

NEW COURSE PROPOSAL

PROGRAM: SINGLE SUBJECT TEACHER CREDENTIAL PROGRAM

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDSS 530. GENERAL SECONDARY SCHOOL METHODS (3)

Three hours lecture/discussion per week.

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: EDSS 570 (1-2 units): or EDSS 575

Students learn and apply teaching strategies, assessment practices, lesson planning, and universal instructional design as appropriate for secondary classrooms. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms. Places special emphasis on middle school teaching and the middle school concept. Students will be placed in middle schools for the field placement/student teaching.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>20</u>
Seminar			
Laboratory			
Activity			

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This course is a required course in the Single Subject Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Students who successfully complete this course will be able to:

1. describe their understanding of the middle school student and the role of the middle school in society today.
2. write effective daily lesson plans and create a long-range planning unit, all to include state and local standards.
3. demonstrate and implement their understanding of students as diverse learners possessing a range of learning strategies.
4. demonstrate their knowledge and use of various teacher-centered and student-centered methodologies and instructional techniques.
5. create of a variety of evaluation tools and assessment strategies.
6. analyze, synthesize, and apply what they have learned about middle schools, middle school students, planning, learning, methodologies, and assessments through oral and written activities.
7. incorporate appropriate technology into their teaching and instructional planning

- 4. Is this a General Education Course** YES NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	

C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- Examining Your Beliefs
- Middle School Students Today
- Middle Schools Curriculum and Organization
- California State Academic Content Standards
- Effective Teacher Traits
- Knowing the Learner and Learning Strategies
- Planning Strategies
- Student-Centered Instructional Strategies
- Teacher-Centered Instructional Strategies
- Assessment & Evaluation Strategies
- Teaching for Diversity
- Professional Development Throughout your Teaching Career

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Kellough, R. D. & Kellough, N. G. (1999). *Middle school teaching: A guide to methods and resources*. Upper Saddle River, NJ: Prentice Hall.

Manning, M.L. & Bucher, K.T. (2001). *Teaching in the middle school*. Englewood Cliffs, NJ: Prentice Hall.

Moore, K.D. (1999). *Middle and secondary school instructional methods*. Boston: McGraw-Hill College.

Stevenson, C. (2002). *Teaching ten to fourteen year olds*. Boston: Allyn and Bacon.

Wiles, J. & Bondi, J. (2001). *The new American middle school: Education preadolescents in an era of change*. Upper Saddle River, NJ: Prentice Hall.

7. List Faculty Qualified to Teach This Course.

Education Faculty

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X Summer X

9. New Resources Required.

Library Resources

Teaching materials

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Jeanne Grier
Proposer of Course

Jan 9, 2003
Date