

**SEED 4271: Instruction, Assessment, and Management in the Secondary Classroom**  
**2 credit hours**  
**Spring 2019**

<b>Class Meeting Time/Location</b>	Saturday Jan 5, 9am-4pm in EC 1, Online via CourseDen, and Field Placement for 4271-L	<b>Online Hours</b>	Thursdays 9:00-11:00am and 3:00-5:00pm
<b>Instructor</b>	Dr. Robyn Huss	<b>Telephone</b>	Direct: 678-839-6187 Dept: 678-839-6559
<b>Office Location</b>	Ed Annex room 104	<b>Preferred email</b>	rhuss@westga.edu
<b>Office Hours</b>	Tues and Wed 1:00-4:00pm, or by appointment.	<b>Google+ username</b>	rhuss@westga.edu

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a>	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="https://www.westga.edu/library/distance-learning-library-services.php">https://www.westga.edu/library/distance-learning-library-services.php</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: teaching, leadership, and wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at <http://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

**Campus Carry Policy:** As of July 1, 2017 per House Bill 280, concealed carry is permissible at public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the “Additional Information” tab.

In addition to the above information, the following policies apply to this course:

**Attendance:** Attendance is required, either in person or online, for all class meetings.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

**Extra Credit:** There is no extra credit option in this course.

**Late Work:** Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit. All late work, whether late by a minute or a month, should be submitted in the assignment submission folder designated for late work; include the name of the assignment, the original due date, and any other pertinent information in the comments section when you upload your work. Assignments will be graded if and when time permits.

**Professional Conduct:** Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

**Network Etiquette:** Communication in an online environment takes special consideration. Consider including a list of tips as described below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Expected Response Times:** If you ask direct questions via email, I will do my best to respond to you within 24 hours; my response times may be longer on the weekend. You can expect to receive assignment feedback within a week; feedback response time for larger projects may be longer, especially near the end of the semester.

### Additional Support Information

**Center for Academic Success:** The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or via email at [cas@westga.edu](mailto:cas@westga.edu).

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Student Services:** Click on the Student Services link for a listing of all services available to students at UWG.

## COURSE INFORMATION

### Course Description

This course is an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

**Prerequisite:** Admission to TEP.

**Corequisite:** SEED 4271-L.

### Required Texts and Resources

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth. (Alternatively, you may use the 9th ed.; access to an electronic copy is linked within CourseDen, and a copy is on reserve at the Ingram Library.)

*Educator Preparation Handbook for Field Experiences*. (2018-19). Carrollton, GA: UWG College of Education. Available at <https://www.westga.edu/academics/education/ofe-student-resources.php>

Wong, H. K. (1995). *The Effective Teacher* [Digital Video Series]. Available as links within CourseDen and via USG Films on Demand at <https://www.galileo.usg.edu/scholar/databases/zfod/>

Tk20 Subscription. These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

## Optional Texts and Instructional Resources and References:

- Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6th ed). Boston, MA: Wiley & Sons.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10<sup>th</sup> ed). Boston, MA: Pearson.
- Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston, MA: Pearson.
- Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.
- Educator Preparation Handbook for Field Experiences*. (2018-19). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2015). *Georgia Performance Standards*. Atlanta, GA. Available at [www.georgiastandards.org](http://www.georgiastandards.org)
- Roberts, P. L., & Kellough, R. O. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson.
- Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: Wiley & Sons.
- Weinstein, C. S. & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice* (4th ed.). Boston, MA: McGraw-Hill.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Wong, H. K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications.

## Approaches to Instruction

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 1425 minutes of instruction and an additional 2850 minutes of supporting activities. Thus, you should plan to devote a weekly average of 2 hours toward instructional time and an additional 2 hours toward independent work on the supporting activities and assignments.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Discussion posts	400 minutes
Audio/video/instruction	525 minutes
Online assignments	500 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Students are expected to use CourseDen for information and communications.

## Course Objectives and Learning Outcomes

Students will:

1. use national and state standards and curriculum guides in making instructional decisions (Georgia Department of Education, 2015); (InTASC 7)
2. discuss current learning theories as they relate to curriculum development (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2009); (InTASC 1-2, 5-9)
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning (Banks & Banks, 2006; Carjuzaa & Kellough , 2013); (InTASC 1-2, 5-9)
4. design curriculum materials and instruction using a variety of tools,
5. develop lesson plans that are based on a variety of models, and
6. develop effective assessment tools for a variety of assessment methods (Cruickshank, Jenkins, & Metcalf, 2012; Dean, Hubbell, Pitler & Stone, 2012; Carjuzaa & Kellough, 2013; Wiggins & McTighe, 2005); (InTASC 4-8)
7. develop a perspective on key concepts of managing student behavior, and
8. discuss the importance of and develop effective routines and procedures for successful classroom management (Cooper, 2014; Sprick, 2006; Weinstein & Novodvorsky, 2011; Wong, 2009); (InTASC 3, 9)

## Assignments and Evaluation Procedures

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments will be graded based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

InTASC Reflective Essay	50 points
Classroom Management Plan	125 points
Class Assessment Plan	75 points
Discussions	80 points
Reflections	20 points
Lesson Plan	100 points
Exam	100 points
Miscellaneous other assignments	60 points
	<b>610 points TOTAL</b>

