

The University of North Carolina at Greensboro  
School of Education  
Department of Curriculum and Instruction

**CUI 638 – Seminar in Secondary Education  
FALL 2006  
Course Syllabus**

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**Course Prerequisite** Graduate Status

**Required Texts**

Farrell, M. (2001). Key issues in secondary education. London: RoutledgeFalmer Press.

Aldridge, J., & Goldman, R., (Eds.) (2006). Current issues and trends in education (2<sup>nd</sup> ed.).  
Boston: Pearson Education, Inc.

National Association of Secondary School Principals. (1996). *Breaking ranks: Changing an American institution*. Reston, VA: Author.

National Association of Secondary School Principals (2002). What the research shows: Breaking ranks in action. Reston, VA: Author.

Selected readings as distributed in class and through *Blackboard*.

**Recommended Texts**

Cushman, K. (2003). Fires in the bathroom: Advice for teachers from high school students. New York: The New Press.

**Course Purpose**

**Seminar in Secondary Education – CUI 638** is designed to be an introduction to an examination of the high school environment, curricula, and structure with emphases on the critical issues of teaching secondary education students. CUI 638 is planned as the first course in a 3-semester sequence of professional education courses for the M.ED. programs: 638 (Spring), 63X-Fall (methods), 680 spring – (student teaching). The course includes seminars that relate to a field-based experience in a school setting. CUI 638 includes a weekly field experience in the schools.

## **Teachers Academy Conceptual Framework Mission Statement**

The mission of professional education at UNC-G is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals, and other school professionals.

### **Course Goals/Standards Alignment**

#### **The following INTASC standards are addressed in this course:**

##### Standard #3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

##### Standard #6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

##### Standard #7

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

##### Standard #9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

##### Standard #10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

#### **The following NBPTS (National Board of Professional Teaching Standards) standards are addressed in this course:**

- #1 Teachers are committed to students and their learning because they
- recognize individual differences in their students and adjust their practice accordingly;
  - have an understanding of how student develop and learn;
  - treat students equitably;
  - and extend their mission beyond developing cognitive capacity of their students.
- #4 Teachers think systematically about their practice and learn from experience because they
- are continually making difficult choices that test their judgment;

- seek the advice of others and draw on educational research and scholarship to improve their practice.
- #5 Teachers are members of learning communities because they
- contribute to school effectiveness by collaborating with other professionals;
  - work collaboratively with parents;
  - and take advantage of community resources.

**The following principles of the ISTE-NETS Standards (National Educational Technology Standards for Teachers):**

ISTE-NETS Standards (National Educational Technology Standards for Teachers)

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE-National Educational Technology Standards for Students).
- B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. TEACHING, LEARNING AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. Use technology to support learner-centered strategies that address the diverse needs of students.
- C. Apply technology to develop students' higher order skills and creativity.
- D. Management student learning activities in a technology-enhanced environment.

III. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A. Model and teach legal and ethical practice related to technology use.
- B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. Identify and use technology resources that affirm diversity.
- D. Promote safe and healthy use of technology resources.

**Course Outline**

This course involves a lecture and field experience component. Students are required to attend the lecture section and to be in the schools (on-site) at least 2 hours per week.

Date	Topics To Be Covered
August 17	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Contemporary Issues in Secondary Education</li> <li>• Today's Secondary Schools – Preparing Students for the Post-Secondary Education and the World of Work</li> </ul>
August 24-31	<p>NO FACE-FACE CLASS MEETING ON AUGUST 24, 2006. Work on Seminar Presentations</p> <ul style="list-style-type: none"> <li>• Review of Breaking Ranks Revisited</li> <li>• The Race to be First – Models of School Reform</li> </ul>
September 7	<ul style="list-style-type: none"> <li>• Issues of School Accountability and Standards- Based Instruction (National and State)</li> </ul>
September 14	<ul style="list-style-type: none"> <li>• The Explicit and Implicit Curricula of Secondary Schools – <b>Katie Raines, Discussion Leader</b></li> </ul>
September 21	NO FACE-FACE CLASS MEETING
September 28  <b>CLASS LOCATION: SMITH HIGH SCHOOL</b>	School Climate – Making Schools Safe Environments – <b>Misty Forsberg, Discussion Leader</b>
October 5	Planning for Content-Area Teaching vs. Teaching to the Test – <b>Brownyn Corry, Discussion Leader</b>
October 12	<p>Planning for the Diverse Learner</p> <ul style="list-style-type: none"> <li>• Achievement Gap</li> <li>• Multicultural Education (including ESOL)</li> <li>• Special Programs (i.e., International Baccalaureate)</li> <li>• Career Tracks</li> </ul> <p><b>Brad Jiles, Discussion Leader</b></p>
October 19  <b>CLASS LOCATION: GRIMSLEY HIGH SCHOOL</b>	Planning for the Diverse Learner, cont.
October 26	Organizing the Learning Environment – Issues of management and Discipline – <b>Pam Klein, Discussion Leader</b>
November 2  <b>CLASS LOCATION: DUDLEY HIGH SCHOOL</b>	<p>Professional Concerns</p> <ul style="list-style-type: none"> <li>• Legal Issues Concerning the Students and Teachers</li> <li>• Evaluating Teacher Performance</li> <li>• Professional Development</li> </ul>
November 9	NO FACE-FACE CLASS MEETING

