



EDUC 370: Methods of Teaching in the Secondary Content Area

Term: Fall 2026

Credits: 3.0

Lecture Times & Location: Tuesday & Thursday 11:00 a.m.–12:15 p.m., Lovell Hall 110

Modality: In-Person

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Instructor Information

- **Instructor:** Dr. Declan Brennan (Associate Professor of Teacher Education)
- **Email:** dbrennan@university.alkimi.ai
- **Office:** Lovell Hall 126
- **Office Hours:**
 - Monday & Friday: 11:00 a.m.–12:30 p.m. (In person, Lovell Hall 126)
 - Wednesday: 3:00–4:00 p.m. (Virtual via Zoom; link posted in Canvas)
 - Also available by appointment.

Course Description

Unit and lesson design, instructional strategies, and assessment in the candidate's licensure content area, with microteaching and a field placement. EDUC 370 serves as the intensive pedagogical methods course for secondary teacher candidates preparing for clinical student teaching in biology, chemistry, English, history, or mathematics. Grounded in the Understanding by Design (UbD) backward design framework, candidates learn to craft multi-week instructional units that align enduring understandings and essential questions with rigorous formative and summative assessments. The course integrates clinical microteaching cycles with video analysis and a concurrent clinical field placement in secondary partner schools, developing candidates' capacity to facilitate engaging classroom discussions, manage group inquiry, and differentiate instruction.

Prerequisites

Admission to Teacher Education and EDUC 350.

Measurable Student Learning Outcomes

Upon successful completion of EDUC 370, students will be able to:

1. **Apply Backward Design (UbD) to Secondary Curricula:** Design comprehensive secondary unit plans aligning stage 1 desired results (standards, essential questions, enduring understandings) with stage 2 assessment evidence and stage 3 learning experiences.
2. **Facilitate Productive Secondary Classroom Discussions:** Execute teacher talk moves, higher-order questioning sequences, and dialogic discussion formats that promote adolescent critical thinking and student voice.

3. **Implement Diverse Disciplinary Instructional Models:** Plan and enact direct instruction, guided inquiry, cooperative learning structures (e.g., jigsaws, academic controversies), and problem-based investigations within the candidate's content area.
4. **Engage in Video-Recorded Microteaching and Reflective Coaching:** Deliver peer microteaching lessons, analyze video-recorded instructional moves against InTASC standards, and iteratively refine pedagogical strategies based on peer and instructor feedback.
5. **Demonstrate Clinical Competence in Secondary Field Placements:** Complete clinical field placement requirements in an assigned secondary partner school classroom, collaborating with a licensed cooperating teacher to deliver standards-based instruction.

Required Course Materials & Approximate Costs

1. **Wiggins, Grant, and Jay McTighe. *Understanding by Design*. 2nd ed., ASCD, 2005.** Approx. \$35 print or digital.
2. **Lemov, Doug. *Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College*. Jossey-Bass, 2021.** Approx. \$35 print or digital.
3. **Total estimated cost:** \$60 to \$80.

Generative AI Policy (AI Level 2: AI Permitted with Disclosure for Specified Tasks)

In accordance with Alkimi University Academic Policies (Student Handbook §5.8), EDUC 370 operates under **AI Level 2**.

- **What is permitted:** You may use generative AI tools to brainstorm real-world scenario hooks for secondary lessons, generate draft variations of assessment rubrics, and polish draft narrative sections of your unit plan for clarity.
- **What is prohibited:** You may not use generative AI to write your Understanding by Design (UbD) unit plan, fabricate clinical field placement teaching logs, draft peer microteaching evaluations, or complete weekly Canvas quizzes. All pedagogical designs must represent your authentic disciplinary planning.
- **Disclosure:** All submitted lesson plans, microteaching reflections, and unit portfolios must include an AI disclosure statement detailing any tools used, specific queries submitted, and how AI suggestions were evaluated and modified. If no AI tools were used, state: 'No generative AI tools were used in preparing this work.'

Grading Components and Weights

- **Midterm Examination 1:** 15% (In class, Thursday, October 1)
- **Midterm Examination 2:** 15% (In class, Thursday, November 12)
- **Microteaching Cycle & Video Reflection Analysis:** 20% (Due Friday, October 23 at 11:59 p.m.)
- **Secondary Clinical Field Placement Teaching Demonstration:** 15% (Due Friday, November 20 at 11:59 p.m.)
- **Weekly Secondary Methods Canvas Quizzes:** 15% (Due Mondays at 11:59 p.m. in Canvas; lowest quiz score dropped)
- **Secondary Content Unit Plan & Clinical Teaching Portfolio:** 20% (Due by the end of the final exam period, Wednesday, December 16, 2026, 1:30–3:30 p.m.)

Grading Scale (Alkimi University Standard)

- **A:** 93–100% | **A-:** 90–92%
- **B+:** 87–89% | **B:** 83–86% | **B-:** 80–82%
- **C+:** 77–79% | **C:** 73–76% | **C-:** 70–72%
- **D+:** 67–69% | **D:** 60–66% | **F:** Below 60%
- **Extra credit:** No individual extra credit assignments are offered in EDUC 370.

