

NORFOLK STATE UNIVERSITY
SCHOOL OF EDUCATION
SECONDARY EDUCATION AND SCHOOL LEADERSHIP
COURSE SYLLABUS

Preparing: Competent, compassionate, cooperative, and committed school leaders

Course: UED 636EMS.01- Instruction and Classroom Management
Hours: 3 Scheduled: Fall 2006

Professor: Dr. Mary Kimble
Office: Room 210 Bozeman Education Building
Telephone: 823- 8036
E-mail:mkimble@nsu.edu
Office Hours: Monday 11-1 Tuesday 11-1
Wednesday 10-1 Thursday 3-4

Textbook: Orlich, Donald C., Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., and Brown, Abbie H. *Teaching Strategies: A Guide to Better Instruction*, 8th ed. New York: Houghton Mifflin Company, 2004.

Reference: *Publication Manual of the American Psychological Association* 5th ed. Washington DC: American Psychological Association.

Methods of Instruction: This course is taught on an independent study basis for the benefit of three students. It uses lecture, class discussion, demonstration, group discussion, lab, and fieldwork consisting of fulltime classroom teaching.

Course Description:

This course is intended to provide potential teachers with knowledge of various methods of content delivery, effective instructional strategies and learning styles as they relate to instruction. It addresses the legal aspects of teaching as they relate to student rights; moreover, the course seeks to impart skills which are needed by teachers to use value clarification, moral development and other behavior-influencing constructs which contribute to the teaching and learning process.

Course Rationale:

This course is required for Virginia Certification.

Goals and Competencies:

Upon completion of UED 636M/S, students will:

- Be familiar with how decisions teachers make impact student learning.

- Understand that teaching is a continuous process of planning, instruction, and assessment.
- Understand a holistic view of instruction as part of the instructional planning cycle.
- Understand and recognize the limits of instructional objectives.
- Value sequencing and organization of instruction to help students develop information processing skills.
- Understand questioning strategies and develop skills in encouraging student participation and correct responses.
- Become familiar with different models of teaching such as small group instruction, inquiry and higher level thinking models, etc.

Objectives & Learning Outcomes:

Students will be able to:

- ✓ Develop instructional goals and objectives specific to SOLs for their areas of concentration and strategies for monitoring student learning that are developmentally appropriate.
- ✓ Identify and use instructional methods and curricula that are appropriate to their area of professional practice and effective in meeting the individual needs of the students.
- ✓ Participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed in the effective practice of teaching.
- ✓ Demonstrate an understanding of various methods of instruction and the importance of working collaboratively with students, parents, teachers, and other professionals.
- ✓ Develop and deliver lesson plans using various models aimed at teaching specific SOLs
- ✓ to students of diverse learning styles.
- ✓ Incorporate the use of technology instructional materials and teaching methodology for a diverse student population.
- ✓ Use assessment and procedures that do not discriminate against persons with exceptionalities on the basis of race, color, creed, sex, national origin, age, political practices, family or social background, sexual orientation, or exceptionality.
- ✓ Develop a tentative plan for classroom management of discipline.
- ✓ Select an appropriate means of testing and evaluation.

Course Requirements:

1. Complete all reading and other assignments. Be prepared for a quiz at anytime.
2. Log onto www.vcu.edu/vissta/training/va_teachers/topic2.html . Follow instructions for *Child Abuse and Neglect: Recognizing, Reporting, and Responding*.
3. Develop a 30 minute lesson plan based an SOL that is specific for your intended teaching area. Explain why you believe your lesson will be successful for which type of student and why you feel it might not be successful for which type of student. What provisions are included to accommodate students at varying achievement levels? Lesson plans must be very detailed and must follow the lesson plan format discussed in this class. (25 points). Lesson plans are due prior to your presentation. ***You are responsible for bringing all materials/ equipment, etc. that you need to teach your class. Class presentations are scheduled for **9/24/06**.
4. Using the task analysis model, develop a 30 minute lesson plan. Emphasis must be on sequencing and organizing instruction. Explain attitudes, skills, processes, concepts you wanted the students to develop. (25 points) Due: 10/10/06
5. Select a major idea/ theme/unit to serve as focus for this assignment. The instructional sequence must cover a minimum of five weeks. You must relate your instructional materials to the major idea/theme/unit. Develop an instructional sequence/ **unit plan** that will show the progression of your instruction and growth of student understanding of the major idea/theme/unit. Unit plans must include: introduction, instructional goals, instructional objectives, learning activities, evaluation techniques, and resources. (25 points) Due: 10/31/06 .
6. View “The Ron Clark Story,” currently running on TNT. Select seven strategies used to get student motivated in the story. Analyze the strategies and explain how they might be incorporated in your instructional methodology to improve student achievement. Give examples. **(OR)** Read the book, Clark, Ron. (2003). *The Essential 55: An Award Winning Educators Rules for Discovering The Successful Student in Every Child*. New York: Hyperion. Select seven strategies used to get student motivated in the story. Analyze the strategies and explain how they might be incorporated in your instructional methodology to improve student achievement. (25 points) Due: 11/14/06.

***All papers must be typed, double-spaced, using appropriate APA style documentation. Late papers and projects will lose 10 points.

***Plan on submitting hard copies of your papers and a cd. Papers are to be left at my office on the designated dates. Do not fax or e-mail papers. Include a SASE if you would like your paper returned.

