RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

SED 411: CONTENT AND PEDAGOGY IN SECONDARY EDUCATION: SCIENCE

Instructors: Paul Tiskus, Rudolf Kraus

Department: Educational Studies

1. COURSE INFORMATION

Students study principles, methods, and curriculum in their teaching area, including global perspectives and health issues. Students prepare and deliver lessons and work with individual students, small groups, and classes in secondary schools.*

*still listed in catalog as SED 410

Learning Objective	*Standards*	*How is it assessed?*
Ss will explore various ways to analyze, evaluate, and construct discipline-specific teaching materials	FSEHD: Knowledge 1,2,3,4 FSEHD: Diversity 1,2 FSEHD: Pedagogy 1 FSEHD: Professionalism 3 RIPTS 1, 2 NSES content standards NSES safety standards	safety assignment model lesson mini-TCWS III Assessment plan mini-TCWS IV Design for Instruction
Ss will identify and integrate standards-based content into lessons	FSEHD: Knowledge 1, 4 RIPTS 1, 2, 3 NSES content standards NSES inquiry standards	model lesson lesson plans observations mini-TCWS II Goals + Objectives mini-TCWS IV Design for Instruction
Ss will use a variety of instructional materials and strategies appropriate to teaching discipline-specific content	FSEHD Pedagogy 1, 2 RIPTS 3, 4, 5, 8 NSES content standards NSES inquiry standards NSES safety standards	Safety assignment model lesson lesson plans observations mini-TCWS IV Design for Instruction
Ss will work cooperatively to implement those lessons in middle and high school classrooms with culturally diverse student populations	FSEHD: Knowledge 2, 3 FSEHD: Pedagogy 3 FSEHD: Professionalism 1, 2 RIPTS 6, 8, 9, 11 NSES content standards NSES inquiry standards NSES safety standards	lesson plans observations mini-TCWS III Assessment Plan mini-TCWS IV Design for Instruction
Ss will reflect critically and professionally on the impact of individual lessons, the curriculum, and the context of schooling in order to improve instruction and enable them to play a role in the reform of schools and schooling.	FSEHD: Professionalism 4 RIPTS 10 NSES content standards NSES inquiry standards NSES safety standards	self-report disposition electronic portfolio mini-TCWS II Goals + Objectives mini-TCWS III Assessment Plan mini-TCWS IV Design for Instruction

2. COURSE TEXTS AND MATERIALS

suggested readings include:

National Research Council (1996). *National Science Education Standards*. Washington D.C.: National Academy Press.

Chiapetta, E., & Koballa, T. (2010). *Science Instruction in the Middle and Secondary Schools (7th edition)*. Boston: Allyn & Bacon.

Wong, H., & Wong, R. (2009). *The First Days of School.* Singapore: Harry K. Wong Publications, Inc.

Allen, J. (xxxx). *Tools for teaching content literacy*. Stenhouse Publishers

Gradekeeper, an electronic grading program, available from www.gradekeeper.com

other readings as assigned by instructor

3. COURSE CALENDAR

Day/week	*Class topic*	*Readings*	*Assignments*
week1	safety + scientific inquiry + nature of science	standards and GSEs	
week2	review of lesson and assessment types	textbook	SS teach a lesson to the class
week3	planning and preparation	classroom management	plan 4+ lessons
week4	observe in high school		safety assignment
week5	begin teaching in high school		revise lessons
week6	finish teaching in high school		teach 4+ lessons
week7	reflect on experiences		
week8	introduce TCWS/electronic portfolio		electronic portfolio
week9	planning and preparation	mapping and organizers	plan 4+ lessons
week10	observe in middle school		safety assignment
week11	begin teaching in middle school		revise lessons
week12	finish teaching in middle school		teach 4+ lessons
week13	reflect on experiences and prepare report	data analysis and assessment	
week14	prepare for student teaching	reflection	mini-TCWS disposition self-report disposition faculty report

4. REQUIREMENTS

Unit Plans and Lesson Plans (40%)
Electronic Portfolio and TCWS (20%)
Teaching Evaluations from Cooperating Teachers and College Supervisor (10% each)

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: http://www.ric.edu/disabilityservices/faq.php
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.