COLLEGE OF CHARLESTON
EDEE 407 CREATING LEARNING ENVIRONMENTS
SPRING 2014
3 CREDIT HOURS

Meeting Time and Place: Wednesday 3:00 – 5:45 PM in ECTR
Instructor: James P. McKenna, Visiting Instructor
Office Hours: Mondays 12:30-2:00, Tuesdays 3:30-4:30, Wednesdays 1:00-2:30, OTHER TIMES BY APPOINTMENT
Office: 86 Wentworth St., Office 307
Location: Telephone, 843.953.7603 (office), 843.216.7331 (land line with answering machine)
Telephone, E-mail, and FAX mckennaj@cofc.edu 953-5407 (TEDU)
Prerequisites: All semester 2 requirements for EDEE
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.
Additional readings will be distributed.
Course Outcomes: 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 AND 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:

- Demonstrate an emerging understanding of the classroom management competencies.
- Design a physical environment that supports learning.
- Develop a beginning, personal classroom management philosophy.
- Understand and demonstrate the connections among planning, instruction, assessment and classroom management, including EEDA concepts/applications and ISTE standards.
- Discuss and demonstrate a working knowledge of major trends and issues in contemporary classroom management thinking.
- Participate, civilly, in discussions of controversial educational issues.
- Link knowledge of diverse learners with contemporary issues and trends in management.
- Apply management practices to field placement observations & teaching.
- Demonstrate an understanding of South Carolina requirements related to safe schools and child abuse.
- Demonstrate positive dispositions for teaching.
- Develop a complete, comprehensive, research-based classroom management plan that reflects and promotes community, family, learning and respect.

The exit outcomes may be demonstrated through the writing of papers, by the development of presentations and projects, by participating in classroom discussions, and by demonstrating mastery of information on exams and quizzes.

Course Requirements

1. Demonstration of SOE Dispositions: Examples of how those dispositions will be evident are provided in italics.
   - belief that all students can learn
     e.g., participation and attitudes expressed about students and learning
   - value and respect for individual differences
e.g., interactions in class discussion, participation in group work

- value of positive human interactions
e.g., participation in class and group discussions
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
e.g., participation in class and group discussions, performance on graded work, degree to which you pose questions
- dedication to inquiry, reflection, and self-assessment
e.g., quality of journal responses, performance on graded work, participation in class and group discussions
- value of collaborative and cooperative work
e.g., thoughtful, constructive critiques of others’ work, participation in small group learning activities
- sensitivity toward community and cultural contexts
e.g., participation in class and group discussions, degree to which you vary your point of view
- engagement in responsible and ethical practice
e.g., performance on graded work, class attendance, participation in group activities
- development of professional mastery over time
e.g., performance over time in writing, thinking, and expression of knowledge

2. Completion of all assigned readings and projects on time
3. Responsibility for all course content
4. Responsibility for keeping up with grades and attendance
5. Utilization of Internet, word processing, email (Edisto account)
Above computer applications are available in the CofC managed computer labs located in JC Long, Library, and other campus sites. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.

Course Projects & Assignments:

ASSIGNMENT #1: Current events
Good teachers stay current about issues in education. Each of you will be responsible for leading a discussion of a current event related to classroom management. You can find current events/ideas in the newspaper, in magazines, on television, or on the internet. Technology must be utilized to enhance or supplement your presentation. The topic must relate to material covered in this class. Students will be assigned a class date to lead the current events discussion.
Assessment criteria:
1. You were able to engage the class in a productive discussion lasting a minimum of 10 minutes.
2. You had a thorough understanding of the event discussed.
3. You spoke clearly and allowed time for others to speak.
4. Written handouts and/or technology presentations were accurate and focused.

Due Date: To be assigned by 2nd class

ASSIGNMENT #2: Moral, Social, Cultural Development paper
Choose a classroom management issue that relates to the moral, social or cultural development of children at the age/grade level that you are planning to teach. Read four to five journal articles (not newspapers or popular magazines) on the topic of your choice. Summarize the major findings of each reading and then synthesize your findings and your conclusions regarding the topic.

Dates: January 29

ASSIGNMENT #3: Design Your Classroom
In this assignment you will design the classroom that reflects your philosophy and thinking. You will create a design that places key elements of the classroom (seating, centers, technology, etc.) that will establish an environment for optimal learning and for positive management strategies. You will utilize “Classroom Architect” technology so that your concepts can be presented clearly to the class. In addition to the design, you must state in writing your reasons for placing arrangements and objects in the classroom.

Due Date: February 19

ASSIGNMENT #4: Exam
A mid-term exam provides an opportunity for me to check your understanding of concepts and material covered in class and in your reading assignments. In order to make the class engaging and thought provoking, I often do not go over material covered in the textbook on a page by page basis. YOU NEED TO READ THE TEXT TO DO WELL ON THE MIDTERM. The midterm covers material covered in class and in the text and other readings.

