



**Professional Education Unit
Department of Middle and Secondary Education
EFFECTIVE CLASSROOM INSTRUCTION (Online)
EDSE 633
Spring 2010**

Instructor: Professor Sandra Riegler

Office: GH 302L

Phone: 606.783.5482

E-mail: s.riegler@moreheadstate.edu

Office hours: MW 11:30am-2pm and by appt.

Course Description: Effective Classroom Instruction. (3-0-3); I, II, III. Designed to extend student's knowledge of and ability to implement research-based recommended teacher behaviors; foundation of research findings utilized to create facilitating classroom climate and to select appropriate teaching strategies.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

One defining characteristic of the effective teacher is his or her desire and ability to deeply reflect upon his or her own teaching and learning; through reflection, the effective teacher designs instruction, assesses student performance, and then modifies instruction accordingly. This course will ask those who are currently teaching to analyze closely their teaching and learning situation, reflect upon various aspects of this teaching and learning situation, and explore ways to modify instruction philosophically and practically. This course will ask those who are preparing to enter the teaching profession to analyze their personal experiences with teaching and learning in order to philosophically and practically develop a plan for teaching.

Specifically:

1. Students will be able to recognize and identify a variety of classroom situations and select/develop appropriate instructional strategies that facilitate core-content acquisition – all within the context of a positive learning environment by engaging in online conversations, writing brief reflective pieces, and responding to assigned readings.

2. Students will familiarize themselves with a variety of classroom management theories and develop their own instructional and classroom management plan for effective teaching and learning.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:			EDSE 633		
Aligned with →	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	SPA	NCATE
Assessment (point values) ▼					
Blackboard forum posts/discussions, 50 pts each (x8=400) CFO: 1, 3 SLO: 1-2	1,6,7,9,10	1.16,1.2, 6.1-6.3	Diversity, technology	N/A	1,4
Precis, 100 pts each (x6=600) CFO: 2, 3 SLO: 1-2	2,6,7	1.11,1.16,1.2,5.3,6.2,6.3	Diversity, technology	N/A	1,4
Classroom management plan, 300 pts CFO: 2-4 SLO: 1,2	1, 2, 3, 4, 7,8	5.1, 6.2, 6.3	Diversity, assessment, literacy, achievement gap	N/A	1,4
Case study analysis, 100 CFO: 2,3 SLO: 1,2	1, 3, 5, 8	5.1, 5.4, 5.6	Diversity, achievement gap	N/A	1,4

Assignment Descriptions:

Program:		EDSE 633
Assessment (point value)	Description	
Blackboard Forum posts/discussions (50 pts each)	You will participate in various conversations on the Discussion Board that will be designed to take the discussion beyond the reading. The instructor may also solicit feedback regarding various issues. Although the instructor will initiate conversations on the Monday of each week, you are also encouraged to initiate conversations. You must respond by due date each	

	week. The scoring rubric for this activity will be posted to Blackboard in the Course Documents section.
Precis (100 pts each)	You will read required material and then write and submit a précis response to Blackboard. This activity is subject to the deadline policy listed at the bottom of this section. The scoring rubric for this activity will be posted to Blackboard in the Course Documents section.
Classroom management plan, 300 pts	<p>Your classroom organization and management plan. This is comprised of two parts. The first part will include your philosophies of management and instruction (separate sections). The second part must include a diagram of how you will organize your classroom (seating, instructional area, special areas, etc.) with a justification of the organization; the rules you will use, and the process (reasons-justifications) for using these rules; incentives for positive behavior; consequences for negative behavior; procedures you will use; how you will involve parents.</p> <p>Be certain to provide your rationale for the decisions you make. It is expected that you will refer to readings in this class; you also may incorporate any outside readings from other courses or research.</p> <p style="text-align: center;"><u>PART 1</u></p> <ul style="list-style-type: none"> • Philosophy of classroom management – be certain to address the following (<i>at a minimum</i>): <ol style="list-style-type: none"> 1. Whether discipline is something that is imposed, or taught -- explain 2. The roles of kids, teachers, administrators, and parents play in the educational process – explain thoroughly • Philosophy of instruction -- be certain to address the following (<i>at a minimum</i>): <ol style="list-style-type: none"> 1. What you believe to be the true purpose of education 2. How you believe your emphasis area fits into the picture of the education of children 3. How you believe children best learn 4. What you believe qualifies you to be a teacher <p style="text-align: center;"><u>PART 2</u> (REMINDER: For each of the sections/questions that follow, be certain to provide your rationale for the decisions you make.)</p> <ul style="list-style-type: none"> • Classroom rules and behaviors <ol style="list-style-type: none"> 1. List the rules you will have for your class 2. How will you clearly state these rules? 3. How will you clearly articulate these rules to your class and the parents of your students? 4. Will you involve students in the construction of the rules? Why/not? 5. How will you ensure the rules will be consistently enforced? 6. Incentives for good behavior and consequences for poor behavior 7. What incentives will you provide for good behavior? 8. What consequences will you issue for poor behavior? • Construct a diagram of how you will physically organize your classroom and explain why you will have it arranged this way. • How will you do the following on a consistent basis? <ol style="list-style-type: none"> 1. Check role 2. Collect and distribute materials 3. Provide for missed and make-up work 4. Provide for students who need to leave the room during class 5. Make assignments and announcements 6. Arrange/rearrange the classroom to facilitate special activities 7. How will you involve the students' parents? ©

