SEED 7291 INSTRUCTION AND MANAGEMENT IN THE CLASSROOM

Semester Hours: 3
Semester/Year: Fall 2012
Time/Location: Online via CourseDen and
Section 1 meets August 20. 5:30-8:00 pm. Coliseum 3009.
Section 2 meets August 27. 5:30-8:00 pm. Coliseum 3009.
All meet on December 3. 5:30-7:00 pm. Coliseum 3009.

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Office Hours: Tuesdays and Wednesdays 9:00am-noon and 1:00-3:00pm;
Other days/times may be arranged by appointment, or
Online via email.
Fax: 678-839-6195

REQUIRED TEXTS AND RESOURCES

Columbus, OH: McGraw Hill.


Tk20 Subscription. These are available at the University Bookstore or
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/coe/index_550.php. For assistance, email
tk20@westga.edu.

ONLINE SUPPORT

CourseDen Home Page https://westga.view.usg.edu/
CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help
UWG Distance Learning http://distance.westga.edu/
UWG On-Line Connection http://www.westga.edu/~online/
Distance Learning Library Services http://westga.edu/~library/depts/offcampus/
Ingram Library Services http://westga.edu/~library/info/library.shtml
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. Application for field experience required prior to enrollment.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards [Interstate New Teacher Assessment and Support Consortium (INTASC)] also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered approximately 95% online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>800 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>1050 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1000 minutes</td>
</tr>
</tbody>
</table>

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, 2002);
   (Inquisitive, Knowledgeable, INTASC 7)

2. discuss current theories (e.g., learning styles, multiple intelligences) as they relate to curriculum development (Cruickshank, Jenkins, & Metcalf, 2009);
   (Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning (Banks & Banks, 2006; Carjuzaa & Kellough, 2013); (Adapative, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)

4. design curriculum materials and instruction using a variety of tools, e.g., traditional tests, rubrics (Cruickshank, Jenkins, & Metcalf, 2012; Dean, Hubbell, Pitler & Stone, 2012; Carjuzaa & Kellough, 2013); (Decisive, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)

5. develop a perspective on key concepts of organizing a classroom and managing student behavior by reading and role playing (Sprick, 2006; Weinstein & Novodvorsky, 2011); (Decisive, Knowledgeable, Empathetic; INTASC 5, 10)

6. analyze the importance of routines and procedures to successful classroom management (Sprick, 2006; Weinstein, 2007); (Decisive, Knowledgeable, Empathetic; INTASC 5, 10)

7. develop lesson plans based on a variety of models (Cruickshank, Jenkins, & Metcalf, 2009, Wiggins & McTighe, 2005). (Decisive, Knowledgeable, Culturally Sensitive; INTASC 1, 4, 7)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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.

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

Georgia Department of Education. (2002). Georgia Performance Standards. Atlanta, GA.
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. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average are as follows:

- Field Experience Evaluations by cooperating teacher
  - Dispositions: 50 points
  - Intern Keys II: 50 points
  - INTASC Reflective Essay: 50 points
- Class Brochure: 75 points
- Classroom Management Plan: 125 points
- Discussions: 200 points
- Reflections: 150 points
- Lesson Plans: 100 points
- Exam: 100 points

**Class Grade**

- **A** = 90 - 100 % of points
- **B** = 80 - 89 % of points
- **C** = 70 - 79 % of points
- **F** = 0 - 69 % of points

**900 points TOTAL**