Course Outline:

- Chapter 1 The School Rationale for Instruction
 - Social Context of Teaching
 - Diversity in the Schools
 - Reflective Teaching and Decision Making

- Chapter 2 Instruction in a Social Kaleidoscope
 - A Holistic View of Instruction
 - Teaching Perspectives and Instructional Decision Making
 - Equity as a Big Picture
 - Goals and Standards in the Social Milieu

- Chapter 3 Objectives, Outcomes, and Standards for Instruction
 - Planning as a Tool
 - Using a Cognitive Taxonomy as an Instructional Guide
 - Using Objectives to Guide Learners
 - Converting Standards to Objectives

- Chapter 4 Instructional Design
 - Overall Considerations for Instructional Planning
 - Instructional Planning Procedures
 - How Expert Teachers plan

- Chapter 5 Sequencing and Organizing Instruction
 - Basic Concepts for Sequencing and Organizing Instruction
 - Models of Lesson Organization
 - Multimethodology as an Instructional Process
 - Lesson presentations

- Chapter 6 Managing the Classroom Environment
 - The Goal of managing a Classroom
 - Classroom Routines
 - A Continuum of Management Systems
 - Society and Classroom Management
 - Lesson presentations

- Chapter 7 The Process of Questioning
- The Importance of Classroom Questioning
 - Questioning Strategies
 - Appropriate Questioning Behaviors
 - Using Questions to Create a Dynamic Learning Environment
 - The Challenge of Classroom Questioning
 - Lesson presentations
- Chapter 8 Small Group discussions and Cooperative Learning
- Organizing and Initiating Discussion Groups
 - Six Basic Small Group Discussion Types
 - Cooperative learning
 - Unit Plans
- Chapter 9 Inquiry Teaching and Higher-Level Thinking
- Helping Students Become Better Thinkers
 - Inquiry Teaching
 - Methods for Developing Higher-Level Thinking Skills
- Chapter 10 Monitoring Student Successes
- Basic Contexts and Concepts of Classroom Assessment
 - Understanding Assessment Tools
 - Constructing Classroom Assessments
 - Grading with a Focus on Improving Student

Grading Standards:

Final grades will be computed based on the combined point value of your assignments. Based on the University grading scale. Consult your University Catalog for published policy.

Grading System:

| Grade Point | Letter Grade | % Range | Criteria |
|-------------|--------------|--------------|---|
| 4.00 | A | 100-98 | Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity. |
| 3.70 | A- | 97-95 | Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity. |
| 3.30 | B+ | 94-88 | Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity. |
| 3.00 | B | 87-80 | Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity. |
| 2.70 | B- | 79 and Below | Failed performance on course activities and examinations according to rubrics and tests scores. Failed demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Below average performance in participation, initiative and creativity. <i>Requires repeating the course.</i> |

**Letter grades are assigned to indicate the academic achievement of the candidates. Grades are determined by the instructor based on the following:

Americans with Disabilities Act (ADA) statement:

In accordance with Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students through Disability Services (SSDS) for information regarding programs and services to enhance student success.

Location: 2nd Floor/Lyman B. Brooks Library, Room 240

Contact Person: Marian E. Shepherd, Disability Services Coordinator

Telephone: 757 823-2014

NSU email policy

Norfolk State University shall consider e-mail the primary mechanism for official communication with NSU students unless otherwise prohibited by law. The University reserves the right to send official communications to students by e-mail to their University-supplied e-mail addresses. The University fully expects that these students will receive and read their e-mails in a timely fashion. Official University e-mail accounts are available for all registered students, faculty, and staff. **All passwords for accessing university information systems must be kept confidential and used according to acceptable policies.**

UNIVERSITY ASSESSMENT STATEMENT

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

| Letter Grades | Conceptual | Rhetorical | Thesis | Development and support | Structuring | Language | | | | | |
|---------------|---|---|---|--|--|--|--|--|--|--|--|
| A | ,shows command of interpretive and conceptual framework required by research assignment and course materials and text: shows command of components of a research paper; ideas original, often insightful, going beyond ideas discussed in class; ideas may be supported using APA conventions | commands attention with convincing argument with a compelling purpose; highly responsive to the demands of a specific writing situation (introduction, problem, purpose, research questions/hypotheses, methodology, analysis of date, etc); sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context. | essay controlled by clear, precise, well defined thesis and component parts; is sophisticated in both statement and insight | primary source information used to buttress every point; well chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas and parts of the thesis are evident | argument of the paper flows logically; well-constructed sentences and paragraphs; appropriate, clear, and smooth transitions; arrangements or organizational elements seems particularly apt | <table border="1" data-bbox="1388 394 1624 430"> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes few minor of technical errors</p> | | | | | |
| | | | | | | | | | | | |
| B | shows good understanding of texts, ideas and methods of the assignment, goes beyond the obvious using the text to clarify factual or conceptual inconsistency | addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the convention of academic discipline and genre; addresses the reader's needs for information, explanation, context | clear, specific, arguable thesis central to the essay; may have left minor terms undefined | pursues explanation and proof of thesis consistency; develops a main argument with explicit major points with appropriate textural evidence and supporting detail | distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences. Clear transitions between developed, coherent and logically arranged paragraphs | a few mechanical difficulties or stylistic problems(split infinitives, dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate APA format | | | | | |
| C | show an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive or conceptual errors | presents and adequate response to the research prompt; pays attention to the basic elements of the research project; shows sufficient competence in the convention of academic discipline and genre; signals the importance of the reader's need for information, explanation, and context | general thesis or controlling idea; may not define several central terms | only partially develops the argument; shallow analysis; some ideas and generalizations underdeveloped or unsupported; makes limited use of textural evidence, fails to integrated quotations appropriately; | some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information | more frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes quotations accurately | | | | | |