EDTE 600 Syllabus  
Systematic Effective Teaching  
Summer I 2009

I. Descriptive Information
A. Course Number and Title: **EDTE 600 Systematic Effective Teaching**

B. Catalog Description: Exploring the learning environment to include diversity of students, instructional materials, classroom management, and communication patterns.

C. Course Credit: 3 hours
D. Prerequisite: Admission to the MAT program
E. Instructor: Margo Jackson
F. Class Meeting Info. Monday-Thursday 8:00 -10:15 Wardlaw 110
G. Contact Information: Jackson: 777-4717 loganmn@mailbox.sc.edu
H. Office Hours: Mon.-Wed. 11:00— 12:00 Wardlaw 107P (Other times available by appt.)

II. Statement of Goals and Objectives
A. Goals
   1. To develop an understanding of the complexity of classroom learning environments and the factors in the setting that affect student learning.
   2. To recognize the influence of their own life experience, and of historical and contemporary factors on a teacher’s classroom expectations.
   3. To gain experience with instructional planning and teaching.
   4. To identify cultural and the needs of individual children including those with exceptionalities.

B. Objectives - The student will:
   1. develop ways of describing what goes on in classrooms and how teachers can influence the interests, learning, and social development of students.
   2. describe the strategies, rituals, and routines that can be used to establish and maintain a productive learning community in the classroom.
   3. analyze essential elements of classroom organization, instruction, and management systems.
   4. describe the effects of a child’s developmental level, diversity of learners, and teacher expectations on classroom management issues.
   5. plan appropriately and use strategies to manage learning activities with small and large groups of students.

III. Required Text
Incorporated.

Peterson, R. (1992) Life in a crowded place, Portsmouth, NH: Heinemann. Other assigned readings (distributed as handouts or as readings on Blackboard).

Optional Text
The Morning Meeting, Roxann Kriete

IV. Administrative Course Requirements
MAT interns are required to attend all class sessions and participate fully in class discussions in a collegial manner. At all times, interns must exhibit the dispositions that appear in the College of Education Conceptual Framework. Excessive absenteeism generally limits learning opportunities and may negatively impact the number of points earned.

Academic Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit Slips (Due each Day) &amp; Exit Slips</td>
<td></td>
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<tr>
<td>Reflection on Classroom Settings</td>
<td>6-11</td>
<td>20 points</td>
</tr>
<tr>
<td>“Joshua loves Sunday school…”</td>
<td>6-23</td>
<td>20 points</td>
</tr>
<tr>
<td>Response to <em>Life in a Crowded Place</em></td>
<td>6-23</td>
<td>20 points</td>
</tr>
<tr>
<td>Morning Meeting Scenario</td>
<td>6-18</td>
<td>20 points</td>
</tr>
<tr>
<td>Philosophy of Classroom Management Paper</td>
<td>6-24</td>
<td>22 points</td>
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</tbody>
</table>

Total Points 102 points

1. **Admit Slips (Due at the Beginning of each class):** Reading and active participation in this course are critical to your professional growth. You are to respond to daily reading assignments by underlining, tabbing, highlighting key ideas in texts and then recording key reflections on an Admit Slip. Please bring to each session. You are welcome to design your own admit slip and include the following areas:
   a. A bulleted list of key learning and quotes from the readings
   b. Theoretical and practical issues that the author presents
   c. Questions and confusions prompted by the reading

   In addition, students will complete an exit slip at the end of class.

2. **Reflections on Classroom Settings** (20 points) Due June 11
   Professional educators strive to learn about the whole child and his or her culture and community. Read “Joshua loves Sunday school but hates school.” As a group submit a 2 to 3 page paper using the Blackboard—Assignment Button. The paper should be a reflection on McMillon and Edward’s article in which you:
   I. Analyze the two settings in light of the theories you have studied in this or
other college classes, and

2. Evaluate one classroom you have witnessed (either as a P-12 student or practicum student) to illustrate a teacher who is (or is not) sensitive to issues raised by McMillon and Edwards.

Credit Given

Evaluative Criteria

___ out of 3 Discussion of Joshua’s Sunday school focuses on critical elements of the setting.

___ out of 3 Discussion of Joshua’s Pre-school focuses on critical elements of the setting.

___ out of 4 Connections to ETEL 600 content are made for both settings and show insight into the principles discussed.

___ out of 4 Reflection on personal experience provides sufficient details to illustrate the relevance of a discussion of that setting.

___ out of 4 Discussion of personal experience focus on observable details and demonstrate insight into the issues raised by McMillon and Edwards.

___ out of 2 An electronic copy (either Microsoft word or Rich Text Format) of the paper is submitted via Blackboard and demonstrates a professional level of written communication (i.e., grammar, mechanics, organization, spelling, etc.)

TOTAL SCORE _____ out of possible 20 points

3. **Response to Life in a Crowded Place** (20 points) Due June 23

Read *Life in a Crowded Place*

Professional educators understand that community and relationships are at the heart of all learning. Respond to Peterson’s comment, “Contrary to popular belief, holistic learning communities are highly structured places.” (p.14) Identify questions you would ask Ralph Peterson if he was going to come to our class next month. Finally, discuss how reading this book has affected your thinking about the teaching strategies you will use in your future classroom?

