but NOT feelings.) These need to be big open-ended questions that get at the **WHY** of something. Do **not** list yes, or no questions with right or wrong answers. Do not ask questions that have one word responses – ask questions that lead toward more discussion

Assessment: Describe exactly how you are going to assess and what steps you will take. Simply playing the ppt or having them sing is not an assessment – what will you be assessing?

Remember that you also have print literacy concepts you can be assessing as well.

-articulate process of formative assessment strategies.

-articulate the assessment of the summative project.

Connecticut-National Music Standards/CCLS Core Music Standards

Schedule of Class Topics and Assignments Due*

*Because the learning experience should be flexible and fluid, the following schedule is tentative and is subject change.

| Week | Date | Topic(s) | Assignments Due Today | Weekly Clinical Journal Prompts |
|------|------|---|--|--|
| | 1/20 | Introduction Singing Games and Scaffolding of Skills | | |
| 1 | 1/25 | Micro-teach: Singing Games | 1. In your group of 3, find a singing game. 2. Read Eisen & Robinson, Ch. 4—How to Teach a Game 3. Prepare and practice teaching. | Describe your overall reactions to the school and music classroom. Describe the time of day and the length of time the teacher has with the class, how many times a week does class meet? Do the students arrive on time? How does the teacher bring the class into focus? Do they all stay the entire class? How does this affect the lesson? |
| | 1/27 | Ukulele overview C & G chords Playlist of Identity/Bulletin Boards | Playlist of Identity: Construct a playlist of songs with which you identify. Each song should represent a different part of your life and who you are. Why do these pieces make up your musical identity? Why are they significant? Be sure to list each song title and artist. Write at least 1 detailed paragraph for each song, sharing why this piece is important to who you are. Bring the playlist. Prepare a 2 minute presentation on 1 piece from your <i>playlist of identity</i> . You will play 90 seconds of the piece (bring the recording), and give a 2 minute talk—tell a story, share the lyrics with us and why they are significant, etc. Practice!!! Musical autobiography: Reflect on your own musical experiences. Tell us the story of how you came to be so passionate about music. Are there significant moments in your journey that led you to pursue music? Are there particular musical memories? How has your musical identity taken shape as a result? 2-3 pages written, or video, or narrated PowerPoint | |
| 2 | 2/1 | Micro-teach: Rhythm Activity | In your group of 3, prep and practice teaching your assigned rhythm activity. Pay attention to the way you model, give instructions and questions. Bring in journal entries to share. | Observe rote song teaching. Document the style and approach. Consider in your analysis: 1. Questions the teacher may ask. 2. Motivational set? Grade level? 3. Does she/he establish tonality? 4. Use of whole part whole or chime in, or multiple repetitions of verses, etc.? 5. Focus on patterns? In what manner are they focused upon? 6. Adding of piano or other accompaniment? 7. Other observable strategies with teaching rote songs? |
| | 2/3 | Guest (AM): Sophia Papoulis, Boston Children's Chorus/Foundation for Small Voices Micro-teach: C&G Songs with I-IV-V | Using C & G chords, teach a song for 3 rd grade. What activities will you use? How will you structure your activity? What elements are you teaching? Find songs with a I-IV-V progression. Email to Dr. B | |
| | 2/8 | Presentation of sol-mi Fast-Slow/Loud-Soft | Read Eisen & Robinson, Ch. 5—Lesson Planning Create a 5-7 min. Kinder LP for fast-slow OR loud-soft. What rep will you use? Bring in to share. Bring in journal entries to share. | 1. If you observe k-2 music classroom, what concepts are being taught? 2. If you do not visit those classes, ask your participating teacher about the |

