

**University of Puerto Rico at Aguadilla
Department of English**

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COURSE SYLLABUS

COURSE TITLE	Seminar and Curriculum of Learning at the Secondary Level
COURSE CODE	EDPE 4005
CREDITS	Three (3)
PRE-REQUISITE	EDFU 3002
CO-REQUISITE	None
HOURS/WEEK	Three (3)
SEMESTER	Second Semester 2009- 2010
TEXTS AND MATERIALS	Provenzo JR., E. F. & Blanton, W. E. (2006). Observing in schools: A guide for Students in teacher education. MA: Pearson Education, Inc.
COURSE DESCRIPTION	Study and analysis of school and classroom cultures with emphasis on the adaptation and use of teaching and learning resources, organization, planning, teachers' responsibility towards students, co-workers, school, and community.

OBJECTIVES:

Upon completion of this course, the student will be able to:

- ❖ Identify and analyze the characteristics of a teacher. (NCATE/TESOL 5 c)
- ❖ Describe the role of the teacher in the
 - Classroom (NCATE/TESOL 5 c)
 - School (NCATE/TESOL 5 c)
 - Community (NCATE/TESOL 2 b, 5 c)
- ❖ Identify and analyze the function of the human resources in the school. (NCATE/TESOL 5 b, c)
- ❖ Identify and analyze the characteristics of the environment in the public schools of Puerto Rico. (NCATE/TESOL 2 a-b)
- ❖ Become familiar with the roll book and learn to handle it effectively. (NCATE/TESOL 5 c)
- ❖ Prepare artifacts, materials, and activities which can facilitate the teaching and learning process. (NCATE/TESOL 3 c)
- ❖ Identify and analyze the benefits offered by the public schools in Puerto Rico. (NCATE/TESOL 5 a)
- ❖ Identify educational programs, including federal ones. (NCATE/TESOL 5 a)
- ❖ Analyze the question technique. (NCATE/TESOL 3 c, 5 a)
- ❖ Study, analyze and integrate the curriculum at the secondary level. (NCATE/TESOL 5 a, c)
- ❖ Analyze the types of learning that facilitate the teaching and learning process. (NCATE/TESOL 5 c)

- ❖ Conduct research on topics related to education, including classroom research. (NCATE/TESOL 5 a, c)
- ❖ Identify and analyze the Standards established by the Department of Education of Puerto Rico. (NCATE/TESOL 3 a, 5 c)
- ❖ Demonstrate a positive attitude towards:
 - the teachers' mission (NCATE/TESOL 5 c)
 - lifelong desire to develop professionally (NCATE/TESOL 5 c)
 - objectivity in the analysis of the principle of change in society (NCATE/TESOL 5 a, c)
 - the search for academic excellence (NCATE/TESOL 5 c)
- ❖ Become a reflective practitioner. (NCATE/TESOL 5 c)

- ❖ Develop in candidates the following dispositions:
 - Respect for diversity.
 - Model and promote fairness.
 - Demonstrate a reflective approach towards teaching and learning.
 - Recognize that every student had the potentiality of learn and be successful.

Candidate Proficiencies:

The candidates will demonstrate the following proficiencies:

1. Knowledge of principles, concepts, and processes that represent and integrate the structures of the subject matter to serve in diverse educational settings
2. Knowledge of the current philosophies, and the social and psychological repercussions for candidates in their teaching practice.
3. Ability to obtain, analyze critically, evaluate, and use information effectively for inquiry and decision making
4. Mastery of language and communication skills
5. Mastery of the methods, strategies, and techniques for an effective teaching and learning process
6. Knowledge and application of the practices of planning and development of educational tasks, and the assessment of learning in the classroom
7. Knowledge and effective use of technology as a tool for the learning process
8. Awareness of ethical, and aesthetic values, and respect for diversity to facilitate learning for all students
9. Ability to interact effectively as a facilitator of learning, demonstrating ;professional behavior and commitment to lifelong learning

PPM-UPRAg Professional Dispositions:

The PPM-UPRAg candidates demonstrate that they:

1. Respect diversity
2. Model and promote fairness
3. Demonstrate a reflective approach towards teaching and learning
4. Recognize that every student has the potential to learn and be successful

INSTRUCTIONAL STRATEGIES:

- ❖ Lectures
- ❖ Discussion of topics
- ❖ Seminars
- ❖ Workshops
- ❖ Reflections
- ❖ Research Project (Computer and Library Research)
- ❖ Classroom Observation
- ❖ Ethnographic Study
- ❖ Demonstrations
- ❖ Cooperative Learning
- ❖ Pair and Small Group Work
- ❖ Presentations

EVALUATION STRATEGIES AND GRADING SYSTEM

Strategy	%	Grade	Points
Two Partial Exams	200%	A	90-100
Research Project & Presentation	100%	B	80-89
Portfolio	100%	C	70-79
Action Research Study (Using Classroom Observation)	100%	D	60-69
Blog Assignments	50%	F	00-59
Wiki Assignment	50%		
Assignments	50%		
Attendance	50%		
Total	700%		

CERTIFICATION #10

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad particular del estudiante.”

