



EDUC 3303

Methods and Classroom Management in Elementary Schools
Spring 2017

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Required Text:

- 1) Borich. (2014). Effective teaching methods. Research based practice. Pearson. Upper Saddle River: NJ.
- 2) Wong, H. (2009). The first days of school: How to be an effective teacher. Harry K. Wong Publication Inc. Mountain View: CA.

Course Description:

EDUC 3303 is a survey of instructional strategies, materials, and planning based on the elementary curriculum, including classroom management, behavior management and procedures adapted to the personality of the teacher. The class addresses adaptations for exceptional and multicultural students.

Course Objectives:

Upon completion of this course, students will:

1. Understand a range of instructional strategies, materials and planning based on EC-6 curriculum.
2. Differentiate among classroom management strategies
3. Plan instruction and assessment that is appropriate for students which represent various stages of development.
4. Establish a classroom climate that fosters learning equity and excellence
5. Demonstrate strategies for creating an organized, productive learning environment
6. Be prepared for the Professional Pedagogy Responsibility Certification Exam

Student Learning Outcomes:

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SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children's strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

Standards:

TExES Pedagogy and Professional Responsibilities

Domain 1: Designing Assessment and Instruction to Promote Student Learning

Domain 2: Creating a positive, productive classroom environment

Domain 3: Implementing effective, responsive instruction and assessment

Domain 4: Fulfilling Professional Roles and Responsibilities

Course Requirements:

Attendance and Participation

Class attendance is essential for successful completion of this course. Your attendance grade will be based on a sign-in sheet which will be distributed at the beginning of class. It is your responsibility to sign-in at each class meeting. As well, participation implies active contribution and is essential for optimal learning to occur. Your ability to effectively participate in class will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters, articles, or other assigned materials.

Quizzes:

There will be an objective quiz each week. The quiz will correlate to the Borich text chapter coverage. Quizzes will be administered on Blackboard. Completing your quizzes in the most reliable area is a priority. You are strongly encouraged to utilize the campus computer labs where connectivity and tech support are available. If you choose to complete your assessment in an area other than the campus computer labs, please understand that quizzes will not be reset because of connectivity issues.

Written Reflections:

You will be responsible for four written reflections throughout the semester. Each written response is required to be a minimum of 2 pages in length, double-spaced. Your response should reflect content from the Wong as well as the Borich text. Look for opportunities to ground your response with text support and ensure you follow citation rules to avoid plagiarism. Do Not Copy information directly from either book. This is an opportunity to demonstrate your understanding and the application of concepts. Additionally, remember that you are teachers in training. Proofread your work carefully or have the writing center tutors edit your work prior to submission. Written responses that contains spelling, grammar and structural errors will not receive credit.

Observations:

You are required to conduct two observations during the course of the semester. Make arrangements in a timely manner so that observations are completed before the due date. Individual districts have specific requirements for students visiting campuses. Locate a campus/school you would like to visit, determine those requirements and make the appropriate arrangements to complete your observation. You will need to have the cooperating teacher sign your observation form and you will need to complete a 2 page, double-spaced summary for submission on Blackboard. Each observation should be a minimum of one hour and your summary should address specific objectives related to this class (organization, classroom environment, utilization of instructional strategies, positive climate, professionalism, etc.)

Grading Policy

13 Quizzes @ 20 points each	260
4 Written Reflections @ 50 points each	200
2 Observations @ 25 each	50
<u>Class Contribution</u>	<u>50</u>
	560

Reminders:

- In class activities and assignments will not be turned in as “makeup” work. Please do not request special consideration of this policy.
- Course sign-in sheet will be available at the beginning of class. Arriving late or leaving early can result in an absence. There is not a distinction between excused and unexcused absences.
- Please be prepared to begin class on time and stay through the duration of class. Entering and exiting after class has started serves as a disruption to me and your peers. Bathroom and snack breaks need to occur before, between or after classes.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing.
- **Please keep cell phones and pagers on vibrate or silent and out of sight.**

Americans with Disabilities Act: Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the students' responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

January 18	First Class, Welcome, Introduction, Review Texts
January 23	Lecture Chapter 1
January 25	Quiz 1
January 30	Lecture Chapter 2
February 1	Quiz 2
February 6	Lecture Chapter 3
February 8	Quiz 3 Written Reflection 1 (Borich 1-3, Wong 1-5)
February 13	Lecture Chapter 4
February 15	Quiz 4
February 20	Lecture Chapter 5
February 22	Quiz 5
February 27	Lecture Chapter 6 (Observation Due)
March 1	Quiz 6 Written Reflection 2 (Borich 4-6, Wong 6-10)
March 6	Lecture Chapter 7
March 8	Quiz 7
March 20	Lecture Chapter 8
March 22	Quiz 8
March 27	Lecture Chapter 9
March 29	Quiz 9 Written Reflection 3 (Borich 7-9, Wong 11-20)
April 3	Lecture Chapter 10
April 5	Quiz 10 (Observation Due)
April 10	Lecture Chapter 11
April 12	Quiz 11
April 17	No Class
April 19	Lecture Chapter 12
April 24	Quiz 12
April 26	Lecture 13
May 1	Quiz 13
May 3	Written Reflection 4 (Borich 10-13, Wong 21-24)