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| 3 | 2/10 | Virtual Visit to Friends Seminary, Manhattan, grade 1 Kristin Marchilena, teacher | <p>Review Kristin's 1st grade LPs (<i>to be sent</i>). Make notes on questions you see. We will discuss sequencing and transitions with her. You will see two 1st grade classes, so we will be observing how Kristin changes her pedagogy and plans accordingly for each class's needs.</p> <p>Practice via LKR Hang. Pick one song and practice. How would you approach teaching this song and facilitating student practice using this resource? Sketch out and bring to class.</p> | <p>strategies and concepts for k-2 they find successful.</p> <p>3. Observe: In what ways does the teacher incorporate the Ct. State Standards of creating, performing, and responding in any grade level that you are observing.</p> <p>4. Discuss with the teacher, or from your observations, share an example of each: creating, performing, and responding. If you do not observe a classroom of this age this week, please complete this question with desired interpretations and examples.</p> |
| 4 | 2/15 | Teaching Sequences Teaching a Book Making Manipulatives | <p>Read Campbell & Kassner, Ch. 4—Methods of Teaching Music to Children</p> <p>Select a musical concept (3/4 meter, m-r-d, ta-ti ti-ta-ta, binary form). Design three (or more) ways of teaching the concept, using the distinctive techniques and materials of three (or more) methods.</p> <p>Bring in journal entries to share.</p> | <p>Consider HOW you are being taught in your methods classes – compare this to what you observe. What are the students doing? What do we do?</p> <p>How long does the teacher spend on each activity (how many activities are there in the class period?). How many activities do we do in an hour's time?</p> <p>How does the teacher transition between activities?</p> |
| | 2/17 | Recorder—making a sound BAG the GAB Uke & Recorder Jams | <p>Read All Uke Can Do, http://www.nafme.org/all-uke-can-do-enhancing-general-music-through-the-ukulele/ Bring recorder & uke.</p> | |
| 5 | 2/22 | <i>Follow the Drinking Gourd</i> Activities to produce student work Culturally Responsive Teaching and Cross-Curricular Ideas | <p>Bring in journal entries to share.</p> | <p>What kind of inquiry drives instruction? What kinds of questions are being asked? Who is asking them? (WRITE DOWN THE QUESTIONS WORD FOR WORD!)</p> <p>How are the questions being answered?</p> <p>How does the teacher respond to all of the answers? (Write their responses!)</p> |
| | 2/24 | Virtual Visit to Compass Charter School, Brooklyn, NY Sara Kramer, teacher | <p>Visit Compass Charter School's website: http://brooklyncompass.org Watch the video. What do you notice about this school that might be different from your clinical placement, or your own elementary experience? How does inquiry drive teaching and instruction?</p> <p>Read Giebelhausen (2015). In the beginning of the middle. <i>General Music Today</i>. Using Giebelhausen's sample LP and suggestions, how might you incorporate playing, movement, and singing in your 6th grade class? Sketch an idea—use repertoire and recordings, and technology. <i>20 min. max.</i></p> | |
| | 2/27 | CMEA PD: Urban Education, University of Bridgeport. Dr. Bernard & Dr. Abramo presenting. Come and learn! | | |
| | 2/29 | <i>Drinking Gourd</i> bulletin boards | In your group of 3, prepare a bulletin board with the theme of Follow the Drinking Gourd. Connect to musical ideas you might be teaching at this | Determine a portion of a lesson to document from clinic: (rhythmic speech, song, movement). |

