EDEE 407-Creating Learning Communities

Instructor: Dr. Michele Phillips    E-mail: phillipsml@cofc.edu
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Office: 334, 86 Wentworth St.
Class time: Wednesdays 1:00-3:45
Office Hours: Mondays 10:00-12:00; Wednesdays 11:00-1:00; Thursdays 10:00-1:00

Course Description

Course Prerequisites: Semester 2 courses
This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized.

Course Text

Classroom management: Creating a Successful K-12 Learning Community (2009) by Paul Burden

Additional readings may be assigned as needed throughout the semester

Course Outcomes

After taking this course, you will be able to:

1. Make decisions regarding the learning community based on:
   - A research-based philosophy of management,
   - Knowledge of students’ basic psychological needs,
   - Developmentally appropriate practice,
   - An understanding of strategies for developing collaborative learning communities,
   - Thoughtful development of classroom organization and routines, and
   - Research-based strategies for evaluating and correcting unproductive behavior. (SOE I, III, V, VII; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC 1,4,4A; ACEI)

2. Design physical environments that support curriculum and individual needs and interests of children. (SOE I, II, III, VI; NCATE 1.3A, 3B, 3C, 3D, 3E; NMSA 1.K3, 1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4B, 4C; ACEI)

3. Describe and plan for learning environments that promote:
   - Diversity,
   - Communication,
   - Mutual respect,
   - Collaboration and cooperation, and
   - Family and community involvement. (SOE I, II, V, VII; NCATE 1.2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10; NAEYC 1, 2, 4, 4A, 4B; ACEI)

4. Develop a research-based classroom management approach that is preventative, supportive, and corrective. (SOE I, II, V; NCATE 1, 3B, 3D, 3E, 5C; NMSA 1.P7; NAETC 1, 2, 3, 4)

5. Develop an effective filing and record keeping system. (SOE I, VI; NCATE 1, 3B, 3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)
**Course Requirements**

**Textbook Readings: Burden**
It is expected that you stay current with all readings and assignments. Class preparation and project checks will be used to evaluate readiness.

**Attendance (10 points)**
It is important to attend each class, especially since we only meet once a week. You are allowed one excused absence for the semester. Additional or unexcused absences may result in a 10 point deduction from your final grade. I must be notified, by phone or by e-mail BEFORE any absence. You are responsible for making arrangements for any work you miss. Absences are not an excuse for a late assignment—all work is still due on the specified due date unless arrangements are made before the due date.

**Educational Autobiography (10 points)**
Your first assignment for the semester will help you think about education and help me get to know you a little better. Please reflect upon the following k-12 schooling experiences:

- Where did you go to school—what was it like? (Public v. private, large v. small, urban/suburban/rural, etc)
- What stands out?
- What were the most influential moments/events?
- What worked, what didn’t, etc.

Then, think about how these points influence your ideas on education and teaching and learning. Please bring a hardcopy to our 2nd class meeting. I anticipate this being around 3-4 pages written.

**Classroom Management Plan (50 points)**
You will develop a classroom management plan. The plan will reflect topics covered in class. In this plan, you will include age appropriate strategies you plan to use in your classroom. See the Management Plan assignment sheet. This is the major assignment in this class and should be taken very seriously.

**What Would You Do? (15 points)**
You will be given a scenario and asked to respond with a step-by-step plan on how you would handle this situation. More details will be provided in class.

**Final: Evaluating your Learning and Reflecting on your Semester (15 points)**
Reflection is crucial to effective teaching. We will use our final time in this course to reflect on your coursework, field experiences and teaching experiences thus far in your program. You will begin your internships soon, so let’s think about strengths, things to work on and goals for the next semester. We will more clearly define this question together as we draw towards the end of the semester.

**A note on plagiarism**
Academic honesty is expected from all students. Please be careful to site any and all sources you use for any assignment, including webpages. If you have any questions about this, please see me before you turn in any assignment. Plagiarism is grounds for failure of this course.
Assignment Criteria and Evaluation Scale

Quality Criteria:
Each task is explained in the syllabus and will be discussed in class well before any due dates. **It is imperative that you look at the syllabus and use it as a guide for your completion of the task. It is also important for you to ask questions before the assignment is due to clarify any questions you may have.** You are expected to turn in original work. Plagiarism will result in a failure in the course and a report filed with the College of Charleston.

Criteria for Turning in Assignments:
Due dates are clearly indicated on the course calendar. All assignments are due on the scheduled day by the time class begins. All assignments will be turned into me in class. Always save back ups of your assignments, as computer problems are not an excuse for late assignments. Do not put off your assignments to the last minute.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
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</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

Attendance Policy

Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. **This means that even one absence has a negative impact on your learning. It is not recommended that you miss class. More than 2 absences will result in a WA/F.**

If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.

1. Arrival more than 10 minutes after class starts equals an absence.
2. **Arrival more than 10 minutes after break ends equals one tardy.**
3. Leaving before class ends equals an absence.

Professional Dispositions

Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student of the College of Charleston, you have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct (2003/2004). Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Also, as a student in the School of
Education, disposition characteristic of good teaching should guide your work and interaction with others. You must provide evidence that you:

- Believe that all students can learn.
- Value and respect individual differences.
- Value positive human interactions.
- Exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- Are committed to inquiry, reflection, and self-assessment.
- Value collaborative and cooperative work.
- Are sensitive to community and cultural contexts.
- Engage in responsible and ethical practice.

Your will also be expected to be professional in other ways.

