Instructor Information:

Instructor: Dr. Keonya Booker
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Phone: 843-953-1987
Office: 86 Wentworth; Room 316
Office Hours: Tuesday, 2:00-4:00 p.m.; Wednesday, 4:00-7:00 p.m.

Course Information:

Meeting Time: Wednesday; 7:00 p.m. – 9:45 p.m.
Meeting Place: Education Center; 212

Course Description:

This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventive and corrective teaching practices and management strategies are emphasized. Teacher candidates will research, analyze and evaluate current management practices. (3 credit hours)

Course Objectives and School of Education, Council for Exceptional Children, South Carolina Standards and ISTE Standards Assessed:

All courses in the teacher preparation programs in the School of Education (SOE) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the ETCs, the standards set forth by the SOE, and NCATE standards (National Council for the Accreditation of Teacher Education). These standards define expectations for the School of Education and the teachers we prepare. EDEE 690 course outcomes follow and are organized by the Elements of Teacher Competency (ETCs):
ETC #1: Outcomes related to understanding and valuing the learner:
- Demonstrate understanding of the dignity and worth of students from diverse cultural, social, ethnic and racial backgrounds (SOE Standard I, III, IV). Compare and contrast major philosophies of education in relationship to the aims of education, the curriculum, teacher-student relationships and methodology (SOE Standard I, III, IV, V, and VII).

ETC #2: Outcomes related to knowing what and how to teach, assess and how to create environments in which learning occurs:
- Demonstrate understanding of the beliefs, values and assumptions which contribute to your understanding of schooling (SOE Standard VII). Describe the functions of education and schooling as reflected in sociological forces associated with the diverse characteristics of a multicultural society (SOE Standard I & VII). Begin identification of pedagogical strategies that are suitable for learners of diverse abilities and backgrounds (SOE Standard I & II).

ETC #3: Outcomes related to understanding yourself as a professional:
- Describe the major historical events which have contributed to the overall development and organization of education in the U.S. (SOE Standard VII). Explain the significance of historical events through a study of prominent leaders and general major movements as a prerequisite to contemporary educational thought and practice (SOE Standard VII). Identify major political and economic issues which have influenced policy decisions in education as determined by federal, state, and local agencies (SOE Standard II, VI & V). Identify and explain the legal rights and responsibilities currently governing all members of the school community (SOE Standard III, V, and VII). Appraise individual interest and commitment to the profession (SOE Standard IV). Predict some future outcomes of American education in the United States (SOE Standard IV & VII). Demonstrate consistently the communication skills of reading, writing, speaking, listening and interpreting (SOE Standards - all).

The following exit outcomes are required for the successful completion of EDEE 690:

The student shall:
- Summarize classroom management competencies.
- Evaluate the role of the teacher as well as the qualities of an effective teacher in creating caring and supportive classroom environments.
- Describe the components of and design an optimal physical classroom environment that supports learning.
- Analyze the connections among planning, instruction, assessment and classroom management, including EEDA concepts/applications and ISTE standards.
- Construct a working knowledge of major trends and approaches in contemporary classroom management.
- Link knowledge of diverse learners with contemporary issues and trends in effective classroom management.
• Apply emerging understandings and practices to field placement observations and teaching.
• Identify South Carolina requirements related to safe schools and child abuse.
• Select positive dispositions for teaching and creating successful learning environments.
• Construct a complete, comprehensive, research-based classroom management plan and classroom management philosophy that reflects and promotes community, family, learning and respect.

Textbook:


All additional required readings are housed in the OAKS shell under the tab labeled Course Documents. Information will remain available for download throughout the duration of the course. This is a paper-free course, so all assignments should be submitted through OAKS.

Course Requirements:

1. **Attendance and Participation.** Students should make every effort to attend class. Students who do not attend class should contact the instructor immediately to explain the absences and find ways to make up missed work.
2. **Educational Autobiography:** Students will submit an introductory reflective essay about themselves, including information about previous educational experiences.
3. **Classroom Design and Observation Reflection:** Students will use Classroom Architect to design an ideal classroom. Students will explain choices for placement of seating, centers and technology.
4. **Seminar Presentation and Research Paper:** Choose an issue that relates to the moral, social or cultural development of youth at the age/grade level of interest. Read a minimum of 8 peer-reviewed journal articles on the topic of your choice. The seminar should be 15-20 minutes in length with a teaching portion and a hands-on or group activity. For the research paper, summarize the major findings of each resource and then synthesize your findings and conclusions regarding the topic by the due date in the syllabus. Use the APA style template provided on OAKS to format your work.
5. **Case Studies:** Case studies are a useful way to synthesize important theoretical concepts with “real-life” dilemmas. Students must complete three case study analyses in total and submit their work based on the rubric provided.
6. **Classroom Philosophy and Management Plan:** Students will devise a classroom management notebook and proposed system for use in their future classroom. Components of the notebook will include multiple sections identified by the instructor.
7. **Final Exam.** Students will demonstrate comprehensive mastery of the course content with emphasis on the major topics presented. The exam will include multiple-choice, short answer, and essay.
Late Policy:

Written assignments must be submitted through OAKS. When an assignment is late, the system will flag it. Failure to submit an assignment on time will result in a reduction of 5 points for each late day. No assignments will be accepted after 5 days tardy. For this reason, it is essential you stay on schedule throughout the course. Only in the most extenuating circumstances will extensions be given for assignments and exams (e.g., serious personal illness, death in the family, etc.). If this occurs, please contact me immediately and leave a message.