Course Schedule (Fall 2026)

Week	Dates	Topics & Readings	Assignments & Deadlines
Week 1	Aug 27	The Secondary Teacher and Disciplinary Pedagogy: Role of the secondary educator, adolescent developmental contexts, state and national content standards, and course expectations. <i>Reading: Wiggins & McTighe, Ch. 1; Lemov, Introduction</i>	<i>First day of classes: Wed Aug 26.</i>
Week 2	Sep 1, 3	Backward Design: Stage 1 Desired Results: Unpacking state standards, establishing overarching goals, identifying enduring understandings, and crafting provocative essential questions. <i>Reading: Wiggins & McTighe, Ch. 2–5</i>	<i>Wed Sep 2: Add/section change deadline.</i>
Week 3	Sep 8, 10	Backward Design: Stage 2 Assessment Evidence: Designing authentic performance tasks using the GRASPS model, developing evaluative criteria and rubrics, and mapping formative checks for understanding. <i>Reading: Wiggins & McTighe, Ch. 6–7</i>	<i>Mon Sep 7: Labor Day (no classes). Wed Sep 9: Census date (last day to drop without a W).</i>
Week 4	Sep 15, 17	Backward Design: Stage 3 Learning Plan and the WHERE TO Elements: Sequencing learning experiences using WHERE TO principles, cognitive scaffolding, and aligning daily objectives with unit goals. <i>Reading: Wiggins & McTighe, Ch. 8–10</i>	—
Week 5	Sep 22, 24	Direct Instruction and Explicit Modeling: Structuring 'I do, We do, You do' gradual release models, worked examples, think-aloud modeling, and checking for understanding in secondary classrooms. <i>Reading: Lemov, Techniques 1–10</i>	—
Week 6	Sep 29, Oct 1	Facilitating Secondary Classroom Discussion: Leading rigorous whole-class discussions, cold calling, wait time, charting student reasoning, and student-led seminar formats; Midterm Examination 1 in class. <i>Reading: Lemov, Techniques 20–30</i>	Midterm Examination 1 (in class).
Week 7	Oct 6, 8	Inquiry-Based and Problem-Based Learning: Inductive learning models, case studies, document-based investigations, and driving student curiosity through authentic disciplinary problems. <i>Reading: Selected disciplinary methods articles</i>	—
Week 8	Oct 15	Cooperative and Collaborative Learning Structures: Structuring positive interdependence, individual accountability, jigsaw protocols, fishbowl discussions, and managing secondary group work. <i>Reading: Lemov, Techniques 31–40</i>	<i>Oct 12–Oct 13: Fall break (no classes).</i>
Week 9	Oct 20, 22	Microteaching Studio and Peer Video Coaching: Executing 15-minute simulated secondary lessons, peer observation rubrics, video coding, and evidence-based reflective debriefing. <i>Reading: Video reflection protocols</i>	Microteaching Cycle & Video Reflection Analysis due Fri Oct 23 at 11:59 p.m.
Week 10	Oct 27, 29	Differentiating Secondary Instruction and Universal Design: Tiered assignments, scaffolding complex disciplinary tasks, accommodating 504/IEP mandates, and supporting English learners in secondary content. <i>Reading: Wiggins & McTighe, Ch. 11</i>	—
Week 11	Nov 3, 5	Integrating Educational Technology in Content Teaching: Using interactive simulations (e.g., PhET, Desmos), digital primary source archives, collaborative platforms, and managing secondary device usage. <i>Reading: Selected educational technology articles</i>	<i>Fri Nov 6: Last day to withdraw (W) or elect Pass/No Pass.</i>
Week 12	Nov 10, 12	Secondary Classroom Management and Academic Climate: Pacing, transitions, positive behavioral framing, defusing adolescent power struggles, and establishing an academic culture; Midterm Examination 2 in class. <i>Reading: Lemov, Techniques 41–55</i>	Midterm Examination 2 (in class).
Week 13	Nov 17, 19	Clinical Field Placement Teaching Analysis: Deconstructing lessons taught in secondary partner school classrooms,	Secondary Clinical Field Placement Teaching

Week	Dates	Topics & Readings	Assignments & Deadlines
		analyzing student work samples, and conferring with cooperating teachers. <i>Reading: Field placement reflection guidelines</i>	Demonstration due Fri Nov 20 at 11:59 p.m.
Week 14	Nov 24	Grading Practices, Feedback, and Assessment Ethics: Standards-based grading versus traditional points systems, providing actionable narrative feedback, late work policies, and academic integrity. <i>Reading: Wiggins & McTighe, Ch. 12</i>	Nov 25–Nov 27: <i>Thanksgiving break (no classes).</i>
Week 15	Dec 1, 3	Secondary Unit Plan Workshop and Peer Review: Critique and refinement of Stage 1, 2, and 3 unit plan components; finalizing formative assessments, daily lesson plans, and differentiation matrices. <i>Reading: Selected candidate portfolio samples</i>	—
Week 16	Dec 8	Transition to Full Student Teaching and Synthesis: Preparing for EDUC 385 and full clinical student teaching, licensure exams, professional teacher identity, and unit portfolio defense. <i>Reading: Course review packet</i>	Wed Dec 9: <i>Last day of classes.</i> Thu Dec 10: <i>Reading Day.</i>
Finals	Dec 16	Secondary Content Unit Plan & Clinical Teaching Portfolio due by the end of the scheduled final exam period, Wednesday, December 16, 2026, 1:30–3:30 p.m.	No final examination.

