



MLED 403.71E: Best Practices in Pedagogy and Assessment

COURSE SYLLABUS: Fall 2014

Instructor: Carol Smith, Ed.D.

Office Location: Navarro Partnership/Corsicana

Office Hours: Monday and Tuesday 2:00–5:00, or by appointment

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COURSE INFORMATION

Required Text:

Knowles, Trudy and Brown, Dave F., (2007). What every middle school teacher should know, 2nd Edition. Heinemann/National Middle School Association. ISBN-13: 978-0-325-00953-7 / ISBN-10: 0-325-00953-8 / 2007 / 320pp / Paperback

Online Resources:

www.middleweb.com; www.tea.state.tx.us; www.ed.gov; www.tcet.unt.edu

Course Description:

This is a field-based course concentrating on communication, methodology and management perspectives consistent with democratic classrooms and organizational structures that focus on student centered inclusive learning of young adolescents from culturally, economically, and educationally diverse student populations.

Course Objectives:

1. Know how to establish a classroom climate that fosters learning, equity, and excellence, and will use this knowledge to create a physical and emotional environment that is safe and productive.
2. Understand strategies for creating an organized and productive learning environment and for managing student behavior.
3. Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
4. Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

COURSE REQUIREMENTS

1. Class Attendance/Participation: Class activities and resulting products require active participation in discussions and cooperative groups.
2. Case Study: A written case study of a student (with a fictitious name) whose conduct negatively impacts the teaching/learning process in the classroom, along with suggestions for improvement, will be presented to the class.
3. Classroom Rules and Procedures: Posters for rules and procedures will be created/developed (printed on 8½ x 11 regular paper).

Grading:

- | | |
|--------------------------------------|-----|
| 1. Class Attendance/Participation | 20% |
| 2. Case Study Presentation; Critique | 40% |
| 3. Classroom Rules and Procedures | 40% |

Professionalism:

You are preparing to enter a profession in which independent responsibility and professional behavior are expected at all times. Therefore, the same high standards of responsibility, behavior, and performance in this class are expected.

TECHNOLOGY REQUIREMENTS

Access to the Internet
Access to an Email Account
Access to University Library Site
Word Processor (Microsoft Word)
Presentation Software (Such as PowerPoint)
USB Flash Drive (For Use at Home and University)
Data Projector (Provided by University)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

I may be contacted using my home email: drCarolSmith@aol.com, my home phone: 903.778.2207, or my cell phone/text: 903.880.3222.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class or via email. Students who do not attend class, or check their email assume full responsibility for missing changes to the course.

COURSE OUTLINE / CALENDAR (INTEGRATED WITH MLED 402)

Date	Content	Assignments Due
August 25 (5:00 PM-10:00 PM)	A. Introductions B. Syllabus C. Chapter 1: You Want to Be a What? (Presentation by Instructor and Discussion) D. "Early or Young Adolescence" (Handout and Discussion) E. Comparing and Contrasting Lesson Plan Formats from the Madeline Hunter Lesson Cycle and the 5E Instructional Model (Handouts/Presentations by Instructor with Activities)	
September 2	Labor Day Holiday; No Class	
September 8 (5:00 PM-10:00 PM)	A. Chapter 2: Understanding Young Adolescents (Presentations by Class Members) B. Chapter 3: Who Am I? (Presentations by Class Members) C. "Classroom Management" (Presentation by Instructor and Activities) D. "ASCD: Classroom Management" (Video/Discussion)	Individual Assignments Due
September 15 (5:00 PM-10:00 PM)	A. Chapter 4: Designing Appropriate Middle Schools (Presentations by Class Members) B. Chapter 5: Creating a Safe Haven for Learning (Presentations by Class Members) C. Presentation of Rules & Procedures (Presentations by Class Members)	1.) Individual Assignments Due 2.) Rules & Procedures Due
September 22 (5:00 PM-10:00 PM)	A. Chapter 6: Student Designed Curriculum (Presentations by Class Members) B. Chapter 7: Facilitating Meaningful Learning (Presentations by Class Members) C. Chapter 8: Assessment that Promotes Active Learning (Presentations by Class Members)	Individual Assignments Due
September 29 (5:00 PM-10:00 PM)	A. Internet Research (Presentations by Class Members) B. "Classroom Design: Action Steps for an Effective Classroom" (Presentation by Instructor/Activity) C. "Waiting for Superman" (Video/Activities)	Internet Presentations Due
October 6 (5:00 PM-10:00 PM)	Case Studies (Presentations and Discussions by Class Members)	Case Study Due
October 13 (5:00 PM-10:00 PM)	A. Chapter 9: Real Teachers (Presentations by Class Members) B. Chapter 10: Altering School Structures (Presentations by Class Members) C. "Being an Advocate for Young Adolescents" (Presentation by Instructor) D. Wrap-Up (Discussion)	Individual Assignments Due

Note: Criteria for assignments will be established when assignment is introduced in class. Attendance is imperative. Late assignments will not be accepted without prior approval. Documentation of any excused absence is required.

Your Name: _____

Date: _____

**Case Study of Student (or Group of Students)
Whose Conduct Negatively Impacts the Teaching/Learning Process in the Classroom**

Submit a written copy and be prepared to discuss actions.

1. *Fictitious name(s): (Remember student's confidentiality)

2. *Nature of the problem: (Brief description; Is problem behavioral, learning, cultural/ethnic, management, or procedural?)

3. Background information of the student(s), if known:

4. Cultural/ethnic information:

5. *What have you done to find out more about the student(s)?

6. *What techniques/strategies have been used in an attempt to remedy this problem (maintain dates)?

***Required information**