University of North Texas at Dallas
Fall 2012
SYLLABUS

EDSE 4840 (Instructional Strategies and Classroom Management) (3Hrs)			
Department of	Teacher Education and Administration	**Division of**	Education and Human Services

Instructor Name:	Dr. Ali Shaqlaih
Office Location:	Founders' Hall 227
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Email Address:	ali.shaqlaih@unt.edu
Office Hours:	Office: MTWR:10:00-10:50 AM , 1:00:1:50PM, Lab: R: 4:00-4:50PM
Classroom Location and Times:	DAL2- 209, TR: 8:30-9:50am

Course Catalog Description:	The focus of the course is on preparing pre-service teachers to teach in secondary schools. We will discuss different instructional methods and class management skills to provide prospective teachers with an opportunity to reflect, question, become knowledgeable in instructional methods and class management. Major topics include teaching strategies, approaches to classroom management, student and teacher assessment, evaluation methods and use of technology in the classroom.
Prerequisites:	EDSE 3800 and admission to teacher education program.
Required Texts:	• Good, T. L. & Brophy. J. (2008). *Looking in Classrooms*, (10th Ed.). Boston: Allyn and Bacon/Pearson. • Posamentier Alfred, *Teaching Secondary Mathematics, 8th edition,* ISBN: 978-0135000038 • Class notes and all the handouts distributed by the instructor in this class are as important as the textbooks.
Recommended Text and References:	• Brumbaugh, D, Roack, D., Teaching Secondary Mathematics. 3rd ed. ISBN: 978-0-8058-5471-8. • Gary D. Borich**,** Effective Teaching Methods: Research-Based Practice, 7th Edition. ISBN: 0-13-136718-8 • Paul R. Burden, David M. Byrd, Methods for Effective Teaching: Meeting the Needs of All Students, 5/E. ISBN-10: 0136101046. • Kenneth D. Moore, Effective Instructional Strategies: From Theory to Practice. ISBN: 978-1-4129-5644-4. • .National Council of Teacher of Mathematics web, http://nctm.org
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Course Goals

At the end of this course, the student will be able to

- Demonstrate knowledge and alternate ways to present classroom instruction for both direct-teaching and interactive lessons. (TEKS 1, INTASC 1, TEA 7).
- Create effective and supportive learning environments in the class (TEKS 5, INTASC 1, TEA 7).
- Plan daily lessons and units for secondary Math classes (TEKS 3, INTASC 7, TEA7).
- Teach effectively lessons using a variety of teaching methods (TEKS 3, INTASC 4, TEA 7).
- Use technology as a tool to enhance teaching and learning in the classroom (INTASC 6).
- Design instruction and assessment based on an understanding of students, their needs, and professional educational standards and create a variety of learning activities. (TEKS 3, INTASC 1, 4, 8, TEA 7).
- Describe appropriate management strategies and classroom tools that enhance students' academic success. (TEKS 5, INTASC 5).
- Use different assessment methods. (INTASC 8, TEA 8).

Learning Objectives/Outcomes:

- Competency 2: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- Competency 5: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Competency 6: The teacher understands strategies for creating an organized a productive learning environment and for managing student behavior.
- Competency 7: The teacher understanding and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- Competency 8: The teacher provides appropriate instruction that actively engages students in the learning process.
- Competency 9: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.
- Competency 10: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
- Competency 13: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Education Program Learning Outcomes:

- Content Knowledge: Students demonstrate knowledge of the relevant academic knowledge-base, including Foundations of Education, applicable to desired certification.

	• Pedagogical Knowledge: Candidates apply principles of effective instruction and classroom management to support motivation and learning. • Knowledge of the Learner: Candidates will apply knowledge of human development and diversity to promote student learning. • Professional Leadership and Advocacy: Candidates will engage in professional activities (i.e. service learning), that promote community involvement to develop leadership and advocacy skills. • Professional Communication and Relationships: Candidates use appropriate verbal and non-verbal communication skills to sustain relationships to support learning.

Grading Matrix:

Instrument	Value	Total
Quizzes	4 quizzes at 25 points each	100
Hour Exams	2 exams at 100 points each	200
Portfolio	Different assignments	500
Final Exam	One comprehensive exam	200
Total		1000

The following standard grading scale will be used to determine your final letter grade:
$100\% \geq A \geq 90\% > B \geq 80\% > C \geq 70\% > D \geq 60\% > F \geq 0$.

Portfolio Policy:
Each student will be asked to submit a completed portfolio of assignments. The contents will include but not be limited to:

1. Journals (100 points)
   There will be five journals throughout the course. A two page write-up is required for each journal and will be submitted electronically through blackboard by 4:00 pm of the due date. The write-up needs to be typed, double-spaced, two-page long with one-inch borders in 12 point font. Your journal should show a brief summary of the reading, should highlight three things you've learned from the reading and should have your reaction to the reading. The journal should have your name and date clearly marked in the top right corner of the outside page. The last journal is a must and it will be a reflection on what you learned from the course and how you hope to apply it in a future classroom. This reflection should include the positive and negative aspects of the course, what things can be done to make the course more beneficial. At the end of the semester, each student's best four journals will be added to get 100 possible-points total. Late journals will **NOT** be accepted.

2. Lesson Plan (25 points)
   A lesson plan for a secondary class in Mathematics.

3. Assessment (25 points)
   Develop an exam for a secondary class and develop a key and a grading policy.

4. Early Field Experience Observation Activities (250 points)

In order to earn credit for this course, you **must** complete 55 hours of early field experience in an assigned secondary school. You must document your field experience hours on the Early Field Experience Time Record and return this form to me signed by your mentor(s) by the due dates. It is your responsibility to schedule your hours in the school in cooperation with your assigned mentors. You may not count hours of field experience at schools other than your assigned school. You must also return an Early Field Experience Student Evaluation forms to me completed and signed by each of your mentor(s) by the due dates that will be specified in class. **A total of 11 Early Field Experience Observation Activities must be completed**. At the end of the semester, each student's best 10 observations will be added to get a 250 possible-point total.