November 16  <b>CLASS LOCATION: NEW GARDEN FRIENDS SCHOOL (if permitted)</b>	<ul style="list-style-type: none"> <li>• Retaining and Recruiting Qualified Secondary Teachers</li> <li>• Alternative Licensure for Aspiring Teachers</li> <li>• Partnerships in Educating our Youth</li> </ul>
November 23	<b>THANKSGIVING HOLIDAY</b>
November 30	Presentation of Action Research Projects

**NOTE: On days that we do not have face-to-face meetings, you are to complete your action research projects during that time. Make sure that you complete tasks involved in your project that requires collection of data during the school day.**

### Course Requirements

1. **Attendance and participation.** Everyone is required to attend both the lecture and field experience. Because this class is a seminar, it is crucial that you attend class. Furthermore, it is expected that you attend your internship site WEEKLY. Your grade will be based on attendance, participation in activities, and professionalism.

2. **Discussion Leader.** Each student will serve as a discussion leader each week for the selected topic.

**Duties as a Discussion Leader.** As a discussion leaders, you will: 1) choose an issue of secondary education to lead with the class; 2) find four journal articles that help you articulate the importance of the issue AND post those articles on our class BB site; 3) prepare a presentation (both verbal and technology-driven) for the class on the issue; 4) prepare class questions to generate discussion. Remember, you should include in your preparation of ALL SIDES of the issue; 5) include multimedia, IF POSSIBLE. For instance, if you can find a video that demonstrates the complexity of your issue, you may include the clip in your presentation; and 6) prepare in conjunction with the professor a discussion board question to be posted for all members of the class to respond. This questions will be posted each week after your presentation. **Date Due: Weekly**

3. **Reflective essay.** Based on readings, class discussions, and your internship experience, you will respond with a reflective paper of your own on the state of secondary education today. This will probably be a paper that is 5-8 pages, although you are certainly not limited. This paper should be computer-generated (word-processed), double-spaced, using size 12 font. **Date Due: December 2, 2006.**

4. **WEEKLY INTERNSHIP:** Each student will be assigned a content-area teacher at a professional development/other school for his/her CUI 638 internship. Students will be responsible for carrying out special duties that will be shared as the semester progresses. Students must complete at least 30 hrs.at the internship site. You will be provided a timesheet to record your hours. Note: if you are taking CUI 545 or methods this semester as an additional course, your internship hours will run concurrently.

5. **Action Research Project.**

With the Action Research Project, each student will have the opportunity to lead a focused discussion with a group of high school-age students. The topic covered should be one previously examined during the semester, to which the high school students' opinions and experiences will provide a significant contribution to the overall framework of understanding. In completing the project, each student will collect information via writing/personal notes, voice-recorded sessions, or video-recorded sessions (with permission) to be presented and shared with the class via multimedia technology (i.e., PowerPoint, etc.). In addition, a 5-8 page paper will be submitted as a summative

exercise, incorporating previous knowledge on the topic with new knowledge gained from the student-focused discussion.

Additionally, look at this project as a presentation for a state or national conference or staff development for your school system. You will present your work through multimedia technology (i.e., PowerPoint, etc.). **Date Due: November 30, 2006.**

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### **Grading:**

Your grade will be based on (1) following directions and guidelines, (2) grasp of course material demonstrated through assignments, and (3) the overall quality and organization of your work. Assignments are given point values.

Attendance and Participation	20
Discussion Leader	40
Weekly Internship	30
Reflection Paper	20
Action Research Project	40
Total	150

A	=	150-144
B	=	143-137
C	=	136-130
D	=	129-123
F	=	122 and Below

### **Recommended Text(s) and/or Readings**

Achieve, Inc., & National Governors Association (2005). *An action agenda for improving America's high schools*. Report prepared for the 2005 National Education Summit on High Schools. New York: Achieve, Inc. and the National Governors Association.

Alliance for Excellent Education (2003). *Progress report on American high schools*. Report prepared by the Alliance for Excellent Education, Washington, DC. Retrieved on March 5, 2005 from <http://www.all4ed.org/publications/ProgressReportOnAmericanHS.pdf>

Ark, T. V. (2002). The case for small high schools. *Educational Leadership*, 59(5), 55-59.

Banks, J.A. (2001). *An introduction to multicultural education*. (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Barton, P. E. (2004). Why does the gap persist? *Educational Leadership*, 62(3), 8-13.

Bradby, D., & Dykman, A. (2002). *Effects of high schools that work practices on student achievement*. Atlanta, GA: Southern Regional Educational Board.

