



EDCI 3002, *CLASSROOM CULTURE*

Fall 2007

Monday: 216 Peabody Hall, 2:00 p.m. – 4:00 p.m. Lecture

Field Experience: TBA

Service-learning: TBA



INSTRUCTOR: Dr. Terrie T. Poehl
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OFFICE HOURS: Monday 3:30 p.m. – 4:30 p.m.
Tuesday 1:30 p.m. – 3:30 p.m.
Other times by appointment

NOTE: Student teacher and Holmes Intern observations may interfere occasionally with scheduled office hours. I will send e-mail notification when changes occur.

Catalog Description: (3) *Prereq.: EDCI 3001 and concurrent enrollment in one of the following: BIOL 3002, CHEM 3002, ENGL 3202, FREN 3402, HIST 3002, MATH 3002, PHYS 3002, SPAN 3002. 2 hrs. lecture; 3 hrs. lab/field experience in multicultural settings.* Learning processes of middle school and/or high school students in the social learning environment of the classroom, with attention to individual and group motivation, social interactions, integration of technology, and classroom management.

CELL PHONES AND PAGERS:

These items cause an unnecessary distraction during class. Please either turn them off or put them in a non-audible alert mode during the entire class time. Answering a phone call during class is rude behavior and will affect your participation grade.

1. Overview and Correlation to the Program

EDCI 3002 is a required course for all candidates enrolled in the secondary education program administered in the College of Arts and Sciences and the College of Basic Sciences. Candidates complete their degree with secondary education as a concentration area. In addition to completing content courses, candidates also complete curriculum and instruction courses numbered 3223, 2001, 3001, 3002, 4003, 4004, and 4005. Candidates usually complete this course during the fall semester of the junior year. This course introduces pedagogical methods focusing on four primary themes: 1) Development of effective teaching methods, 2) Classroom management skills, 3) Lesson plan development, and 4) Integration of appropriate technology.

Effective teaching methods include instructional activities and strategies that depart from the lecture style and encourage cooperative learning or open-ended exploration. Candidates will implement these methods in the field experience and service-learning settings and as covered in the concurrent content course, will be implemented in the field experience setting. Also, the dynamics of learning in middle school and high school classes, including methods of small group and whole class interaction and instruction and the integration of technology may extend into the accompanying content course as well.

2. Field-based Experiences (Field Experience and Service-learning) and Artifacts

Definitions

Field experience:

A continuation of the classroom experiences completed in EDCI 3001. In that course you completed teacher interviews, pretest and posttests for students tutored, and the administration of a student interested inventory. You will complete tutoring (at most two students) and small-group instruction (four to six students) during this semester to prepare you for EDCI 4003 requirements including small-group and whole-class (all students in the class) teaching.

Service-learning:

- Learning by doing
- Applying academic concepts to meet community needs
- Meeting course objectives by serving outside the classroom
- Deepening understanding through reflecting on real life experiences
- Integrating service into the academic curriculum to reinforce learning

Mission of the Service-Learning Initiative at LSU

The mission of the service-learning initiative at LSU is to promote and facilitate service-learning.

At LSU, we define service-learning as...

"A credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility."

(Robert Bringle and Julie Hatcher. (1995). A service-learning curriculum for faculty. Michigan Journal of Community Service-Learning. 2(3) 112-122.)

You complete a Service-learning contract and this indicates a sign of your commitment to high teaching standards to those that you tutor and teach. You will find the contract in the field experience/service-learning folder. You will also find service-learning handbooks in the same folder.

Field experience and Service-learning Requirements

Candidates will complete a combination of tutoring and passive observation field-based experiences in the assigned field experience school and service-learning setting. The tutoring will consist of all candidates completing one-to-one tutoring. Candidates will complete small group instruction in the accompanying content course field experience. The purpose of the observation is to allow the candidates to critically view teaching practices. The individual and small group teaching will allow candidates to develop varying teaching methods. The students that you work with are from public schools with student populations from varying socioeconomic and ethnic backgrounds. Candidates will complete tutoring hours in their assigned schools. Candidates will frequently discuss their reactions to the different settings in class discussions.

Dr. Nikki Clark will complete field experience assigned schools for English/Language Arts and History candidates for this semester. She also completes this task for Foreign Language candidates when enrolled in this course. Mrs. Sharon Besson will complete field experience school assignments for Mathematics teacher candidates. Science (Biology, Chemistry, Physics) candidates are not completing the course this semester.

Candidates must complete a minimum thirty (30) of hours of tutoring (15-20) and small group instruction (5-10) for this course from a combination of the field experience and service-learning activities. The field experience hours for your accompanying content course may be different in number but should be a minimum

of 20 hours. These required hours may be completed at the same site for the twenty hours from the accompanying content course (ENGL 3202, HIST 3002, MATH 3002).

