



EDUC 3303
Methods and Classroom Management in Elementary Schools
Fall 2020

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Required Text:

- 1) Borich. (2014). Effective teaching methods. Research based practice. Pearson. Ninth edition.
- 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:

SLO's in RGC BA Interdisciplinary Program

SLO 1 Students will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8 (EDUC 3304).

SLO 2 Students will identify instructional strategies to analyze children's strengths and needs for planning instruction.

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

Standards:

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Course Requirements:

Class/Zoom attendance is essential for successful completion of this course. Your attendance grade will be documented as you enter the Zoom 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 seven (7) objective quizzes. The quizzes 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:

Harry Wong's First Day of School. You will be responsible for five written reflections throughout the semester. This is a place where you can comment, question, and wonder about how this information will fit into what you will do with students. I will be looking for organization of ideas, well-articulated thoughts, connections between text content and video support, application to teaching and expanded thinking. Each written response is required to be a minimum of 2 pages in length, double-spaced. 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. 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.

Video enhancements:

You are required to view two video enhancements throughout the semester and you will need to complete a two-page, double-spaced summary for submission on Blackboard. Each observation should address specific objectives related to this class (organization, classroom environment, utilization of instructional strategies, positive climate, professionalism, etc.) Keep copies of your observations for future reference for verification of your hours. Turn in observation/forms to Susan Land.

Grading Policy:

7 Quizzes @ 20 points each	140
5 Written Reflections @ 50 points each	250
2 Video Enhancements @ 25 each	50
Class Contribution	50
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	490

A = 441-490

B = 392-440

C = 343-391

D = 294-342

F =< 293

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the requested task and contains additional, unexpected or outstanding features.

B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with possibly few errors or omissions.

C- C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment requirement.

D – D work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – F work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

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 is mandatory. Arriving late or leaving early can result in an absence.
- 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.**

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.

EDUC 3303

Course Schedule

August 25	First Zoom Class, Welcome, Introduction, Review Texts
August 27	Zoom Class Chapter 1
September 1	Zoom Class (Read Wong's A)
September 3	No Zoom Class
September 8	Zoom Class Chapter 2 (Wong A Reflection Due)
September 10	No Class (Quiz 1 Chapters 1 and 2)
September 15	Zoom Class Chapter 3
September 17	No Zoom Class (Read Wong's B)
September 22	Zoom Class Chapter 4 (Wong's B Reflection Due)
September 24	No Zoom Class (Quiz 2 Chapter 3 and 4)
September 29	Zoom Class Chapter 5
October 1	No Zoom Class (Read Wong's C)
October 6	Zoom Class Chapter 6 (Wong's C Reflection Due)
October 8	No Zoom Class (Quiz 3 Chapters 5 and 6)
October 13	Zoom Class Chapter 7 (Video Enhancement Due)
October 15	No Zoom Class (Read Wong's D)
October 20	Zoom Class Chapter 8 (Wong's D Reflection Due)
October 22	No Zoom Class (Quiz 4 Chapters 7 and 8)
October 27	Zoom Class Chapter 9
October 29	No Zoom Class (Read Wong's E)
November 3	Zoom Class Chapter 10
November 5	No Zoom Class (Quiz 5 Chapters 9 and 10)
November 10	Zoom Class Chapter 11
November 12	No Zoom Class (Wong's E Reflection Due)
November 17	Zoom Class Chapter 12
November 19	No Zoom Class (Quiz 6 Chapters 11 and 12)
November 24	Zoom Class Chapter 13
December 1	Zoom Class Wong (Video Enhancement Due)
December 3	Zoom Class Wong
December 8	No Zoom Class (Quiz 7 Chapter 13)

*Depending on how the semester goes, the above schedule is subject to change.