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| 6 | | | time, and extra-musical concepts (freedom, courage, etc.) and cross-curricular. Use student work. Bring in journal entries to share. | Write the teacher's lesson plan from your own documentation using format: a. Context: grade/classroom/space b. Conceptual Objective: Define what the teacher appears to be teaching for understanding. c. Behavioral Objective: Describe specific behaviors of students. d. Materials e. Procedures f. Assessment! |
| | 3/2 | Group 1: Teaching a Book | Do a search for ukulele in general music—what do you find? Bring in ideas, tips, and learning tools. Read Thibeault. Practice via LKR Hang. | |
| 7 | 3/7 | Guest (PM): Dr. Joseph Abramo, Students with Disabilities | Read Abramo, J.M. (2015). Gifted Students with Disabilities: “Twice Exceptionality” in the Music Classroom. <i>Music Educators Journal</i> . How would you address the needs of a 2e student with group work? What about ukulele or recorder? Bring in 2 questions for Dr. Abramo (write them down!). Bring in journal entries to share. | What do you believe is the objective of the lesson? What do you guess the purpose is of the objective? Describe the musical activities the teacher using to obtain the objective. How does the teacher know that the students have obtained the objective? Describe how the teacher deals with issues that “bother” her or him? Speak with your CT about students with disabilities. How does s/he address particular student behaviors? |
| | 3/9 | Group 2: Teaching a Book | TBA | |
| 3/14 Spring Break! Enjoy your week off! | | | | |
| 3/16 | | | | |
| 3/19 Neag Alumni Awards—please join the chorus and sing in honor of Dr. Hal Abeles, the first music educator who will be honored! | | | | |
| 8 | 3/21 | Listening Maps | Create a listening map for the piece and grade of your choice. Lead us through it. What creating can students do as a result of this activity? (composition in same form, pull out melodic or rhythmic motive, etc.). Prepare to share. Bring in journal entries to share. | Explore the curriculum in your school for grades 3-5. What are the musical goals? What are the non-musical goals? Are the units revolved around repertoire or musical concepts and skills (such as listening, rhythm and pitch, etc.)? How do the units connect to each other? 1. Provide ex. of repertoire used in the classroom for one particular class. Is content multicultural, folk, classic, contemporary, or other styles and genres? 2. Is a district curriculum in place for the elementary level? 3. Describe circumstances around its evolution and content. I.E. is the district primarily focusing on Kodaly and the curriculum follows that method? Is the district more eclectic, and what guides curriculum development? Do standards guide the curriculum? 4. Have you seen the district's curriculum as an interesting point of departure? 5. What are the components of the district curriculum? |

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| | 3/23 | <p><i>Guest:</i> Phil Greco Project-Based Learning</p> | <p>Read Tobias, Campbell, & Greco (2015). Bringing Curriculum to Life: Enacting Project-Based Learning in Music Programs. <i>Music Educators Journal</i>.</p> <p>Watch the first 3 videos posted on the "portraits" link on Greco's website, www.portraitsofpractice.com - Know the framework for designing projects that are laid out in the article... have a list of <i>thoughtful</i> questions that are derived from both the article framework and from the videos. Questions should relate to teaching and learning.</p> | 6. If there is no written curriculum, what guides teacher decisions? |
| 9 | 3/28 | <p>Curriculum & Project-Based Learning</p> <p>Group 3: Teaching a Book</p> <p>Bulletin Board: Listening Maps</p> | <p>Read Conway, C. (2002). "Curriculum Writing in Music Education." <i>Music Educators Journal</i>.</p> <p>Why is it important to have curriculum? What constitutes a balanced and effective curriculum in music?</p> <p>Critique the following idea: "I see the children only once a week, which is totally inadequate, so I choose materials and activities that I think are fun. I want them to have a good time. It's impossible for me to follow a sequential curriculum."</p> <p><u>Bring in journal entries to share.</u></p> | How do I know that my students are learning? Sharing of authentic measures (assessments) you have documented from site-based visits! |
| | 3/30 | <p>Creativity and Beyond in Elementary School Music</p> | <p>Read Menard, E. (2013). Creative Thinking in Music. <i>Music Educators Journal</i>.</p> <p>Using Fig. 2, outline a creativity lesson using composition. Choose grade level and plan accordingly based on student skill and learning development. Be prepared to swap with a partner to edit and provide feedback.</p> <p>What would this look like with uke or recorder?</p> | |
| 10 | 4/4 | <p>Group 4: Teaching a Book</p> <p>Creating Rubrics</p> | <p>Read Rotjan, M. (2014). Develop a Performance Rubric with Your Ensemble. <i>Teaching Music</i>.</p> <p>Would a rubric process like this work for student performances in general music? Why/not? What, if any, tweaking would you make? Make these changes and bring in the new rubric.</p> <p><u>Bring in journal entries to share.</u></p> | What, if any, popular music do you see in your clinical placement? How is it used/implemented? What is your CT's view of popular music in the elementary classroom? |