Candidates will complete verification of all field experience and service-learning sessions in the materials folder of Semester Book. You will submit a log sheet copy, observation reports (in Semester Book Assignment Folder), and/or tutoring items throughout the semester. However, you may submit any items from your mentor teacher that you feel are pertinent to your summary/reflection. Field experience and Service-learning experiences require your use of different reflection documents. You will find all necessary documents in the Field Experience / Service-learning materials folder of the Semester Book application.

REQUIRED HOURS:

Total: 30

Field Experience: 10 hours, minimum

Service-learning: 10 hours, minimum

The remaining 10 hours may be completed at your field experience school, service-learning school, or a combination of the two.

SERVICE-LEARNING

During the first two weeks of class, a member of the staff of GEAR UP will ask you to sign up for time slots for tutoring that fit your schedule. There will be a variety of options presented such as tutoring times available during the day, after school, and during Saturday Academies. All sites do not have Saturday Academy opportunities. You will sign up for the times that best fit your schedule. The staff will then match your availability to a student participating in the project who is available at that time. Once you have been assigned to your student, you will be responsible for completing activities that are designed to provide you with an opportunity to become familiar with basic teaching practices such as lesson design, instruction, modification of academic content, student motivation, assessment, and reflection. In turn, the student will benefit from your mentorship, enthusiasm, your ability to relate socially and emotionally, and your content knowledge. Good teachers know more than just their content. They KNOW their students!

You will submit weekly journals describing your service-learning activities. The template for this assignment is in the field experience/service-learning materials folder.

This course, along with EDCI 3001 and the honors section of EDCI 2001, is a service-learning course. This means that you will complete out-of-class work at two schools. The service-learning sites are middle schools in East Baton Rouge Parish: Capital, Kenilworth, Crestworth, and Park Forest along with Baker Middle in the Baker School District. These particular schools are participants in GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) which is a federal project directed by Dr. Susan Gaston (sgaston@lsu.edu, 118 Hatcher Hall). GEAR-UP is a grant program funded by the U.S. Department of Education and is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Students begin tutoring or other academic needs in seventh grade cohorts and continue through high school. EDCI 4003 is scheduled to become a service-learning course in Spring 2008 and many of you, schedule permitting, will continue to work with the same students.

FIELD EXPERIENCE

You will receive notification of your assigned school during the first week of the semester either from Dr. Clark or Mrs. Besson as they will visit EDCI 3002. Dr. Clark will visit ENGL 3202 and HIST 3002 with Mrs. Besson visiting MATH 3002. Both of them will have access to the Semester Book application for this course to facilitate their knowledge of your field experience/service-learning progress.

You will submit a copy of your hourly log sheet as scheduled during the semester. In addition, you will submit a summary / reflection sheet along with the requested observation methods. The specific observation forms are also in the Field Experience / Service-learning materials folder.

3. Effective Professionalism

During the field experience/service-learning component of the class, candidates are expected to act and dress professionally. You are training to be a professional and as such you will be expected to conduct yourself professionally and responsibly. Following instructions, planning, communicating and using technology are an integral part of your training. Your willingness and ability to perform responsibly correlate directly with your competency and thus with my assessment.

Professionalism: You are expected to dress and behave accordingly at your assigned schools.

Dress: No jeans, shorts, t-shirts, flip-flop type shoes, etc. Also, you must consult the faculty handbook for your assigned schools for additional information regarding appropriate dress rules.

Demeanor: You must be punctual and arrive as scheduled. Arrange a communication method with your assigned teacher if you cannot complete your scheduled observation/tutoring/small group instruction session. An absence on your part should NEVER be a surprise to your mentor teacher.

Candidates are expected to join the specialty program association for their content concentrations (NCTE, NCTM, NCSS). Also, attendance at local, state, and national meetings will enhance content knowledge and assist pedagogical skills. Attendance at these meetings may count toward your field experience requirements. Check information from the association that you joined for meeting dates. You may also use monthly journals for article reviews and lessons plan activity development

Current annual membership fees for students:

The National Council of Teachers of English, NCTE, \$20

National Council of Teachers of Mathematics, NCTM, \$36

National Council for the Social Studies, NCSS, \$29

4. Reflective Practice

Candidates should voice familiarity with assigned readings through discussion, and should be able to participate in all assigned activities. Periodically throughout the course written reflections addressing readings from the text and/or class discussions will be assigned. You will find a journal assignment on Semester Book in the online assessment section. You will respond to the items posed following the instructions on Semester Book. You must respond by the Sunday following the requested day listed on the class assignment page of the syllabus. You cannot enter a response once the online assessment is locked on the due date.

Candidates will also complete reflective writings or assignments in class. These writings constitute a class assignment grade. These assignments cannot be made up due to absence. However, one class assignment grade will be dropped at the end of the semester.

