

**CT 575 General Methods of Instruction, 5-12**  
Boston University School of Education

Summer Semester 2013 Session II (Section B1)  
Location: KCB (Kenmore Classroom Building) 102  
Time: Mondays, Wednesdays, and Thursdays 1-4  
(July 1 - August 1)

*Education is not a preparation for life, but is life itself.*  
- John Dewey

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**Brief Course Description:**

CT 575 combines the study of the most salient aspects of learning theories, curriculum, instruction, planning, assessment, and classroom management in order to create an organic and organized climate for effective teaching at the middle school and high school level. The course content reflects the most current research and best practices of instructional methods, techniques, and strategies appropriate for middle and high school students.

**Course Overview:**

We do not learn to teach simply through practice. We learn how to teach through a combination of practice, thoughtful choices, questioning our own perspectives, and learning from our students, classmates, fellow teachers, and the scholarship produced in the field of education. This course is just one part of your development as a teacher and is designed to build upon your earlier courses in the Boston University teacher education program and prepare you for your future experience of student teaching. It will explore how teaching skills and classroom methods apply across all subject matter. In this course we will develop your pedagogical knowledge and begin to have you examine how this knowledge applies to your own discipline. This course aims to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As a student, it is important that you use this class to prepare yourself for the realities of the classroom. As such, you are encouraged to ask any questions you have and use this class to fill in some of the holes you see in your teacher preparation.

Because students taking CT 575 come from diverse academic backgrounds, (classical studies, English, English as a Second Language, history and the social sciences, modern foreign languages, mathematics, and the sciences) the course also provides an (often rare) opportunity to explore curricular connections across the disciplines. Students will work on the final project that allows them to gain a greater understanding of the depth and complexity of their specific content areas as they see how it connects to other subject matter.

Because students taking CT 575 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each another.

This course is organized into five categories: *curriculum, lesson and unit planning, instructional methods/techniques, classroom management, and assessment*. Each section will explore the basic principles of each category as they apply to secondary teaching (both middle and high school). The course instructor will use multiple instructional strategies: lecture, presentations, group work, discussion, video, case studies, guest speakers, etc. to model varied instruction.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings). Students will also be required to complete regular assignments, including two reflection papers and one lesson plan. For the final project, students will work in teams to create an interdisciplinary unit and then give a presentation on their unit to the class.

### **Objectives:**

Students will be able to:

- Comprehend the role of the teacher in curriculum design, development, and implementation.
- Synthesize individual lesson plans, which include rationales, learning goals and objectives, teaching methods/procedures, and assessments.
- Synthesize long-term units, which articulate the connections between specific subject matter and its role in interdisciplinary units.
- Comprehend Massachusetts and/or national standards in specific discipline and apply knowledge to lesson and unit plans.
- Analyze and comprehend instructional techniques and how they can meet the varied needs, abilities and interests of students.
- Know the various elements of classroom management and comprehend strategies that minimize disturbances and maximize student learning.
- Evaluate the effectiveness of instructional strategies through knowledge of formative and summative assessments aligned with intended student outcomes.

### **Required Texts and Readings:**

- Course Reading Packet (on course Blackboard site - <http://blackboard.bu.edu>). Students must bring **printed** copies of readings to each class session. If you do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$30 or print them at the BU computer lab (graduate students receive 500 pages of printouts a semester).
- Massachusetts Curriculum Framework (Available at: [www.doe.mass.edu](http://www.doe.mass.edu) and on the Blackboard site. Please download the PDF that is appropriate to your subject.

**Assignments and Evaluation***Assignment 1: Lesson Plan*

Points: 20

Description: Create a lesson plan following instructor's handout "How To Make A Lesson Plan" on a grade-level and topic of your choosing. It is advised you choose a topic that you will likely teach during student teaching. The lesson should span one class period and be relevant to the cognitive level of the grade-level chosen.

*Assignment 2 and 3: Reflection Papers*

Points: 30 (15 points each)

Description: You will be required to write two 2-3 page papers on Teaching Philosophy and Classroom Management. Each assignment and rubric will be handed out in class and posted on the Blackboard site.