Grading Assessment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>30 points</td>
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<tr>
<td>Educational Autobiography</td>
<td>30 points</td>
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<tr>
<td>Classroom Design and Reflection</td>
<td>50 points</td>
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<tr>
<td>Seminar Presentation and Research Paper</td>
<td>50 points</td>
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<tr>
<td>Case Studies</td>
<td>30 points</td>
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<tr>
<td>Classroom Philosophy and Management Notebook</td>
<td>60 points</td>
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<tr>
<td>Final Examination</td>
<td>50 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
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Grading Evaluation:

A: 270-300
B+: 255-269
B: 240-254
C+: 225-239
C: 210-224
*F: 209 and below

* The Graduate School does not recognize a grade of ‘D.’

Scholarly Writing and APA Style:

You will find the current APA Style Manual (6th edition) very valuable in helping you format your work in line with APA requirements. All of your written work will be evaluated on the proper usage of grammar, spelling, current APA referencing, and writing in the third person. Tip sheets are located in the Course Documents tab on OAKS.

Honor Code and Academic Integrity:

The College of Charleston puts forth every reasonable effort to maintain academic integrity in the instructional program. To compromise integrity through acts of academic dishonesty seriously jeopardizes the quality of instruction and the caliber of education we purport to provide our students. All students are expected to follow the College of Charleston Honor Code which can be found at http://studentaffairs.cofc.edu/honor-system/.
**Disability Services:**

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me at least one week before any accommodation is needed.

**Technology Usage in Class:**

The appropriate use of technology for learning purposes (e.g., taking notes, researching information, group work recording) is permitted. Students who are excessively using mobile phones, tablets, and laptops for any other reason will be considered absent for the class.

**Please note:** The following professional behaviors and dispositions are expected in our classroom.

**EHHP Professional Behaviors and Dispositions**

- WE believe that all children can learn.
- WE value and respect individual differences.
- WE value respectful human interactions.
- WE exhibit and encourage intellectual curiosity, enthusiasm about learning and a willingness to learn new ideas.
- WE are committed to inquiry, reflection and self-assessment.
- WE value collaborative and cooperative work.
- WE are sensitive to community and cultural contexts.
- WE engage in fair, responsible and ethical practice.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READING/WRITING ASSIGNMENT*</th>
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<tbody>
<tr>
<td>1: Aug. 20</td>
<td>Course Introduction; “First Day of School”</td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>2: Aug. 27</td>
<td>Teacher Behavior; The Importance of Teacher-Student Relationships; Decision-Making</td>
<td>Levin &amp; Nolan, Chapter 1 <strong>Educational Biography Due</strong></td>
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<tr>
<td>3: Sept. 3</td>
<td>Teacher Behavior Continued; Discipline</td>
<td>Levin &amp; Nolan, Chapter 2 <strong>Case Study #1 Due</strong></td>
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<td>4: Sept. 10</td>
<td>Student Needs and Common Reasons for Student Misbehavior</td>
<td>Levin &amp; Nolan, Chapter 3</td>
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<td>5: Sept. 17</td>
<td>Historical and Philosophical Approaches to Creating Ideal Classroom Environments</td>
<td>Levin &amp; Nolan, Chapter 4 <strong>Case Study #2 Due</strong></td>
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<td>6: Sept. 24</td>
<td>Setting the Stage I: Lessons, Motivation, and Establishing Positive Relationships with Students</td>
<td>Levin &amp; Nolan, Chapter 5</td>
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<td>7: Oct. 1</td>
<td>Setting the Stage II: Policies, Procedures, and Consequences</td>
<td>Levin &amp; Nolan, Chapter 6</td>
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<td>8: Oct. 8</td>
<td>Video</td>
<td><strong>Discussion Board Assignment Due</strong></td>
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<td>9: Oct. 15</td>
<td>Working With Families; Diversity; Teacher Expectations</td>
<td>Levin &amp; Nolan, Chapter 7 <strong>Classroom Design Assignment Due</strong></td>
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<tr>
<td>10: Oct. 22</td>
<td>Nonverbal and Verbal Interventions</td>
<td>Levin &amp; Nolan, Chapters 8 &amp; 9 <strong>Case Study #3 Due</strong></td>
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<tr>
<td>11: Oct. 29</td>
<td>Responding to Chronic Disruptive Behavior</td>
<td>Levin &amp; Nolan, Chapter 10</td>
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<td>12: Nov. 5</td>
<td>Video</td>
<td><strong>Discussion Board Assignment Due</strong></td>
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<td>13: Nov. 12</td>
<td>Seminar Presentations</td>
<td><strong>Research Paper Due</strong></td>
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<td>14: Nov. 19</td>
<td>Building a Community of Support for Learners</td>
<td>Levin &amp; Nolan, Chapter 11 <strong>Classroom Philosophy and Management Plan Due</strong></td>
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<td>15: Nov. 26</td>
<td>Thanksgiving Break</td>
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<tr>
<td>16: Dec. 3</td>
<td>Final Examination Due on OAKS by 11:59 p.m.</td>
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*All written assignments are due by 11:59 p.m. on the date listed in the syllabus. Please upload your work to the appropriately labelled dropbox on OAKS.*
Tips for success in EDFS 690:

1. Keep up with all reading and written assignments.
2. Attend class and participate regularly.
3. Submit all written assignments through OAKS unless otherwise specified.
4. Drop by during office hours or e-mail me if you have questions or concerns about a topic or assignment.
5. Check all assignments with the rubrics provided so you can ensure compliance with the requirements.
6. Make good use of the resources and references made available in OAKS.
7. You will need to access http://classroom.4teachers.org/ to complete your Classroom Design Project.
8. Do not wait to complete your final project.