Candidates will submit written assignments on stated due dates. Electronic submission of assignments IS NOT a viable means of completing this task unless notified otherwise.

5. Inquiring Pedagogy

This course addresses four themes:

- Research-based and standards-based teaching methods
- Classroom management
- Lesson Planning and Unit planning
- Appropriate uses of Technology

Lesson plan development needs attention to student development of worthy topics requiring understanding, determining evidence of understanding, and the learning experiences and teaching methods that will promote understanding, interest and excellence. Classroom management skills include varying teaching methods that are necessary to accommodate all needs, procedures that allow for effective transitions throughout the school day, and behavior monitoring. Technology is an excellent tool when used appropriately, both timing of its use and student readiness.

6. Student Learning Outcomes

Candidates completing this course will be able to:

- Use university-related technology and software to access and print course materials
- Use Internet resources for research purposes and to gather course materials
- Use appropriate technology to focus on content-rich lessons
- Consider various perspectives on various teaching methods
- Connect the content of the course with experiences in the classroom using field experience and service-learning settings
- Demonstrate familiarity with inquiry procedures for studying classroom practices and with current educational research in secondary education
- Develop short-term (1-day) lesson plans that implements standards-based teaching methods. The second lesson plan will include a holistic rubric.
- Develop unit plan (3-day minimum) than implements overarching goals and objectives that correspond to the daily objectives.

7. Instructional Strategies

Teaching methods employed in this course will include

- ◆ Service-learning work including one-on-one tutoring
- ◆ Field- experience observation and small group teaching
- ◆ Inquiry-based projects
- ◆ Discussions
- ◆ Reflective journals
- ◆ Development of appropriate objectives for daily and unit lesson plans
- ◆ Group candidate presentations
- ◆ Cooperative work in the service-learning and/or field experience setting

Candidates will develop their instructional strategies through the completion and submission of the assignments listed below.

- ❖ Bi-weekly e-journals
- ❖ Class discussion where candidates will be grouped by content area regarding service-learning and field experience sites
- ❖ Class discussion where candidates will be group by service-learning and field experience sites
- ❖ Service-learning portfolio
- ❖ Field experience portfolio
- ❖ Class Assignments

- ❖ Completion of Lesson Plans
- ❖ Classroom Management Portfolio
- ❖ Mid-semester Exam (take-home essay with one-week preparation time)
- ❖ Essay response assignment (take-home essay with one-week preparation time)
- ❖ Final Exam (short answer, true false, multiple choice, fill in the blank items)

8. Integration of Technology

Candidates must also have access to your LSU Student PAWS Desktop for Semester Book application, E-mail, Internet Access, access to a word processor, MS Powerpoint, and printing capabilities.

Candidates will view and participate in demonstration lessons using appropriate technology. The use of hand-held items and accessories (graphing calculator, data collection devices, presentation devices) is a mainstay of this course for all core content areas. Also, many education web sites exist with excellent resources.

9. Classroom Behavior

I expect no one to wear caps or hats in class.

I understand that many students like to use laptop computers in class for notetaking purposes. However, if any student is viewed using a computer for other purposes (e-mail, instant messaging, etc.), then computers will be banned for the remainder of the semester. This rule does not apply to disabled students with notetakers.

10. Assessment Categories and Usage in Determining Final Grade

CATEGORY	PERCENTAGE OF FINAL GRADE
Class assignments (12)	10%
E-journals (7)	10%
Field Experience Portfolio	10%
Service-learning Portfolio	10%
Lesson Plans (2)	10%
Unit Plan	10%
Classroom Management Portfolio	15%
Midsemester Test	10%
Final Exam and Essay Response Assignment	15%

Grading Scale

100% - 92%	A
91% - 83%	B
82% - 74%	C
73%- 65%	D
64%- 0%	F

NOTE: You are expected to submit all assignments on the respective due dates. NO assignment will receive full credit if submitted late, and NO assignment will be accepted more than one week after its due date. Also, a 5% deduction occurs for each late day, including weekends.

11. Texts and Resources

Required Items:

Understanding by Design by Grant Wiggins and Jay McTighe (2001)

The Essentials of Teaching in Secondary Classrooms by M. Grace Mitchell (2005)

Resources:

Curriculum Standards for Social Studies, NCSS (1994)

Principles and Standards for School Mathematics, NCTM (2000)

Standards for the English Language Arts, NCTE (1998)

Center for Center for Community Engagement,

Learning & Leadership

<http://www.ccell.lsu.edu>

LA Department of Education

<http://www.doe.state.la.us>

U. S. Department of Education

<http://www.ed.gov>

National Council for the Social Studies

<http://www.ncss.org>

National Council of Teachers of Mathematics

<http://www.nctm.org>

National Science Teachers Association

<http://www.nsta.org>

The National Council of Teachers of English

<http://www.ncte.org>

Texas Instruments

<http://education.ti.com>

Louisiana Content Frameworks and Grade Level Expectations (available in Semester Book Teaching Resources Semester Book Folder)

Louisiana Core Subject Comprehensive Curriculum (available in Semester Book Teaching Resources Semester Book Folder)

W GRADE POLICY

This is a reminder to undergraduates that the new policy regarding the limit on the number of W grades undergraduates may receive went into effect in the fall 2006 semester. Based on the number of hours you have earned (not counting AP, advanced standing, or credit exams), you will be limited in the number of courses you may drop.

