Instructor Information:

Instructor:       Dr. Keonya Booker
Email:           bookerkc@cofc.edu
Phone:           843-953-1987
Office:          86 Wentworth; Office #316
Office Hours:    Tuesday; 8:00 - 10:30 a.m. and by appointment

Course Information:

Meeting Time:    Wednesday; 5:30 – 8:15 p.m.
Meeting Place:   Education Center; Room # 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 Prerequisites:

Prerequisite(s): EDEE 610 and EDEE 614; Co-requisite(s): EDEE 695

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:
- Evaluate the role of the teacher as well as the qualities of an effective teacher in creating caring and supportive classroom environments for young children and adolescents.
- 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 for young children and adolescents.
• 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 in early childhood, elementary and middle grades subject areas.
• Identify South Carolina requirements related to safe schools and child abuse.
• Select positive dispositions for teaching and creating successful learning environments based on the developmental needs of students.
• 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, Discussion Boards, and Learning Modules.** Students should make every effort to attend class. In order to remain active in class, 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. Learning modules will consist of quizzes, group assignments, and case studies. **You will not receive credit for missing these assignments so attendance is key.**
2. **Educational Autobiography.** Students will submit an introductory reflective essay about themselves, including information about previous educational experiences.
3. **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.
4. **Field Observation.** Students will submit a guided reflection of a classroom observation at their field placements. A detailed rubric is provided.
5. **Group Presentation and Parent Document.** Each student group will sign up to lead a discussion on a particular topic in social and emotional learning. The lesson will last 30 minutes, have designated learning outcomes and assessment measures, and must incorporate some interactive component. To facilitate parent involvement, each group will submit a document summarizing how parents can support their child’s social and emotional development in the area presented. A detailed rubric is provided to guide your work.
6. **Classroom Philosophy and 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. A detailed rubric is provided.

7. **Final Exam.** Students will demonstrate comprehensive mastery of the course content with emphasis on the major topics presented. The exam is a 10-question essay format.

**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 Discussion Boards</td>
<td>50 points</td>
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<tr>
<td>Learning Modules</td>
<td>75 points</td>
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<tr>
<td>Educational Autobiography</td>
<td>50 points</td>
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<tr>
<td>Field Observation</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>Group Presentation and Parent Documents</td>
<td>100 points</td>
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<tr>
<td>Classroom Philosophy and Management Plan</td>
<td>100 points</td>
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<tr>
<td>Final Examination</td>
<td>100 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>595 points</strong></td>
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**Grading Evaluation:**

- **A:** 93-100%
- **B+:** 89-92%
- **B:** 85-88%
- **C+:** 81-84%
- **C:** 77-80%
- *****F:** 0-76%

***Please note:*** A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

**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.

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.

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.

Writing Lab:

I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all
courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 953-5635 or visit http://csl.cofc.edu/labs/writing-lab/.

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. **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><strong>1: AUG. 23</strong></td>
<td>Introduction to the Course</td>
<td>Syllabus Review and Self-Assessment (available for three days) &lt;br&gt; Jones &amp; Jones, Chapter 1</td>
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<tr>
<td><strong>6: SEPT. 27</strong></td>
<td>VIDEO: Balancing Learning Standards &amp; Needs</td>
<td><strong>Discussion Board Assignment Due on OAKS by 11:59 p.m.</strong></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Readings and References</td>
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<td>9: OCT. 18</td>
<td>Motivation and Learning Goals</td>
<td>Jones &amp; Jones, Chapter 7 \n<strong>Field Observation Due on OAKS by 11:59 p.m.</strong></td>
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<tr>
<td>10: OCT. 25</td>
<td>Darkness to Light Training</td>
<td>No Readings</td>
</tr>
<tr>
<td>12: NOV. 8</td>
<td>Group Seminar Presentations</td>
<td><strong>All Group Presentations and Parent Documents Due on OAKS by 11:59 p.m.</strong></td>
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<td>13: NOV. 15</td>
<td>Chronic Behavior and Teacher “Alphabet Soup” (PBIS, FBA, MTSS, BIP)</td>
<td>Jones &amp; Jones, Chapters 9 &amp; 10 \n---Course Evaluations Administered</td>
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<td>14: NOV. 22</td>
<td><strong>Thanksgiving Break—Enjoy!</strong></td>
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<td>15: NOV. 29</td>
<td><strong>Classroom Management Plan Due on OAKS by 11:59 p.m.</strong></td>
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<td>16: DEC. 8</td>
<td><strong>Final Examination Due on OAKS by 11:59 p.m.</strong></td>
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* Asynchronous online class session via OAKS discussion board.
**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 EDEE 690:**

1. Keep up with all reading and written assignment deadlines.
2. Attend class and participate regularly.
3. Drop by during office hours or e-mail me if you have questions or concerns about a topic or assignment.
4. Check all assignments with the rubrics provided so you can ensure compliance with the requirements. Submit all written assignments through OAKS unless otherwise specified.
5. Make good use of the resources and references made available in OAKS.
6. **Do not wait** to begin work on your classroom management plan!
Important Semester Dates:

August 28: Last day of Drop/Add for full semester classes
October 16-17: Fall Break
October 20: Midterm grades due at noon
October 26: Last day for students to withdraw with a grade of "W" from full semester classes
November 22-26: Thanksgiving Break
December 4: Last day of full semester classes
December 15: 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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