*Assignment 4: Interdisciplinary Unit (IDU) Group Presentation*

Points: 30

Description: You will prepare a 30-45 minute presentation with PowerPoint and/or video showing the class your Interdisciplinary Unit.

*Assignment 5: Interdisciplinary Unit (IDU) Project*

Points: 80

Description: You will work in interdisciplinary teams of 2-3 students (normally 5-6, but limited due to our class size), each of whom represent another discipline. You will each create a 1-2 week long unit in your own discipline that interacts with the other disciplines and includes some sort of culminating project.

*Participation: Readings, Class Discussions, Group Work, and Activities*

Points: 40

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructor will be informally assessing if students have read the material by their participation in reading related activities.

**IMPORTANT:** It is expected that students will attend every class session. If you miss class, this will affect your participation grade. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class. If the missed class is due to extenuating circumstances, the instructor will assign a make up assignment.

There are 200 points total for the course. All assignments will be graded using a rubric (all rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments will be collected at the beginning of class as listed in the syllabus. Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning.

**Membership in Your Professional Organization**

Almost all secondary disciplines have professional organizations that offer support to teachers. Usually for a reduced membership fee, university students can join these organizations, and benefit from their monthly magazines with lesson ideas and discussions about the subject. Most of the organizations' websites are listed in the links section on the course Blackboard site.

**Statement of Accommodations for Students with Disabilities**

The School of Education at Boston University is committed to equal access for students with disabilities. If you have a specific disability and require accommodations in this class, please let me know early in the semester so that appropriate accommodations can be made. You must provide me with a letter of needed accommodations prepared by the Office of Disability Services. Contact information for that office is as follows: 617 353-3658 V/TTY or [access@bu.edu](mailto:access@bu.edu). All discussions and written materials will be kept confidential.

**Plagiarism**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Course Schedule**

<b>Week</b>	<b>Topic(s)</b>	<b>Readings Due<sup>1</sup></b>	<b>Assignments Due</b>
<b>1</b> 7/1	<b>Introduction and Overview</b>  Student and Instructor Introductions/Course Syllabus/Preview Assignments//Blackboard Site  School Environments		
<b>2</b> 7/3	<b>Curriculum</b>  What is Curriculum?  Curriculum Basics: Transmission Theory, Constructivist Theory, and Differentiated Instruction  Multicultural Education: Curriculum and Instructional Practices for All Students	1-University of California Irvine* (Follow instructions and bring results to class) 2-Wilen et al. Ch. 4*  Choose 1: 3-Ladson-Billings (African Americans) 4-Villegas and Lucas (Multiculturalism) 5-Rubinstein-Ávila (Latinos) 6-Kim and Yeh (Asians) 7-Teaching Tolerance (GLBTQ) 8-Sadker (Gender)	
7/4	<b>NO CLASS</b> Independence Day		
<b>3</b> 7/8	<b>Lesson and Unit Planning</b>  Lesson and Unit Planning  Learning Theories (Bloom, Bruner, Gardner)	9-Wilen et al. Ch. 5* 10-University of Victoria* 11-University of Massachusetts (Reading 1)* 12-Brualdi*	
<b>4</b> 7/10	<b>Instruction</b>  Critical Thinking Understanding By Design  Inclusion of Diverse Learners (ELL, Special Education, Gifted and Talented)  Create IDU groups and beginning brainstorming and planning	13-Wilen et al. Ch. 2* 14-Paul* 15-Wiggins and McTighe (Reading 1)*  Choose 1: 16-Harry and Klingner (Special Education and Race) 17-Zapf (At-Risk Teens) 18-Giangreco (Special Education and Inclusion) 19-Willard-Holt (Gifted and Talented) 20-Rance-Roney (ELL)	

<sup>1</sup> All readings with a star must be read. Readings without a star are part of a choice, which students will chose in the prior class.