Please consult the W Grades link on the Office of the University Registrar Website.

[http://appl003.lsu.edu/slas/registrar.nsf/\\$Content/W+Grade+Policy?OpenDocument](http://appl003.lsu.edu/slas/registrar.nsf/$Content/W+Grade+Policy?OpenDocument)

At this link you will find the W grade policy and a list of frequently asked questions that will be very helpful.

IMPORTANT LSU AND EDCI 3002 ACADEMIC DATES

DATE	DESCRIPTION
03-Sep-2007	Labor Day Holiday
04-Sep-2007	Classes resume, 7:30 a.m.
04-Sep-2007	Final date for dropping courses without receiving a grade of "W"
06-Sep-2007	Final date for adding courses for credit and making section changes
10-Oct-2007	Fall Holiday begins, 10:00 p.m.
15-Oct-2007	Classes resume, 7:30 a.m.
15-Oct-2007	Midsemester examination period begins
20-Oct-2007	Midsemester examination period ends
09-Nov-2006	Final date for resigning from the University and/or dropping courses
09-Nov-2007	Final date to request rescheduling a final exam when three examinations are scheduled in 24 hours
21-Nov-2007	Thanksgiving Holiday begins, 10:00 p.m.
26-Nov-2007	Classes resume, 7:30 a.m.
05-Dec-2007	Concentrated Study Period begins
08-Dec-2007	Classes end
09-Dec-2007	Concentrated Study Period ends
10-Dec-2007	Final Exams begin
14-Dec-2007	EDCI 3002 Final Exam, 3:00 p.m. – 5:00 p.m.
15-Dec-2007	Final Exams end
21-Dec-2007	Commencement

READING ASSIGNMENTS

Readings are assigned for discussion during the following class.

DATE	<u>The Essentials of Teaching in Secondary Classrooms</u>	<u>Understanding by Design</u>
27-Aug-2007		
03-Sep-2007	Labor Day Holiday	
10-Sep-2007		Introduction & Chapter 1
17-Sep-2007	Chapter 6	Chapter 2
24-Sep-2007	Chapter 7	Chapter 3
01-Oct-2007	Chapter 8	Chapter 4
08-Oct-2007		
15-Oct-2007	Chapter 10	Chapter 5
22-Oct-2007	Chapter 4	Chapter 6
29-Oct-2007	Chapter 9	Chapter 7, 8
05-Nov-2007		Chapter 9, 10
12-Nov-2007		Chapter 13
19-Nov-2007		
26-Nov-2007		
03-Dec-2007		

WRITTEN ASSIGNMENTS DUE ON DATE LISTED

DATE	ASSIGNMENT(S)	IN-CLASS ASSIGNMENTS (Generally entails discussion participation)
27-Aug-2007		
03-Sep-2007	Labor Day Holiday	
10-Sep-2007	E-journal 1	Grade Level Expectations Service Learning and Field Experience Reflection Discussion and/or Presentation
17-Sep-2007	Service Learning Portfolio Update 1	Becoming an Effective Teacher
24-Sep-2007	E-journal 2	Objectives Development Lesson Organization Service Learning and Field Experience Reflection Discussion and/or Presentation
01-Oct-2007	Field Experience Portfolio Update 1 E-journal 3	Assessment and Rubric Development Discussion
08-Oct-2007	Lesson Plan 1	Service Learning and Field Experience Reflection Discussion and/or Presentation
15-Oct-2007	Midsemester Exam Due	Class Assignment
22-Oct-2007	Service Learning Portfolio Update 2	Service Learning and Field Experience Reflection Discussion and/or Presentation
29-Oct-2007	E-journal 4 Field Experience Portfolio Update 2	Classroom Management Portfolio Introduction
05-Nov-2007	Lesson Plan 2	Service Learning and Field Experience Reflection Discussion and/or Presentation
12-Nov-2007	E-journal 5	Class Assignment
19-Nov-2007		
26-Nov-2007	Essay Assignment	Service Learning and Field Experience Reflection Discussion and/or Presentation
03-Dec-2007	Unit Plan Field Experience Portfolio Final Service Learning Portfolio Final	
14-Dec-2007	Classroom Management Portfolio	Objective Portion of Final Exam

NOTE: Class assignments can include student presentations. Students will be given time at the beginning of class to prepare these presentations.