- You must turn off your cell phone before class starts and may not leave class to make or take a call.
- Breaks are provided each class. Unless it is an emergency, do not leave class before or after the break.
- You must be respectful of your peers and your instructor. Only polite responses and comments will be tolerated. Differences of opinions are appreciated but must be shared respectfully.

You are expected to get any notes and class materials if you miss class. You are held accountable for all information and assignments completed in any class you were unable to attend.

Teachers are held to a higher professional and personal code of conduct, simply because of their chosen profession. This is also true for teacher education students. As a member of this class and of the education profession, please keep this in mind and conduct yourself accordingly when on campus and in classrooms. Please also keep this in mind when posting to social media. There is no such thing as private on the internet.

**Technology Statement**

Enrollment in the course requires you utilize the following computer applications:

- Internet
- OAKS
- Word Processing

**Performance Data**

Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.

**POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION***

1. **PROFESSIONAL BEHAVIOR/DISPOSITIONS:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   - The belief that all students can learn.
   - Value and respect for difference.
Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

2. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus. If you are going to miss a class, you must let the professor know before the beginning of class. With the exception of emergencies, a telephone call, either to the office or to my cell, is expected before missing any class.

3. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

4. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

5. FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by SOE faculty 3/31/06

6. PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition). There are a number of websites that can help you with this. I also recommend Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success by Charles Lipson. This is a relatively inexpensive book, available on-line and at bookstores, that is very helpful in navigating APA.

7. HONOR SYSTEM: All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the
Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

8. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**MISSION**
The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**
The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**
   Standard I: Evidence theoretical and practical understanding of the ways learners develop

**Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.**
   Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
   Standard III: Evidence a variety of strategies that optimize student learning
   Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

**Element of Teacher Competency 3: Understand oneself as a professional**
   Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
   Standard V: Communicate effectively with students, parents, colleagues, and the community
   Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston  
School of Education  
Charleston, South Carolina 29424  
http://www.cofc.edu/SchoolofEducation
Course Outline

By theme

**What is Classroom Management**
Week 1-Intro to class, thinking about what management means, introducing the philosophy assignment
Week 2-Understanding management and discipline (Burden Ch. 1, autobiography due)
Week 3-Models of Discipline and Theorists that you need to know (Burden Ch. 2, introduce management plan)

**Thinking about Diversity-students, families and communities**
Week 4-Race, Culture and Ethnicity (Watch-Race: The Power of an Illusion)
Week 5-Working with families (Burden Ch. 4)
Week 6-Building a Multicultural Learning Community

**Managing Behavior**
Week 7-Choosing rules and procedures (Burden Ch. 5)
Week 8-Maintaining Student Behavior and responding to challenges (Burden Ch. 6, 11, 12)
Week 9-What to do in an emergency (Readings TBA)

**Thinking about Instruction**
Week 10-Motivating Students to Learn and planning for instructions (Burden Ch. 7, 10)

**Effective Teaching**
Week 11-The first days of school (Burden Ch. 3)
Week 12-Observing and critiquing effective teaching
Week 13-What would you do?

**Putting the Pieces Together**
Week 14-finalizing plans
Final

By date

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Assignments/Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Intro, go over syllabus, respect in the classroom, OAKS</td>
<td>N/A has萧介绍 autobiographey</td>
</tr>
<tr>
<td>January 10-11</td>
<td></td>
<td>Introduce Autobiography</td>
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<tr>
<td>Week 2</td>
<td>What is management? Discipline? Trends from the past, factors that influence management How do we</td>
<td>Burden Ch. 1</td>
</tr>
<tr>
<td>January 17-18</td>
<td></td>
<td>Autobiography due in class</td>
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</table>
| Week 3  | January 24-25 | Models of Discipline-finding what fits Learning about the key players | Burden Ch. 2  
Jigsaw Activity in class |
|--------|---------------|---------------------------------------------------------------------|------------------|
| Week 4 | January 31-February 1 | Thinking about race, culture & ethnicity  
Thinking about our cultures  
How does this influence our classrooms? | Watch-Race-The Power of an Illusion, part 3  
http://www.pbs.org/race/000_General/000_00-Home.htm  
Please look through website before class!!!  
Introduce the management plan |
| Week 5  | February 7-8 | Working with families | Burden Ch. 4  
Work on first part of plan together in class |
| Week 6  | February 14-15 | Diversity in the classroom-defining & planning | See OAKS for Reading |
| Week 7  | February 21-22 | Choosing rules and procedures-how will your classroom run? How do you decide what is important? Choosing your battles! | Burden Ch. 5  
Ch. 4 check  
Work in class |
| Week 8  | February 28-29 | Maintaining student behavior and responding to challenges | Burden Ch. 6, 11, 12  
Ch. 5 check  
Work in class |
| Week 9  | March 13-14 | What emergencies come up in classrooms? What do I do in an emergency situation? | Reading TBA  
Work in class |
| Week 10 | March 20-21 | Behavior, management & instruction | Burden Ch. 7, 10  
Ch. 6, 11, 12 check  
Work in class |
<p>| Week 11 | March 27-28 | The students are here-now what do we do? Or…The First Days of | Burden Ch. 3 |</p>
<table>
<thead>
<tr>
<th>Week 12</th>
<th>April 3-4</th>
<th>Effective Teaching- what does the effective teacher do? What does it look like? What does it sound like?</th>
<th>Class check – management plans</th>
</tr>
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<tbody>
<tr>
<td>Week 13</td>
<td>April 10-11</td>
<td>What would you do?</td>
<td>Responding to various classroom scenarios</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 17-18</td>
<td>Putting it all together</td>
<td>Looking at our plans</td>
</tr>
<tr>
<td><strong>Final-TBA</strong></td>
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