Case study analysis, 100 pts	<p>You will be required to write an analysis on the case. The write up should include the following four sections:</p> <ul style="list-style-type: none"> • Statement of facts in the case, providing sufficient detail to tell the story adequately • Statement of the problem(s) presented in the narrative • Statement of probable solutions to the problem(s) • Reflection on the lessons learned from the case • What you learned • How this will make you a better instructor©
------------------------------	--

©Margaret Price, Ph.D.

©Philip Rodkin, Ph.D.

The schedule includes specific due dates for each of the activities listed. Although individual situations arise that may challenge policy, the due dates and times are rigid. Simply put, assignments are due according to the schedule. In order for the full credit of points to be possible, assignments must be submitted on time. The reduction of points policy for late submission of Orientation Activity, Precis Writings, Discussions, and the Final Exam is as follows:

One day late - 10% reduction in points possible

Two days late - 30% reduction in points possible

Three days late - 60% reduction in points possible

Four days late - No credit

Course Evaluation:

Students' course evaluation will be determined by class assignments, including: classroom management philosophy papers, bi-weekly précis writings, and a classroom management plan. The course evaluation will be determined by adding the total number of points earned and dividing that sum by the total number of points possible. The instructor expects completion of all assignments and readings. All written assignments (other than electronic communication) must be double spaced, using the style requirements of the candidate's particular discipline (e.g., social studies – MLA style). Explanation of course assignments and their point values are detailed in the table above.

Grading Scale:

One minute late is considered a day late. It is best to submit early in order to avoid technological problems that will result in a reduction in points.

Students who fail to post in the discussion board conversations will receive a zero for that week's discussion.

Your final grade will be determined by adding the total number of points earned and dividing that sum by the total number of points possible.

90-100 = A

80-89.9 = B

70-79.9 = C

60-69.9 = D

0-59.9 = E

Submitting Assignments

The orientation activity, weekly précis writings, and the final exam **are to be posted in Word format only** within the assignments section on Blackboard. **Students should name the files**

according to the assignment with Assignment Name, Student Name (e.g. - Orientation to Class, Sandra Riegle). The discussions postings are to be conducted within the discussion board section. For their own protection, students should keep a copy of all assignments posted, scored rubrics, and correspondence until the semester is over and grades have been posted.

Communication

Because of the nature of this course, it is essential that an effective communicative relationship exist between the students and the instructor. Listed in the heading of this syllabus, students should find the instructor's email address and cell phone number. **Students should feel free to inform the instructor about specific issues that may impede their effectiveness in the class.** The instructor understands that individual situations arise that require individual attention, and she will always act in order to provide students with the best possible opportunity for success.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

EDSE 633
Spring 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
Week 1 January 11	Introduction to course	Syllabus	Syllabus review assignment Discussion Forum 1
Week 2 January 19	Concepts including diversity; identity; social education	Greene, "Diversity and inclusion: Toward a curriculum for human beings" Introduction, <u>What every great teacher knows</u>	Discussion Forum 2
Week 3 January 25	Concepts including tracking, social stratification, SES	Anyon, "Learning Power" from <i>Social class and the hidden curriculum of work</i>	Precis 1
Week 4 January 25	Learning disabilities, accommodation	Egan and Giuliano, "Unaccommodating attitudes"	Precis 2
Week 5 February 1	Thinking and experience	WEGTK pp. 23-61	Discussion Forum 3
Week 6 February 8	Concepts including freedom, existentialism in education	Greene, "Teacher as stranger"	Precis 3
Week 7 February 15	Teaching objectives	WEGTK pp. 63-78	Discussion Forum 4
Week 8 February 22	Concepts including diversity; identity; social education	N/A	Case study due
Week 9 March 1	Concepts including democracy, aims, education	Dewey, "Aims in education" from <u>Democracy and education</u>	Precis 4
Week 10 March 8	Concepts including knowledge, information	Dewey, "The nature of subject matter" from <u>Democracy and education</u>	Precis 5
Week 11 March 22	Subject matter	WEGTK pp. 79-88	Discussion Forum 5
Week 12 March 29	Assertive discipline	Canter, "Assertive discipline"	Discussion Forum 6
Week 13 April 5	Teaching methods	WEGTK pp. 89-130	Discussion Forum 7
Week 14 April 12	Classroom behavior problems, emotion-focused therapy, school social worker, student-teacher relationship	Lander, "Repairing discordant student-teacher relationships"	Discussion Forum 8
Week 15 April 19	Democracy; citizenship; standardized testing	Meier, Will standards save public education?	Precis 6
Week 16	Classroom management plan	N/A	FINAL PROJECT DUE

April 26			5PM FRIDAY APRIL 30
----------	--	--	--------------------------------