Week	Topic(s)	Readings Due	Assignments Due
5 7/11	<p><b>Instruction</b></p> <p>Activity: Worse Teacher and Best Teacher [Teaching with a clear sense of purpose, and going beyond “coverage and control”]</p> <p>Types of Instructional Methods</p> <p>Homework Discussion</p> <p>Technology Readings Using Carousel</p>	<p>21-Wilen et al. Ch. 7 and 8*</p> <p>Choose 1: 22-Marzano and Pinkering ("Homework Arguments") 23-Kohn (Reading 1)</p> <p>Choose 1: 24-Heller McFarlane (Examining Laptops in the Classroom) 25-Monke (Technology and the Real World) 26-Wenglinsky (Technology and Student Achievement)</p>	<p>Assignment 1: Lesson Plan (Do readings first – they will be useful in lesson planning)</p> <p><b>Please deposit your lesson plan in the digital drop box on Blackboard (under tools) by 10 pm on 7/10. [NOTE: All assignments will be sent digitally in this course to save paper]</b></p>
6 7/15	<p><b>Instruction</b></p> <p>Learning Sciences</p> <p>Understanding by Design</p> <p>IDU Group Work</p>	<p>27-Bransford*</p> <p>Choose 1: 28-Wiggins and McTighe (Reading 2-Chapter 1) 28-Wiggins and McTighe (Reading 2-Chapter 2) 29-Wiggins and McTighe (Reading 3-Chapter 4)</p>	
7 7/17	<p><b>Instruction</b></p> <p>Habits of the Mind</p> <p>IDU Group Work</p>	<p>30-Costa and Kallick*</p>	
8 7/18	<p><b>Classroom Management</b></p> <p>Classroom Management Strategies</p>	<p>31-Jones*</p> <p>32-Saphier and Gower*</p>	<p>Assignment 2: Reflection Paper 1 – Teaching Philosophy</p> <p><b>Please deposit your reflection paper in the digital drop box on Blackboard (under tools) by 10 pm on 7/17.</b></p>
9 7/22	<p><b>Classroom Management</b></p> <p>Classroom Management Strategies</p>	<p>33-Kohn (Reading 2)* 34-Wong and Wong* 35-Metzger*</p>	
10 7/24	<p><b>Assessment</b></p> <p>Teacher Panel</p>	<p>36-Wilen et al. Ch. 10* 37-Hart* 38-University of Massachusetts (Reading 2)*</p>	

Week	Topic(s)	Readings Due	Assignments Due
11 7/25	<b>Assessment</b> Assessing the Assessments  Activity: Designing Assessments  IDU Group Work	39-Sternberg*	Assignment 3: Reflection Paper 2 – Classroom Management  <b>Please deposit your reflection paper in the digital drop box on Blackboard (under tools) by 10 pm on 7/24.</b>
12 7/29	<b>Reflective Teaching</b>  IDU Group Work	40-Wilen et al. Ch. 11* 41-Zeichner and Liston*	
13 7/31	<b>Presentations</b>	None	Assignment 4: IDU PowerPoint presentations  <b>Please deposit your PowerPoint in the digital drop box on Blackboard (under tools) by 10 pm on 7/30, so it will be on Chris' computer for class.</b>
14 8/1	LAST CLASS  <b>Final Thoughts and End of Course Celebration</b>  <b>Course Evaluations</b>	None	Assignment 5: IDU projects are due. Brief comments will be sent via e-mail. If you would like comments on your entire project, arrange with instructor.  <b>Please deposit your unit plan in the digital drop box on Blackboard (under tools) by 10 pm on 7/30, so it can be posted on our Blackboard site.</b>

**READING LIST****Reading 1**

University of California at Irvine (2008). *Teaching philosophy: Theories of teaching and learning*. Irvine, CA: Author.

**Reading 2**

Wilén, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 4)

**Reading 3**

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

**Reading 4**

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64(6), 28-33.

**Reading 5**

Rubinstein-Ávila, E. (2006). Connecting with Latino students. *Educational Leadership*, 63(5), 38-43.

**Reading 6**

Kim, A. & Yeh, C. J. (2001). Stereotypes of Asian American students. *ERIC Digest*.