5. Presentations, Participation & Attendance (100 points):

Each student will be asked to give few presentations. A 30-45 minute's teaching demonstration in one of the high school topics in Mathematics is required. The presentations will be evaluated on clarity, creativity, organization, classroom management, public speaking criteria and applying the instructional and management strategies that are presented in class.

Quizzes policy:

There will be 5 quizzes throughout the course. At the end of the semester, each student's best 4 quizzes will be added to get a 100 possible-point total. The quizzes will be given in the first 15 minutes of the class. The quiz usually covers the material that was discussed in the previous two meetings and the material that will be discussed in the quiz day. There will be **no make-ups** for missed quizzes for any reason.

Exams Policy:

Exams should be taken as scheduled in the class time. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). The material that will be covered in the exams will be announced in class and the final exam will be comprehensive.

Make-up exam policy:

All requests for make-up exams MUST be submitted to the instructor in writing, with the supported documents. It is imperative that you contact your instructor as soon as possible (do **NOT** wait until you return to class!) and include a way that you can be reached.

General Policies & Procedures:

- The first and most fundamental expectation I have for everyone in the class is to respect one another. Among other things, this means that only one person speaks at a time, no one uses cell phones in class, read newspaper, no one works on anything not related to our class, and everyone will put forth an honest effort.
- It is the student's responsibility to stay abreast of all class announcements and changes made to this syllabus in class, whether present or not.
- Leaving and entering the class back multiple times is not allowed. You can leave the class if you are not returning or going to the bathroom or for an emergency. Leaving the class should be by the permission of the instructor.

- You are expected to review all graded quizzes, journals, assignments and exam papers as soon as they are returned. All questions about the grading of quizzes, homework or exam papers must be reported within seven calendar days of the date on which the paper was returned.
- You are fully responsible for the material covered in class either from the text or not.
- This class will be very active and I expect you to participate as much as possible. Don't be afraid to make mistakes or ask questions, the more you get involved, the better you'll do!
- To do well in this course attend class every meeting on time, be prepared to work for the full class time, be organized, bring all necessary materials to class and follow teacher directions.
- If you need help, please ask for it. My door will always be open and you should feel free to use email me if you have questions outside of school time.
- You have the abilities to do very well as long as you work hard.

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation *in this class.*

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. A student can miss not more than three classes through the semester. A student will lose 5 points for each absence after the first absence. Coming to class late or leaving it early is considered an absence. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible

to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.
In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:
On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class. We will try to cover as much as we can from the following topics as time permits.

Day & Date	**To Read Before Class**	**Topics Covered**	**Assignments** **(Due by 4:00 pm the day before class)**
Thursday, Aug. 30	None	Introduction to the Course / Overview of the Early Field	None
Tuesday, Sep. 4	Good: Ch1 Posamenttier: Ch1	Classroom life, The challenge of Teaching, Intro to planning	None
Thursday, Sep6	Posamentier: Ch 2	Planning	J1
Tuesday, Sep. 11	Good: Ch2 Posamentier: Ch7	Teacher expectation, Enriching Mathematics instruction	O4
Thursday Sep. 13	Posamentier: Ch5	Enriching Mathematics Instruction	Q1
Tuesday, Sep. 18	Good: Ch3	Classroom Management	O2
Thursday, Sep. 20	Good: Ch4	Classroom Management	J2
Tuesday, Sep. 25	Posamentier: Ch4	Problem solving	O3

Thursday, Sep. 27	Supplementary Materials	Problem Solving	Q2
Tuesday, Oct. 2	Good: Ch5 Posamentier: Ch3	Motivation	O5
Thursday, Oct. 4	**All above material**		**E1**
Tuesday, Oct. 9 **Last Day for Auto W**	Good: Ch 6, Ch7	Students' Interaction, Cooperative Learning	O1
Thursday, Oct. 11	Supplementary Materials	Instructional Models and Instructional Strategies	J3
Tuesday, Oct. 16	Good: Ch 9	Instructional Models and Instructional Strategies	O11
Thursday, Oct. 18	Supplementary Materials	Instructional Models and Instructional Strategies	Q3
Tuesday, Oct. 23	Good: Ch 10	Instructional Models and Instructional Strategies	O7
Thursday, Oct. 25	Posamentier: Ch8	Instructional Models and Instructional Strategies	J4
Tuesday, Oct. 30	Good: Ch 11	Instructional Models and Instructional Strategies	O6
Thursday, Nov. 1	Posamentier: Ch6	Assessment	Q4
Tuesday, Nov. 6 **Last day to drop with W or WF**	Good: Ch 12	Assessment	O9
Thursday, Nov. 8	Posamentier: Ch5	Technology in Teaching Mathematics	J5
Tuesday, Nov. 13	Good: Ch 13	Technology in Teaching Mathematics	O8
Thursday, Nov. 15			**E2**
Tuesday, Nov. 20	Good: Ch 14	Growing as a Teacher	O10
Tuesday, Nov. 27		Presentations	
Thursday, Nov. 29		Presentations	Q5
Tuesday, Dec. 4		Presentations	
Thursday, Dec. 6	Review	Review	Review
Tuesday, Dec. 11 (8:00am-10:am)	**Final Exam**	**All covered material**	**FE**