COURSE CONTENT AND TENTATIVE DISTRIBUTION OF TIME:

UNIT	TOPICS	TIME (HOURS)
Unit 1: Theoretical / conceptual Framework	English Program Curriculum Framework Theoretical Framework for ESL Students Organizational Structure of the School System Human Resources in the School System Assisted Instruction Federal Programs in Education The Role of the Teacher in the School and Community Diversity within Education Teacher's Portfolio Reflective Teachers Action Research Test #1	11
Unit II: Planning	Curriculum Design Lesson Plans ❖ Artifacts ❖ Materials Roll Book Test #2	6
Unit III: Field Work	Classroom Observation Action Research / Observation Study	20
Unit IV: Projects Course Review	Presentation of Research Findings	8
	Total	45

COURSE POLICIES:

1. Further instructional materials such as articles, essays, manuals, modules, and/or study guides may be added to enrich and assist learning activities. Portions of this syllabus are subject to modification by professors.
2. To pass the course, students must hand in written work ON TIME, IN CLASS, and IN PERSON. NO paper will be accepted late.
3. Students are responsible for all class work. Attendance and punctuality are required.
4. Let the professor know about any problem you have that will interfere with the class.
5. Make-up (tests only) if the student has a good excuse (serious illness or death of immediate family). The professor will substitute the test.
6. Make sure you do whatever is needed before coming to class, as not to interrupt the class.
7. Please turn off cell phones during the class period.
8. Written assignments should be typed using double-space and #12 font. Handwritten

assignments will not be accepted.

9. Make sure you have the following information in the upper right-hand corner of all your assignments (10 points will be deducted if this information is not provided).
 - Name and last name
 - Course and section number
 - Date
 - The assignment's title
10. Accommodation for special needs: If you are an individual with a disability and require an accommodation for this class, please notify the instructor.

NOTES:

- Portions of this syllabus are subject to modification by the professor. Readings may be substituted by other selections. Further instructional materials such as modules, study guides, and/or films may be added to enrich and assist in learning activities.
- Dates for tests and quizzes will be scheduled and announced by the professor.
- Scheduled time periods and dates for each general topic may vary depending on group needs.

BIBLIOGRAPHY:

The following items are in the Library or in the Professor's Office:

- Burke, J. (2003). (2nd. Ed.). *The English teacher's companion: A complete guide to classroom curriculum and the Profession*. NH: Heinemann.
- Carr, J.F. & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Celce-Murcia, M. (2003). (ed.). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Crooks, G. (2003). *A practicum in TESOL: Professional development through teaching practice*. USA: Cambridge University Press.
- Curriculum Framework: English Program*, (2003). Puerto Rico: Department of Education.
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- Dörnyei, Z. and Murphy, T. (2003). *Group dynamics in the language classroom*. Cambridge: University Press.
- Huck, C.S., Hepler, S., Heckman, J. & Kiefer, B. Z. (2001). *Children's literature in the elementary School*. (Seventh Edition). McGraw Hill Higher Education.
- Hurst, B. & Reding, G. (2006). *Professionalism in teaching*. New Jersey: Pearson Education, Inc.
- Kellough, R. D. (2008). *Your first year of teaching*. New Jersey: Pearson Education, Inc.
- Manual de orientación al personal*. (1985). Puerto Rico: Departamento de Educación.

Nissman, B. (2006). *Teacher-tested classroom management strategies*. New Jersey: Pearson Education, Inc.

O'Grady, W., Archibald, A., Aronolf, M. & Reese-Miller, J. (2000). *Contemporary linguistics: An introduction*. (Fourth Edition). Bedford / St. Martin's.

Parott, M. (2000). *Grammar for English language teachers*. Cambridge University Press.

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A to Z teacher stuff. (2007). Retrieved on August 6, 2007 from <http://www.atozteacherstuff.com/>

Cool sites for teachers. (n.d.). Retrieved on August 6, 2007 from <http://www.hobart.k12.in.us/resources/resources2.html>

Departamento de Educación de Puerto Rico. (2005). Retrieved on August 6, 2007 from <http://www.de.gobierno.pr/DEPortal/Inicio/Inicio.aspx>

Internet for Classrooms. (2007). Sites that help classroom teachers. Retrieved on August 6, 2007 from <http://www.internet4classrooms.com/teacher.htm>

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TESOL. (2007). Retrieved on January 15, 2008 from http://www.tesol.org/s_tesol/index.asp

The best on the Web for teachers. (2007). Retrieved on August 6, 2007 from <http://teachers.teachology.com/>

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