

THE UNIVERSITY OF WEST GEORGIA

SEED 7291 INSTRUCTION AND MANAGEMENT IN THE CLASSROOM

Semester Hours: 2

Semester/Year: Spring 2016

Time/Location: Online via CourseDen and
Saturday, February 6, 9:00am-3:00pm;
Field Placement: Tues and Thurs (or equivalent), ~8am-4pm, Jan 25 to Mar 11

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Office Hours: Mondays 11:00am-3:00pm and Thursdays 11:00am-5:00pm;
Other days/times may be arranged by appointment, or
Online via email.

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 on CourseDen.)

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

Wong, H. K. *The Effective Teacher* [Digital Video Series, parts 1-8]. Available for \$49.95 at <http://www.effectiveteaching.com/store/products/videos/the-effective-teacher-digital-series> (Alternatively, you may come to the Carrollton campus during my office hours and watch my DVD copies in one of the classrooms or check out my VHS copies.)

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

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

ONLINE SUPPORT

Tk20	For assistance, email tk20@westga.edu
CourseDen Home Page	https://westga.view.usg.edu/
CourseDen Help & Troubleshooting	http://uwgonline.westga.edu/
UWG On-Line Learning	http://uwgonline.westga.edu/
Distance Learning Library Services	http://westga.edu/~library/depts/offcampus/
Ingram Library Services	http://westga.edu/library/
University Bookstore	http://www.bookstore.westga.edu

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 required: Admission to TEP. Co-requisite required: SEED 7291L.

COE VISION AND MISSION

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.

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National standards [Interstate New Teacher Assessment and Support Consortium (InTASC)] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

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.

COURSE OBJECTIVES

Students will:

1. find and use the Georgia Performance Standards appropriate to their subject area (Georgia Department of Education, 2015);
(InTASC 7)
2. discuss current 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, including lesson plans that are based on a variety of models (Cruickshank, Jenkins, & Metcalf, 2012; Dean, Hubbell, Pitler & Stone, 2012; Carjuzaa & Kellough, 2013; Wiggins & McTighe, 2005);
(InTASC 4-8)
5. develop a perspective on key concepts of organizing a classroom and managing student behavior, including the importance of routines and procedures to successful classroom management (Cooper, 2014; Sprick, 2006; Weinstein & Novodvorsky, 2011; Wong, 2009);
(InTASC 3, 9)
6. apply experience from accompanying SEED 7291L in their coursework (InTASC 1-10);

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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 *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance:

Attendance is required, either in person or online, for all class meetings and field experience dates.

Disability:

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities

Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

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.

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, posted early.

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.

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*. (10th 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. (2015-16). Carrollton, GA: UWG College of Education.*
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.

- 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.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

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.

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
Class Brochure	50 points
Discussions	20 points
Reflections	20 points
Lesson Plan	100 points
Exam	100 points
Miscellaneous other assignments	60 points
	600 points TOTAL

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!

Assignments may not appear in order; pay attention to due dates!

- Discussions. Refer to CourseDen for the two due dates. 20 points (10 each). *Course Objectives 1-6*.
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.
- Reflections. Refer to CourseDen for the due dates. 20 points. *Course Objectives 1-6*.
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. *Objectives 1-4, 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 1-4, 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 and Tk20**. 125 points. *Objectives 2, 3, 5, 6.*

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. Class Brochure Due on CourseDen. 50 points. *Objectives 2, 3, 5.*

This will be a professional-looking tri-fold brochure, suitable for giving to parents during Open House. Layout and graphics are important. It should introduce you, your course, and any information you feel parents need at their fingertips: perhaps rules/consequences, grading, your contact information, how parents can help, etc.

7. InTASC Reflective Essay Due **on CourseDen and Tk20**. 50 points. *Objectives 1-6.*

This 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.

8. Final Exam and Answer Key. Due on CourseDen. 100 points. *Objectives 1-5.*

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.

Tentative Schedule

This 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.

Dates	Course Topics	Readings and Viewings	Homework (usually due the following Sunday before midnight)
Week 1 Jan 11-15	Introduction to course What makes great teachers great?	Wong videos parts 1 and 2; Cooper chapter 1; Great Teachers video and reflection guide	Introductions Video Reflection Memorandum of Understanding
Week 2 Jan 18-22	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)
Week 3 Jan 25-29	Field Experience begins this week 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	--
Week 4 Feb 1-5 Saturday Attend Class February 6	Student motivation and lesson planning Teaching with the end in mind: Gradual release of responsibility (GRR) Mandatory Campus Meeting 9am-3pm UWG Coliseum room 2120	Online readings	Two objectives (revised if necessary) with detailed assessment
Week 5 Feb 8-12	Teaching with the end in mind: Response to Instruction (RTI); Meeting needs of gifted/talented learners	Online readings	Classroom Grading Policy
Week 6 Feb 15-19	Teaching with the end in mind: Diversity and differentiated instruction LS, MI, and Personality Inventories	Cooper chapters 6 and 7; Complete the inventories online.	Inventory Discussion
Week 7 Feb 22-16	Effective instruction: levels of questioning	Cooper chapter 5; Critical thinking ppt online	--
Week 8 Feb 29 - Mar 4	Effective instruction (individual, small group, large class)	Wong video part 5; Cooper ch 9 and p. 100-07; Cooperative learning ppt, Online readings: group work, class discussions	--
Week 9 Mar 7-11	Effective planning Field Experience concludes this week	--	Lesson Plan (include standards, two objectives, detailed instructional plan that includes levels of questions, GRR, and differentiation, and detailed assessment of all objectives)
-- Mar 14-18	No class: spring break	--	--
Week 10 Mar 21-25	Managing your classroom	Wong video parts 3 and 4; Cooper chapter 8	--
Week 11 Mar 28 - Apr 1	Managing your classroom cont.	Carjuzaa ch 4 excerpts; Wong unit C excerpts	Classroom Management Plan due on CourseDen and Tk20
Week 12 Apr 4-8	Managing your classroom cont.	--	Class Brochure
Week 13 Apr 11-15	Reflective teaching	Cooper p. 413-19; Online reading: InTASC	InTASC Reflection due on CourseDen and Tk20
Weeks 14-15 Apr 18-27	Final Exam <u>and</u> answer key due by midnight Apr 27 - NO EXCEPTIONS!	Chapter 10; Popham ch 6-7 excerpts	Final Exam <u>and</u> answer key due by midnight Apr 27 NO EXCEPTIONS!