Exam Date: March 12
ASSIGNMENT #5: Flanders/Amidon Interaction Analysis
As you observe in your field placement, record the interactions of the class with the teacher. The work of Flanders will be presented in class and materials will be developed so that you can record your observations. The brief paper will synthesize the observations/data that you record that relates to teacher talk, questions, student talk, and classroom discipline.

Due Date: March 26

ASSIGNMENT #6: Analysis of Student Behavior (Case Study)
When you begin to teach, please choose two students from your class. Document the behavior that these students are demonstrating and begin to analyze the interaction between the students and the teacher, as well as the interaction with other students. What are the successes and issues that are observable? Is your teacher trying a variety of strategies that help the students become successful? What strategies (behavior plan) would you employ to help these students? Further instructions will be provided as you begin this assignment.

Due Date: April 9

ASSIGNMENT #7: Comprehensive Classroom Management Plan
The classroom management plan will include the following components:

- A thoughtful, concise philosophy of classroom management
- A redesigned, “effective” classroom set-up and the rationale for the design. Include technology in your classroom design.
- A set of basic classroom rules & procedures for your chosen grade level/content that promote a safe classroom environment.
- A description of five effective strategies for classroom management that you have utilized this semester. Include any artifacts that illustrate these approaches. A school-wide approach to behaviors that you think will be effective for the organization and for student achievement.
- A written connection to a theory or theorists to which or whom you ascribe
- A narrative on how you plan to connect your classroom with the school, families and the community.
- Other items of interest and/or significance
- Additional directions will be provided

Due Date: final class
ASSIGNMENT #8: Final Examination
Due Date: TBD

Evaluation Scale:
On March 31, 2006 the faculty of The School of Education adopted a grading scale for all courses in EDEE, EDFS and PEHD. That scale is attached to the syllabus for this course. In addition, other policies and procedures were adopted at this meeting. Again, please review the attached document for details.

Evaluation Criteria:
Grades are yours to earn, not mine to give. With each learning activity you may earn points according to the following schema:

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>POINTS</th>
<th>APPROX. PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Development paper</td>
<td>60</td>
<td>10%</td>
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<tr>
<td>(management issue)</td>
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<td></td>
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<tr>
<td>Classroom Design</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td>Current Events presentation</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td>Exam</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td>Flanders-Amidon Interaction Analysis</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td>Case study – student behavior</td>
<td>60</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Classroom Management Plan*</td>
<td>120</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>60</td>
<td>10%</td>
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<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>570</td>
<td>100%</td>
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*Failure to complete this assignment will result in a grade of incomplete for the course.

Attendance
ATTENDANCE WILL BE TAKEN!
Policies and procedures for EDEE 407 correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Please note that it is departmental policy that students may miss no more than 15% of class time. Students with more
than 5 hours and 15 minutes of absences (2 classes) will be dropped from this course regardless of the time of the semester. There are no excused absences in this class.

**Honor System**  All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code will result in a grade of XF for the course.

**Americans with Disabilities Act (ADA)**
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**Course Calendar:** This calendar is a guide and may be adjusted by the instructor as the course progresses. The topics listed are the major topics for the day; other topics/issues will be included in the weekly discussions

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Introduction to EDEE 407; Overview of the syllabus; The Qualities of Teachers; - Harry Wong; Discipline, punishment, basic understandings</td>
<td>Syllabus Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>January 15</td>
<td>Social and Environmental Issues affecting contemporary classrooms; parents; culture; community</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>January 22</td>
<td>Social &amp; Cultural influences, continued Bullying, cyber-bullying, etc.</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>January 29</td>
<td>Classroom management theories; power issues</td>
<td>Chapter 4 Moral development issue paper</td>
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<tr>
<td>February 5</td>
<td>Additional theories regarding management, PBIS</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>February 12</td>
<td>Motivation, expectations, questioning, boys’ issues</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>February 19</td>
<td>Rules, procedures, structure</td>
<td>Chapter 6 Classroom Design</td>
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<tr>
<td>February 26</td>
<td>Building Relationships</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 12</td>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>Behavior problems/adherence to rules</td>
<td>Chapters 8, 9</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>March 26</td>
<td>Chronic behavior issues/outside assistance/ Special needs</td>
<td>Chapters 10, 11 Flanders/Amidon</td>
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<td>April 2</td>
<td>Judicious discipline</td>
<td>handout</td>
</tr>
<tr>
<td>April 9</td>
<td>Darkness to Light training</td>
<td>Case Study paper (student behavior)</td>
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<tr>
<td>April 16</td>
<td>Letters to a Young Teacher The First Few Days of School-Harry Wong</td>
<td>Kozol’s book; Classroom Management Plan</td>
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<tr>
<td>TBD</td>
<td>Final</td>
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<td></td>
<td>Check separate calendar for oral presentations</td>
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<tr>
<td></td>
<td>The calendar may be adjusted as the course progresses.</td>
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</tbody>
</table>