SEED 7291: Classroom Instruction and Management

Class Meeting Time/Location
Saturday Jan 5, 9am-4pm in EC 1, Online via CourseDen, and Field Placement for 7291-L

Online Hours
Thursdays 9:00-11:00am and 3:00-5:00pm

Telephone
Direct: 678-839-6187

Dept: 678-839-6559

Office Location
Ed Annex room 104

Preferred email
rhuss@westga.edu

Office Hours
Tues and Wed 1:00-4:00pm, or by appointment.

Google+ username
rhuss@westga.edu

Support for Courses

CourseDen D2L Home Page
https://westga.view.usg.edu/

Student Services
http://uwgonline.westga.edu/online-student-guide.php

D2L UWG Online Help (M-F: 8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

Center for Academic Success
http://www.westga.edu/cas/
678-839-6280

24/7/365 D2L Help Center
Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/

Distance Learning Library Services
https://www.westga.edu/library/distance-learning-library-services.php

University Bookstore
http://www.bookstore.westga.edu/

Ingram Library Services
http://www.westga.edu/library/

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 though 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.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGCares/](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.

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**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 7291-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.)


Tk20 Subscription. These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](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](http://www.westga.edu/academics/education/tk20-system.php). For assistance, email tk20@westga.edu.**

Webcam, digital camera, smartphone, or other device capable of recording video and sound.
Instructional Resources and References:


Georgia Department of Education. (2002). *Georgia Performance Standards.* Atlanta, GA.


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 of 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. 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);

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:

<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>80</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>660</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!
1. **Discussions.** Refer to CourseDen for the due dates. 80 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. 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. 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.
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.

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