CISE 530- Secondary Education Practicum Experience And Seminar

COURSE OF STUDY

1. Course Title and Number of Credits:
CISE 530 Secondary Education Practicum Experience and Seminar
Three (3) graduate credits

2. Course Description:
This course is designed to focus on the practicum (1-day a week) field experience. Students are expected initially to observe the classroom and work one-to-one with students, then to work with the classroom teacher and gradually take on whole-class responsibilities. Students are required to develop an interdisciplinary lesson plan, participate in a teacher disposition self-evaluation, and continue to link e-portfolio artifacts to appropriate standards. Students must take this course concurrently with one of the subject-specific methods courses, CISE 531-536 This course will provide students in the secondary (K-12) education certification program the knowledge required to translate theories into practice; to reflect upon how past educational practices continue to affect current teaching methods; to manage effectively the classrooms; and to select, administer and grade appropriate evaluation instruments.

3. Prerequisites: CISE 505; CISE 510; CISE 512; CISE 514; SOC 540
Corequisites: CISE 520; CIRL 522; CISE 530

4. Course Objectives:
Students will:
- Reflect on their educational and practicum experiences.
- Discuss the historical, political, sociological, cultural and psychological foundations of schools and schooling.
- Recognize, critique and develop different approaches to curricula and methods.
- Learn to incorporate multicultural theories and practices into their teaching.
- Select and experiment with teaching methods appropriate for diverse students.
- Learn to use computers, multimedia and other technology in their teaching.
- Implement cooperative and other traditional and non-traditional teaching methods.
- Implement interdisciplinary curricula and methods.
- Organize different classroom situations and implement different approaches to classroom management.
- Select different forms of assessment for diverse students and different types of student learning.
- Engage in action-research and become teacher-scholar-activists.
5. **Student Learning Outcomes:**

Students will demonstrate their knowledge, understanding and application of the theories, methods and curricula of middle and secondary schools through writings, oral presentations and other work in which:

a. They reflect on their own educational experiences; examine the social, philosophical, cultural and historical foundations of education; present research on educational issues; and, describe different forms of teaching diverse students.

b. They propose methods of integrating subject matter content with skills in reading, writing, speaking, thinking, and valuing; explore different forms of interdisciplinary and multicultural education; and discuss different ways of evaluating students' learning.

c. They develop lesson plans that promote high level thinking, reflective inquiry and creative uses of technology; describe ways of structuring classes that are physically and psychologically safe and supportive and that promote diversity and democratic interaction; collaborate with others in cooperative groups; communicate their ideals and proposals effectively through speaking and writing; and, assess their own personal and professional growth through ongoing reflection.

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<thead>
<tr>
<th>SLO</th>
<th>NJ Teaching Standards</th>
<th>NJCCC Standards</th>
<th>WPU Competencies</th>
<th>NCATE Standards</th>
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<tbody>
<tr>
<td>Demonstrate reflective practice</td>
<td>8, 10</td>
<td>n/a</td>
<td>12, 10</td>
<td>1, 3</td>
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<tr>
<td>Create Interdisciplinary Lesson Plan</td>
<td>1, 2, 3, 4, 6, 7, 8</td>
<td>ALL</td>
<td>1-6, 12, 16, 17, 19, 20</td>
<td>1, 3, 4</td>
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<tr>
<td>Demonstrate classroom instruction</td>
<td>1, 2, 3, 4, 6, 7, 8</td>
<td>ALL</td>
<td>1 – 6, 12, 16, 17, 19, 20</td>
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<td>Understanding of teacher disposition</td>
<td>ALL</td>
<td>n/a</td>
<td>ALL</td>
<td>1, 3</td>
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6. **Course Content:**

The subjects the course will cover include the following:

a. Historical roots of middle and secondary education.

b. Social and cultural foundations of middle and secondary education, including issues of:
   1.) Social class and stratification
   2.) Race and ethnicity
   3.) Gender and sexual preference
   4.) Urban/suburban/rural locales

c. Philosophical foundations of middle and secondary education, including theories of:
   1.) Traditionalism
   2.) Perennialism
   3.) Essentialism
   4.) Scientism
   5.) Progressivism
6.) Social Reconstructionism
7.) Vocationalism
d. Philosophies of knowledge and learning, such as:
   1.) Naturalism
   2.) Idealism
   3.) Realism
   4.) Positivism
   5.) Pragmatism
   6.) Behaviorism
   7.) Constructivism
   8.) Modernism
   9.) Postmodernism
e. Approaches to curriculum, including:
   1.) Disciplinary
   2.) Interdisciplinary
   3.) Fusion
   4.) Spiral
   5.) Social action
   6.) Life adjustment
f. Instructional strategies, such as:
   1.) Behaviorism
   2.) Lecture/discussion
   3.) Cooperative
   4.) Discovery learning
   5.) Problem solving
   6.) Action learning
   7.) Reflective inquiry
   8.) Story-telling
g. Approaches to classroom management, such as:
   1.) Top-down and bottom-up management
   2.) Management through directives and guidelines
   3.) Extrinsic and intrinsic rewards
   4.) Negative and positive reinforcement
   5.) Teacher-centered and student-centered management
h. Approaches to assessment, such as:
   1.) Standardized tests
   2.) Examinations and quizzes
   3.) Written papers and other writing assignments
   4.) Oral presentations
   5.) Researchers and experiments
   6.) Performances and other authentic assessments
   7.) Social action and other community activities
   8.) Experimental and creative assessments
i. The New Jersey Core Curriculum Content Standards

7. Teaching/Learning Methods:
The course will be taught through methods that include the following:

a. Lectures and whole-class discussions.
b. Small-group discussions.
c. Practices teaching.
d. Library research.
e. School research.
f. Community research.
g. Internet research.
h. Videos, CD-ROM's and films.
i. Recorded and live music.
j. Guest speakers.
k. Community service and social action.

8. Evaluation Methods:
Students will be evaluated through written and oral presentations that demonstrate their knowledge, understanding and application of the theories, methods and curricula of secondary education, including the following:

a. Portfolios of class work.
b. Research papers and reflective papers.
c. Lesson plans and practice lessons.
d. School and community projects.
e. Stories, songs and plays.
f. Works of art.
g. Social service and social action.
h. Class participation.

9. Suggested Text:


12. Reviser's Name and Date: Professors Marvin Fietelson and Darlene Russell, Spring, 2005

13. Department Revision Approval Date: pending

14. Bibliography:


Chicago: University of Chicago Press.


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