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

Instructor: Dr. Robyn Huss
Email: rhuss@westga.edu
Telephone: Direct Line: 678-839-6187
          Department Line: 678-839-6530
          Fax: 678-839-6195
Office: Coliseum 2046
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.)


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
CourseDen Home Page
CourseDen Help & Troubleshooting
UWG On-Line Learning
Distance Learning Library Services
Ingram Library Services
University Bookstore

For assistance, email tk20@westga.edu
https://westga.view.usg.edu
http://uwgonline.westga.edu/
http://uwgonline.westga.edu/
http://westga.edu/~library/depts/offcampus/
http://westga.edu/library/
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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Audio/video/instruction</td>
<td>525 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>500 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, 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**

- 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.

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC Reflective Essay</td>
<td>50</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>125</td>
</tr>
<tr>
<td>Class Assessment Plan</td>
<td>75</td>
</tr>
<tr>
<td>Class Brochure</td>
<td>50</td>
</tr>
<tr>
<td>Discussions</td>
<td>20</td>
</tr>
<tr>
<td>Reflections</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Miscellaneous other assignments</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

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!

1. **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.

2. **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.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Topics</th>
<th>Readings and Viewings</th>
<th>Homework (usually due the following Sunday before midnight)</th>
</tr>
</thead>
</table>
| 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  | 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 and answer key due by midnight Apr 27 - NO EXCEPTIONS! | Chapter 10;  
Popham ch 6-7 excerpts | Final Exam and answer key due by midnight Apr 27 NO EXCEPTIONS! |