NOTE:
This is to be a 3 to 4 page paper submitted via the **Blackboard Assignment Button**

Credit Given

Evaluative Criteria

The paper presents:
A well substantiated argument about whether holistic teaching is structured or not?

Information from the book that communicates understanding of the ideas presented by Peterson?

details about your past experiences as a student or teacher to support points of view?

at least two questions to be addressed to Peterson. explanation of why the questions are important?

A discussion of how Peterson’s book has affected your thinking about teaching? Details are provided to explain the elements that would become part of your classroom practice.

work that is consistent with standards of professionalism (i.e., grammar, mechanics, spelling, organization, format, submitted via blackboard)

TOTAL SCORE out of possible 20 points

4. **Philosophy of Classroom Management** (Due June 24): You must provide evidence of your ability to reflect on your growing competence to manage student behavior and to motivate students to engage in meaningful learning in a philosophy paper. It is important for you to cite references to NCATE standards and our reading assignments, class activities, and discussions in a meaningful manner. Also, you are expected to make a brief presentation (10 minutes) of a professional learning that is most significant to you during one of the last two class periods. (Rubric will be given out in class)

5. **Morning Meeting Scenario** (Due June 18)
Students working in groups will demonstrate a Morning Meeting scenario including all the parts and elements of Morning Meeting that would allow for the engagement of all students. The group presentation should be no longer than 15 minutes. Each group will (Rubric will be given out in class)

VI. Evaluation
EDTE 600 Grading Scale:
A= 92-100
B+ 88-91
B= 84-87
C+ 80-84
C= 75-79.
VII. Major Topics Tentative Course Calendar EDTE 600 Summer I 2009
**********All assignments submitted through Blackboard are due by 4:00pm**********

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/location</th>
<th>Reminders</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-1</td>
<td>• Course Orientation Activities&lt;br&gt;• Introductions&lt;br&gt;• History of Classroom Management</td>
<td>*Readings in each box should be completed before the class session&lt;br&gt;*Syllabus Iverson, Chapter I</td>
</tr>
<tr>
<td>6-2</td>
<td>• Problem solving and classroom management&lt;br&gt;• Morning Meeting</td>
<td>*Readings: Iverson, Chapter 2 &amp; 3&lt;br&gt;*Morning Meeting Slides (Admit slip due)</td>
</tr>
<tr>
<td>6-3</td>
<td>• Morning Meeting Video</td>
<td><em>Take notes &amp; discuss&lt;br&gt;</em> Form Morning Meeting Scenario groups</td>
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<tr>
<td>6-4</td>
<td>• Independent Work Day</td>
<td>*Readings: Joshua Article &amp; Color Biased Article</td>
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<tr>
<td>6-8</td>
<td>• Discussion of Joshua Article and Color Biased Article</td>
<td>* Joshua Article &amp; Color Biased Article</td>
</tr>
<tr>
<td>6-9</td>
<td>• Iverson</td>
<td>Readings: Iverson Chapter 4 &amp; 5 (Admit slip due)</td>
</tr>
<tr>
<td>6-10</td>
<td>• Home/school Collaboration&lt;br&gt;• Classroom Management Scenarios</td>
<td>*Reading: Iverson Chapter 6 (Admit slip due)</td>
</tr>
<tr>
<td>6-11</td>
<td>• Competencies in Communication</td>
<td><em>Reading: Iverson Chapter 8&lt;br&gt;</em> Reflection of Joshua Article Due (Admit slip due)</td>
</tr>
<tr>
<td>6-15</td>
<td>• Independent Work Day</td>
<td>*Work on group Morning Meeting Scenario&lt;br&gt;*Read Life in a Crowded Place—Take notes on each chapter</td>
</tr>
<tr>
<td>6-16</td>
<td>• Holistic Teaching&lt;br&gt;• USC Conceptual Framework -Integrity&lt;br&gt;• USC Conceptual Framework -Intellectual Spirit</td>
<td>Read Conceptual Framework&lt;br&gt;*What is integrity?&lt;br&gt;*What is intellectual spirit? (Admit Slip due)</td>
</tr>
<tr>
<td>6-17</td>
<td>• Holistic Teaching&lt;br&gt;• USC Conceptual Framework -Justice</td>
<td>Read Conceptual Framework&lt;br&gt;*What is justice?&lt;br&gt;*What is stewardship? (admit slip due)</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<tr>
<td>6-18</td>
<td>Morning Meeting Scenarios</td>
<td>Group Presentations</td>
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<tr>
<td>6-22</td>
<td>Morning Meeting Scenarios</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>6-23</td>
<td>Sum it UP!</td>
<td>**Life in a Crowded Place Paper Due **</td>
</tr>
<tr>
<td>6-24</td>
<td>Independent Work Day</td>
<td>Philosophy of Classroom Management Paper Due *</td>
</tr>
<tr>
<td>6-25</td>
<td>Independent Work Day</td>
<td>Complete course evaluation</td>
</tr>
<tr>
<td>6-29</td>
<td>Philosophy of Classroom Management</td>
<td>Presentations</td>
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<td></td>
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<td><em>Bring Hard copy to class</em></td>
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<tr>
<td>6-30</td>
<td>Philosophy of Classroom Management</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>CELEBRATION</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

VIII. Bibliography


