College of Charleston  
Department of Teacher Education  
Fall 2016  
EDEE 407-01: Creating Learning Environments

Instructor Information:

Instructor:    Dr. Keonya Booker  
Email:     bookerkc@cofc.edu  
Phone:     843-953-1987  
Office:     86 Wentworth; Office #316  
Office Hours:     Tuesday; 11:00 a.m. - 3:00 p.m. and by appointment

Course Information:

Meeting Time:      Tuesday; 8:00-10:45 a.m.  
Meeting Place:     Education Center; #213

Course Description:

This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized. (3 undergraduate credit hours)

Course Prerequisites:

EDFS 201: Foundations of Education is a prerequisite to all other education courses with a grade of C or higher.

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 407 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 407:

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 that reflects and promotes community, family, learning and respect.

Textbook:


All additional required readings are housed in the OAKS shell under the tab labeled Content > Journal Articles. 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, Participation and Learning Modules.** Students should make every effort to attend class. In order to remain active in the course, it is important to stay current with reading assignments. Information in the text is often the springboard for in-class discussions and outside written assignments. No more than two absences are allowed; more than two absences results in “WA” which converts to an F on your transcript. Be advised that leaving class early more than two times will result in one absence. Learning modules will consist of application activities, group assignments, and case studies. You will not receive credit for missing these assignments so regular attendance is key.

2. **Field Observations.** Students will submit two guided reflections of classroom observations at their field placements. A detailed rubric is provided.

3. **Group Presentation.** Each student group will sign up for one of two class sessions to lead a discussion on a particular topic in classroom management. The content of the presentation must consist of five peer-reviewed, empirical references. The group discussion will last 30 minutes and must incorporate some interactive component.

4. **Early Career Teacher Interview and Reflection.** Students will interview an early career teacher about their experiences in influencing student behavior using an interview guide provided by the instructor. Students may interview the teacher in person, via telephone or through video chat.

5. **Classroom Management Plan.** Students will submit a thoughtful, concise plan of classroom management including your personal philosophy for creating
developmentally appropriate classroom environments. A discussion of theoretical influences and a reflection on what you have learned about your own personality and temperament with regard to classroom environments are required.

6. **Midterm and Final Examinations.** Students will demonstrate comprehensive mastery of the course content with emphasis on the major topics presented. The exams will include case studies, short answer, and essay questions.

**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:**

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<thead>
<tr>
<th>Assignment</th>
<th>Points Awarded</th>
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<tbody>
<tr>
<td>Attendance, Learning Modules and Discussion Boards</td>
<td>100 points</td>
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<tr>
<td>Field Observations (2 in total)</td>
<td>60 points</td>
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<tr>
<td>Group Presentation</td>
<td>60 points</td>
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<tr>
<td>Early Career Teacher Interview</td>
<td>60 points</td>
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<tr>
<td>Classroom Management Plan</td>
<td>100 points</td>
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<tr>
<td>Midterm and Final Examinations</td>
<td>120 points</td>
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<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
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**Grading Evaluation:**

- **A:** 465-500
- **A-:** 455-464
- **B:** 430-444
- **B-:** 420-429
- **C:** 395-409
- **C-:** 385-394
- **D:** 360-374
- **D-:** 350-359
- **F:** 349 and below

**Honor Code and Academic Integrity:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

**Academic Support Services—The Center for Student Learning:**

The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, tutoring by appointment, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described at http://csl.cofc.edu/ or call 953-5635 for more information.

**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.

**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 “Academic Integrity, Plagiarism, and Proper Formatting” tab on OAKS.

**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. Mobile devices should be on silent at all times. Breaks are built into the class, so any pressing issue can be dealt with at that time.

Please note: The following professional behaviors and dispositions are expected in our classroom per the mission of the School of Education, Health and Human Performance.

**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>Aug. 23</td>
<td>Introduction to the Course</td>
<td>Syllabus Review</td>
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<td>Jones &amp; Jones, Chapter 1</td>
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<td>Aug. 30</td>
<td>Students’ Psychological Needs</td>
<td>Jones &amp; Jones, Chapter 2</td>
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<td>Sept. 6</td>
<td>Positive Teacher-Student</td>
<td>Jones &amp; Jones, Chapter 3</td>
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<td>Sept. 13</td>
<td>Peer Relationships</td>
<td>Jones &amp; Jones, Chapter 4</td>
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<td>Sept. 20</td>
<td>Working with Families</td>
<td>Jones &amp; Jones, Chapter 5</td>
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<td>Sept. 27*</td>
<td>VIDEO: Balancing Learning</td>
<td>**Discussion Board Assignment Due</td>
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<td>Standards &amp; Needs</td>
<td>**Field Observation #1 Due</td>
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<td>Oct. 11</td>
<td><strong>Midterm Exam Due on OAKS by 11:30 p.m.</strong></td>
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<td>Oct. 18</td>
<td>Establishing Rules, Procedures, and Consequences</td>
<td>Jones &amp; Jones, Chapter 6</td>
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<td>Oct. 25</td>
<td>Motivation and Learning Goals</td>
<td>**Early Career Teacher Interview Due</td>
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<td>Nov. 1</td>
<td>Disruptive Behavior Management</td>
<td>Jones &amp; Jones, Chapter 8</td>
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<td>Nov. 8</td>
<td>Fall Break—Enjoy!</td>
<td>**Field Observation #2 Due</td>
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* Asynchronous online class session via OAKS discussion board.

** All written assignments are due by 11:30 p.m. on the date listed in the syllabus. Please upload your work to the appropriately labelled dropbox on OAKS.

Tips for success in EDEE 407:

1. Keep up with all reading and written assignment deadlines.
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. **Do not wait** to begin work on your classroom management plan!

Important Semester Dates:

August 29: Last day of Drop/Add for full semester classes
October 21: Midterm grades due at noon
October 27: Last day for students to withdraw with a grade of "W" from full semester classes
November 7-8: Fall Break
November 23-27: Thanksgiving Break
December 5: Last day of full semester classes
December 16: Full semester and Express II final grades due at noon

Course Contacts (I can call them if I am absent, need a study partner, etc.):

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