### Class Grade

A = 90 - 100 % of points

B = 80 - 89 % of points

C = 70 - 79 % of points

F = 0 - 69 % of points

### Assignments:

**Always refer to CourseDen for additional assignment details!**

1. Discussions. Refer to CourseDen for the due dates. 80 points (10 each). *Course Objectives 2-3*.  
Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of five entries. One entry will be your primary answer to the question(s). The other four should be responses to other students' entries. For this to run smoothly, everyone should post their primary posting before the end of the week, so you all have time at the end of the week to reply to each other.
2. Reflections. Refer to CourseDen for the due dates. 20 points. *Course Objectives 2, 3, 7, 8*.  
There will be at least one reflection on CourseDen that coincides with assigned readings. Further instructions, including topics, will be posted on CourseDen.  
For each of the reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!
3. Class Assessment Plan Due on CourseDen. 75 points. *Objective 6*.  
Develop a one-page handout (single-sided) suitable to give to students on the first day of class to communicate your grading policy / procedures for make-up work, late work, extra credit, cheating, etc.
4. Lesson Plan. Due on CourseDen. 100 points. *Course Objectives 1-6*.  
You will prepare a lesson plan following the UWG lesson plan format provided on CourseDen. Refer to the annotated lesson plan for details that pertain to each element, as well as the scoring rubric.  
The lesson plan should be based on your primary content area (English, social studies, math, science, business, etc.). If you plan ahead, it could be a lesson that you are able to teach during your field experience. You should plan the lesson, receive feedback from your cooperating teacher, teach it, and revise it as necessary before turning it in.
5. Classroom Management Plan Due on CourseDen. 125 points. *Objectives 7, 8*.  
**This is the big-ticket item for the course!** Develop a one-page handout (single-sided) suitable to give to students on the first day of class to ensure that your classroom runs smoothly and has an atmosphere that is safe, positive, and conducive to the learning process. It should outline your policies for class procedures for teachers and students, your class rules, and your consequences.
6. InTASC Reflective Essay Due on CourseDen. 50 points. *Objectives 2, 3, 7, 8*.  
This portfolio/paper is based upon the ten InTASC Principles. The paper should incorporate a personal reflection on each of the ten principles that demonstrates an understanding of each principle, documents examples of personal and/or field experiences related to each principle, and describes ways in which each principle may be incorporated into future plans for teaching.
7. Final Exam and Answer Key. Due on CourseDen. 100 points. *Objective 6*.  
Develop a 100-point test suitable for this college class. You decide the number of questions, point values, layout, order, directions, etc. Your grade will be based primarily on how well you follow the test-making directions, but the answers are important too. This semester final exam will test your knowledge of *Classroom Teaching Skills* chapters 1, 2, 5, 6, 8, 9, 10, class discussions, and assignments.

## Course Outline

Below is a general plan for this course; be aware that this schedule may change as the semester progresses.  
Any/all changes will be reflected in the weekly assignment postings on CourseDen.

<b>Dates</b>	<b>Course Topics</b>	<b>Readings and Viewings</b>	<b>Homework (usually due the following Monday before midnight)</b>
Week 1 Jan 5 Jan 7-11	Introduction to course <b>On-Campus FE Orientation and Class meeting, 9am-4pm in Ed Center 1</b> What makes great teachers great? <b>Field Experience #1 begins this week</b>	Wong videos parts 1 and 2; Cooper chapter 1; Great Teachers video and reflection guide	Introductions Video Reflection
Week 2 Jan 14-18	State and National Standards Writing Objectives Teaching with the end in mind	Wong video part 6; Cooper chapter 2	Two objectives based on state standard(s) (to become part of LP due week 9);
Week 3 Jan 21-25	Effective Evaluation: types of assessment; creating tests and writing test questions; rubrics and grading	Cooper chapter 10; Popham ch 6-7 excerpts; Assessment ppt online	Discussion 1
Week 4 Jan 28 - Feb 1	Student motivation and lesson planning Teaching with the end in mind: Gradual release of responsibility (GRR)	Online readings	Two objectives (revised if necessary) with detailed assessment (to become part of LP due week 9); Discussion 2
Week 5 Feb 4-8	Teaching with the end in mind: Response to Instruction (RTI); Meeting needs of gifted/talented learners	Online readings	Classroom Grading Policy
Week 6 Feb 11-15	Teaching with the end in mind: Diversity and differentiated instruction LS, MI, and Personality Inventories	Cooper chapters 6 and 7; Complete the inventories online.	Discussion 3
Week 7 Feb 18-22	Effective instruction: levels of questioning	Cooper chapter 5; Critical thinking ppt online	Discussion 4
Week 8 Feb 25 - Mar 1	<b>Field Experience #2 begins this week</b> Effective instruction (individual, small group, large class)	Wong video part 5; Cooper ch 9 and ch 4 p. 100-07; Cooperative learning ppt, Online readings: group work, class discussions	Discussion 5
Week 9 Mar 4-8	Effective planning	--	Lesson Plan (include standards, two objectives, detailed instructional plan that includes levels of questions, GRR, and differentiation, and detailed assessment of all objectives)
Week 10 Mar 11-15	Managing your classroom	Wong video parts 3 and 4; Cooper chapter 8	Discussion 6
-- Mar 18-22	No assignments: spring break	--	--
Week 11 Mar 25-29	Managing your classroom cont.	Carjuzaa ch 4 excerpts; Wong unit C excerpts	Classroom Management Plan
Week 12 Apr 1-5	Reflective Teaching	Cooper p. 413-19; Online reading: InTASC	--
Weeks 13-14 Apr 8-19	Reflective teaching cont.	--	InTASC Reflection Discussion 7
Weeks 15-16 Apr 22 - May 3	<b>Field Experience concludes April 27</b> Final Exam <u>and</u> answer key due by midnight May 6 - <b>NO EXCEPTIONS!</b>	Chapter 10; Popham ch 6-7 excerpts	Final Exam <u>and</u> answer key due by midnight May 6 - <b>NO EXCEPTIONS!</b>