**Reading 7**

Teaching Tolerance. (2009). *The ABCs of sexual orientation*. Retrieved July 30, 2009, from <http://www.tolerance.org/activity/anti-gay-discrimination-schools>

**Reading 8**

Sadker, D. (1999). Gender equity: Still knocking at the classroom door. *Educational Leadership*, 56(7), 22-26.

**Reading 9**

Wilén, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 5)

**Reading 10**

University of Victoria (2009). Bloom's taxonomy. Retrieved July 30, 2009, from <http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>

**Reading 11**

University of Massachusetts at Amherst (2000). *Student learning*. Course handouts.

**Reading 12**

Brualdi, A. C. (1996). Multiple intelligences: Gardner's theory. *ERIC Clearinghouse*.

**Reading 13**

Wilén, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 2)

**Reading 14**

Paul, R. (1989). *Critical thinking handbook: High school. A guide for redesigning instruction*. Rohnert Park, CA: Sonoma State University.

**Reading 15**

Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*, 65(8), 39-41.

**Reading 16**

Harry, B., & Klingner, J. (2007). Discard the deficit model. *Educational Leadership*, 64(5), 16-21.

**Reading 17**

Zapf, S. (2008). Reaching the fragile student. *Educational Leadership*, 66(1), 67-70.

**Reading 18**

Giangreco, M. F. (2007). Extending inclusive. *Educational Leadership*, 64(5), 34-37.

**Reading 19**

Willard-Holt, C. (2003). Raising expectations for the gifted. *Educational Leadership*, 61(2), 72-75.

**Reading 20**

Rance-Roney, J. (2009). Best practices for adolescent ELLs. *Educational Leadership*, 66(7), 32-37.

**Reading 21**

Wilén, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 7 and 8)

**Reading 22**

Marzano, R. J. & Pinkering, D. J. (2007). The case for and against homework. *Educational Leadership*, 66(7), 32-37.

**Reading 23**

Kohn, A. (2006, September 6). The truth about homework: Needless assignments persist because of widespread misconceptions about learning. *Education Week*.

**Reading 24**

McFarlane, H. (2008). The laptops are coming! The laptops are coming! *Rethinking Schools*, 22(4).

**Reading 25**

Monke, L. W. (2006). The overdominance of technology. *Education Leadership*, 63(4), 20-23.

**Reading 26**

Wenglinsky, H. (2006). Technology and the bottom line. *Education Leadership*, 63(4), 29-32.

**Reading 27**

Bransford, J., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press. (Chapter 6 & 7)

**Reading 28**

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapter 1 & 2)

**Reading 29**

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapter 4)

**Reading 30**

Costa, A. & Kallick B. (2000). Describing the habits of the mind. In Costa, A., & Kallick, B. (Eds.) *Habits of the mind: A developmental series*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Reading 31**

Jones, F. H. (2000). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: Fredric H. Jones & Associates. (Selected Chapters)

**Reading 32**

Saphier, J., & Gower, R. (1997). *The skillful teacher: Building your teaching skills*. Carlisle, MA: Research for Better Teaching.

**Reading 33**

Kohn, A. (1998). *What to look for in a classroom*. New York, NY: Wiley and Sons.

**Reading 34**

Wong, H. K., & Wong, R. T. (1997). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

**Reading 35**

Metzger, M. (2002). Learning to discipline. *Phi Delta Kappan*, 84(1), 77-84.

**Reading 36**

Wilens, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 10)

**Reading 37**

Hart, D. (1999). Opening assessment to our students. *Social Education*, 65(6), 343-345.

**Reading 38**

University of Massachusetts at Amherst (2000). *Assessment*. Course handouts.

**Reading 39**

Sternberg, R. J. (2009). Assessing what matters. *Educational Leadership*, 65(4), 20-27.

**Reading 40**

Wilens, W., Ishler, M., Hutchinson, J., & Kindsvatter, R. (2007). *Dynamics of effective secondary teaching* (6th ed.). Boston, MA: Allyn & Bacon. (Chapter 11)

**Reading 41**

Zeichner, K., & Liston, D. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.