Course Policies

Attendance Policy

Class attendance and full commitment to peer microteaching and clinical field requirements are mandatory. This methods course relies on interactive rehearsals, video analysis, and simulated classroom teaching that cannot be duplicated outside of class. If an illness or family emergency arises, notify Dr. Brennan immediately. Accumulating more than two unexcused absences will result in a lower course grade. Students who miss the first two class meetings without notifying the instructor may be dropped. Students may miss class for religious observance without penalty if they notify the instructor in writing within the first two weeks of the semester (by Wednesday, September 9, 2026). Absences for university-sponsored activities (athletics, performances, conferences) are excused with a letter from the sponsoring office at least one week in advance.

Late Work Policy

Assignments submitted after the deadline will be penalized 10% per calendar day up to three days. Submissions after 72 hours will receive no credit. Weekly Canvas quizzes must be completed by the Monday deadline.

Teacher Education Admission and Prerequisite Standards

Enrollment in EDUC 370 requires formal Admission to Teacher Education (at least 45 credits, 2.750 cumulative GPA, background clearance, and basic skills exam) and completion of EDUC 350. Candidates must earn a minimum grade of C+ in EDUC 370 to qualify for EDUC 385 Secondary Practicum & Pre-Student Teaching.

Clinical Field Placement Requirement

Candidates must complete all required clinical field placement observations and the supervised teaching demonstration in their assigned secondary partner school classroom. Completion of clinical documentation signed by the cooperating teacher is required to pass the course.

Final Exam Policy

EDUC 370 has no final examination. The secondary content unit plan & clinical teaching portfolio takes its place. Nothing is due on Reading Day (Thursday, December 10, 2026).

Academic Integrity

Alkimi University is an academic community devoted to rigorous scholarship, open intellectual inquiry, and uncompromising ethical conduct. All students are subject to the regulations of the Alkimi University Academic Integrity Policy. Academic dishonesty—including plagiarism, cheating on examinations, unauthorized collaboration, fabrication of empirical data, and unauthorized submission of academic work generated by artificial intelligence—undermines the integrity of the university and carries severe disciplinary sanctions. Sanctions range from a failing grade on an assignment or exam to an administrative course failure recorded as an 'XF' on the official transcript, academic suspension, or expulsion. Suspected violations are formally investigated and resolved through the Office of Academic Integrity in accordance with Faculty Handbook §6. For detailed information, consult the Office of Academic Integrity, Lovell Hall 315, (555) 555-0163, integrity@university.alkimi.ai.

Accessibility Services

Alkimi University is committed to providing equitable educational access and reasonable accommodations for all students with documented disabilities, including physical, sensory, psychological, learning, and chronic health conditions. Students requesting academic accommodations must formally register with the Office of Accessibility Services, Harlan Hall 204, (555) 555-0155, access@university.alkimi.ai. Once approved, students will receive an official Faculty Accommodation Letter detailing approved accommodations. Students should present this letter to the instructor as early in the semester as possible, and at least one week prior to any exam or assignment requiring accommodation. Accommodations cannot be applied retroactively.

Student Wellness and Mental Health

Your physical health, psychological well-being, and mental health are essential to your academic success. If you experience heightened stress, anxiety, depressive symptoms, personal trauma, or academic burnout, free, confidential counseling and medical care are available through the Hollis Health & Counseling Center, located in the Hollis Center. Routine appointments are available Monday–Friday 8:00 a.m.–6:00 p.m. and Saturday 10:00 a.m.–2:00 p.m. during the semester by calling (555) 555-0190 or emailing health@university.alkimi.ai. Urgent, 24/7 crisis psychological counseling is accessible immediately at (555) 555-0199.

Campus Student Support Services

- **Academic Advising Center:** Lovell Hall 101 | (555) 555-0158 | advising@university.alkimi.ai
- **Writing Center:** Whitcombe Library 3rd Floor | Free consultations on papers, reports, and research projects at any stage.
- **Whitcombe Library:** Whitcombe Library, Main Floor | (555) 555-0170 | askalibrarian@university.alkimi.ai
- **Hollis Health & Counseling Center:** Hollis Center | (555) 555-0190 | 24/7 Counseling Line: (555) 555-0199 | health@university.alkimi.ai
- **Secondary Teacher Education Clinical Office:** Lovell Hall 126 | Secondary lesson planning consultations, microteaching video review, and field placement support with Dr. Brennan.