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| | 4/6 | The Case for Popular Music | Read Springer, D. & Gooding, L. (2013). Preservice Music Teachers' Attitudes Toward Popular Music in the Music Classroom. <i>Update</i> . Where is the space for pop music in elementary school music? IS there space? What about lyrical content and vocal modeling? | |
| 11 | 4/11 | Balancing Musical Skill and Student Creativity in the Written Curriculum | Bring in journal entries to share. | Free write. Feel free to ask questions, form ideas, and muse about your clinical placement. |
| | 4/13 | Ukulele TBA | Practice via LKR Hang. | |
| 12 | 4/18 | Critical Incident 1 & 2 | Bring in journal entries to share. | Final reflection and thoughts. |
| | 4/20 | Ukulele TBA Critical Incident 3 & 4 | Practice via LKR Hang. | |
| 13 | 4/25 | Critical Incident 5 | Bring in journal entries to share. | Finishing touches on Critical Incident papers to turn in. |
| | 4/27 | | TBA | |
| 14 | 4/28-4/30 | CMEA Conference, Hartford—attend as a rep for our fab program! This is where future colleagues and potential jobs could be! | | |



NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EDLR 5105 Current Proposed

COURSE TITLE Structured Group Interventions in Student Affairs

INITIATING DEPARTMENT EDLR

CONTACT PERSON Milagros Castillo-Montoya U-BOX 3093

TELEPHONE 732-599-4296 E-MAIL milagros.castillo-montoya@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Milagros Castillo-Montoya

ACTION REQUESTED (check all that apply)

Course: new revision dropping course

Program/certificate/concentration: new revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

EDCI EDLR EPSY

INTERNAL USE ONLY:

DATE ENTERED INTO NSOE DATABASE

DATE FORMS SENT TO REGISTRAR

INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing:

COURSE REVISIONS:

1. EXISTING TITLE AND COMPLETE CATALOG COPY:

[EDLR-5105 Structured Group Interventions in Student Affairs](#)

Basic approaches to structured group work in relation to goals, objectives, and group dynamics. Implications of group approaches to the personal and educational development of students and staff in Student Affairs. Students enrolled will participate in a hands-on ropes course activity, complete group assignments, and learn the importance of group work in higher education administration.

2. PROPOSED TITLE AND COMPLETE CATALOG COPY:

(Include course credits and restrictions for registration)

Structured Group Dialogue in Student Affairs (3 credits, enrollment by instructor approval)

Explore basic approaches to structured intergroup and intragroup dynamics and implications for personal and educational development of students and student affairs professionals.

3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

Since the initial course was developed the field of student affairs has made research-based advancements on the use of structured groups for exposing students to opportunities to deepen their learning of intergroup and intragroup dynamics. The current course description is not aligned with the current language used by the professional associations of the field around intergroup and intragroup learning and skills.

For instance, ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education) are leading student affairs associations and provide the field with professional competencies to be developed during graduate education and throughout one's career. Some of these include the following competences:

- The knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power.
- Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.
- Addresses the knowledge, skills, and dispositions related to providing

advising and support to individuals and groups through direction, feedback, critique, referral, and guidance.

- Progression from foundational to advanced level proficiency involves the development of higher order capacities for listening, addressing group dynamics, managing conflict and crisis situations, and partnering with other professionals, departments, and agencies.
- Ensure that decision making processes include the perspectives of various groups on campus, particularly those who are underrepresented or marginalized, or who may experience an unintended negative consequence of the proposed change.
- Mediate differences between/among individuals or groups.

All of the noted competency points listed above touch upon the importance of knowing how to engage in difficult conversations across differences and also learning how facilitate those conversations. The revision of the course description would align with the competency areas that national associations are putting forth for student affairs professionals—the group of students we prepare in the HESA program. Mainly the revised proposed here updates the course title and course description to meet the contemporary ways that structured group learning is defined in the field. The course remains the same in terms of focusing on structured groups dynamics.

4. COURSE SYLLABUS (including course description and course outline)

Attached file name

5. Supporting documentation that MUST be provided at the time of submission:

- a. Departmental minutes [File attached name _____]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]