Brantlinger, E. A. (2003). Dividing classes: How the middle class negotiates and rationalizes school advantage. New York: RoutledgeFalmer.

Clinchy, E. (Ed.). (2001). *Creating new schools: How small schools are changing American education*. New York: Teachers College Press.

- Cole, R.W. (Ed.) 1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cole, R.W. (Ed.) (2001). *More strategies for educating everybody's children*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cooper, J. E., Horn, S. A., Strahan, D. B. (2005). "If they would only do their homework": Promoting self-regulation in high school English classrooms. *The High School Journal*, 88(3), 10-25.
- Cooper, J. E., Ponder, G. A., Merritt, S. P., & Matthews, C. (2005). High performing high schools: Patterns of Success. *NASSP Bulletin*, 89(645), 2-23.
- Conley, D. T. (2002). Preparing students for life after high school. *Educational Leadership*, 59(7), 60-63.
- Copland, M. A. & Boatright, E. E. (2004). Leading small: Eight lessons for leaders in transforming large comprehensive high schools. *Phi Delta Kappan*, 85, 762-770.
- Croninger, R. G. & Lee, V. E. (2001). Social capital and dropping out of high school: Benefits to at-risk students of teachers' support and guidance. *Teachers College Record*, 103, 548-581.
- Daniels, H., Bizar, M. & Zemelman (2001). *Rethinking high school: Best practice in teaching, learning and leadership*. Portsmouth, NH: Heinemann.
- Danielson, C. & McGreal. T.L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Dettmer, P.A., Dyck, N.T., & Thurston, L.P. (2004). *Consultation, collaboration, and teamwork for students with special needs*. ((5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Dimartino, J., Clarke, J. & Lachat, M. A. (2002). Creating student-centered high schools. *Principal Leadership (High School Ed.)*, 2 (5), 44-55.
- Dimartino, J., Clarke, J. H., Wolk, D. & Smith, C. H. (2003). *Personalized learning: Preparing high school students to create their futures*. Lanham, MD: Scarecrow Press.
- Disla, L. C. (2004). As strong as the weakest link: Urban high school dropout. *The High School Journal*, 87(2), 16-24.
- Fallis, R. K. & Opotow, S. (2003). Are students failing school or are schools failing students? Class cutting in high school. *Journal of Social Issues*, 59, 103-119.
- Frome, P. (2001). *High schools that work: Findings from 1996 & 1998 assessments*. Raleigh, NC: Research Triangle Institute.
- Fullan, M. (2004). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- George, P. S. & McEwin, C. K. (1999). High schools for a new century: Why is the high school changing? *NASSP Bulletin*, 83(606), 10-24.
- Glenn, J. L. (2004). Windows on the world: How specialty high schools and programs apply learning in real-world context. *Business Education Forum*, 58(4), 8-14.

- Greene, J. P. (2001). High school graduation rates in the United States. Report prepared for the Black Alliance for Educational Options. Retrieved March 5, 2005 from [http://www.manhattan-institute.org/cr\\_baeo.pdf](http://www.manhattan-institute.org/cr_baeo.pdf)
- Greene, J. P. & Forster, G. (2003). Public high school graduation and college readiness rates in the United States. Report prepared for the Manhattan Institute for Policy Research. Retrieved March 5, 2005 from [http://www.manhattan-institute.org/ewp\\_03.pdf](http://www.manhattan-institute.org/ewp_03.pdf)
- Hammack, F. M. (Ed.). (2004). *The comprehensive high school today*. New York: Teachers College Press.
- Haselswerdt, M. V. & Lenhardt, A. C. (2003). Reframing school violence: Listening to voices of students. *The Educational Forum*, 64, 326-336.
- Heubert, J. P. (n.d.). High-stakes testing: Opportunities and risks for students of color, English-language learners, and students with disabilities. Retrieved November 10, 2004 from <http://www.cast.org/ncac/index.cfm?i=920>
- Ilg, T. J. & Massucci, J. D. (2003). Comprehensive urban high schools: Are there better options for poor and minority children? *Education and Urban Society*, 36(1), 63-78.
- Jackson, A. (2004). Preparing urban youths to succeed in the interconnected world of the 21<sup>st</sup> century. *Phi Delta Kappan*, 86, 210-213.
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- Jenkins, J. M. & Keefe, J. W. (2001). Strategies for personalizing instruction: A typology for improving teaching and learning. *NASSP Bulletin*, 85, 72-82.
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- McPartland, J., Jordan, W., & Legters, N. (1997). Finding safety in small numbers. *Educational Leadership*, 55(2), 14-17.
- McPartland, J. M., & Jordan, J. (2001). Restructuring for reform: The talent development model. *Principal Leadership (High School Ed.)*, 1 (6), 28-31.
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- Noguera, P. A. (2004). Transforming high schools. *Educational Leadership*, 61(8), 26-31.
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