University of North Texas at Dallas
Fall 2010
SYLLABUS

EDSE 4840 (Instructional Strategies and Classroom Management) (3Hrs)			
Department of	Mathematics and Information Sciences	**Division of**	Liberal Arts and Sciences

Instructor Name:	Dr. Ali Shaqlaih
Office Location:	Building 2, Room 227
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Email Address:	ali.shaqlaih@unt.edu
Office Hours:	T, R: 10:00-11:00am , 2:00-5:00pm, W: 9:00-10:00
Classroom Location:	DAL1 204
Class Meeting Times:	T, R: 8:30-9:50 am

Course Catalog Description:	The focus of the course is on preparing preservice teachers to teach in secondary schools. We will discuss different instructional methods and class management skills to provide prospective teacher 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:	• Posamentier Alfred, *Teaching Secondary Mathematics, 8th edition,* ISBN: 978-0135000038 • Gary D. Borich**,** Effective Teaching Methods: Research-Based Practice, 7th Edition. ISBN: 0-13-136718-8 • Class notes and all the handouts distributed by the instructor in this class are as important as the textbook.
Recommended Text and References:	• 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. • Edmund T. Emmer, Carolyn M. Evertson, *Classroom* Management for Middle and High School Teachers, 8/E. ISBN-10: 0205643175, ISBN-13: 9780205643172 • .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

The goal of this course is to:

- Develop ways of effectively using & adapting different methods of instruction.
- Learn how to develop and to adapt unit/daily lesson plans.
- Learn teaching techniques and management skills.
- Demonstrate knowledge and alternate ways to present classroom instruction for both direct-teaching and interactive lessons.
- Demonstrate the ability to create and present an original Mathematics lesson plan.
- Discuss various classroom management strategies.
- Learn different evaluation methods.

Learning Objectives/Outcomes:

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

- Create effective and supportive learning environments in the class.
- Plan daily lessons and units for secondary Math classes.
- Teach effectively lessons using a variety of teaching methods.
- Use technology as a tool to enhance teaching and learning in the classroom.
- Design instruction and assessment based on an understanding of students, their needs, and professional educational standards.
- Describe appropriate management strategies and classroom tools that enhance students' academic success.
- Develop different instructional techniques and methods by effectively using different teaching styles and strategies, using technology and integrating content.
- Create a variety of learning activities.

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. The chapters from the text books that relate to these topics will be announced later.

TOPICS	TIMELINE
The effective teacher, the challenge of teaching	Week of Aug.30
Understanding your students	Week of Sep.6
Goals, standards and objectives	Week of sep.13
Planning	Weeks of Sep. 20, 27
Instructional strategies, instructional models, problem solving	Weeks of Oct.4, 11,18
Instructional material, resources and technology	Weeks of Oct. 25, Nov.1
Classroom management	Weeks of Nov.8, 15
Student evaluation	Weeks of Nov.15, 22
Presentations	Weeks of Nov.29, Dec.6

Course Evaluation

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – Written in-class tests to measure knowledge of presented course material.

Journals – Written assignments designed to supplement and reinforce course material.

Participation – Class attendance and participation to ensure effective and cooperative learning.

Presentation- A presentation that measures the students' implementation of the class material.
Quizzes – Weekly quizzes to help the student keep with the material.
Portfolio- A variety of assignments to ensure practical training of the material presented in class.

Grading Matrix:

Instrument	Value	Total
Journals	6 journals at 10 points each	60
Quizzes	6 quizzes at 10 points each	60
Hour Exams	2 exams at 70 points each	140
Participation	participation at 50 points	50
Lesson Presentation	One at 40 points	40
Portfolio	One at 150 points	150
Final Exam	One comprehensive exam	100
Total:		600

Grade Determination:
The following standard grading scale will be used to determine your final letter grade:
A = 90% or better, B = 80 – 89 %, C = 70 – 79 %, D = 60 – 69 %, F = less than 60%

Portfolio Content and Policy:
Each student will be asked to submit a completed portfolio of assignments. The due dates of each assignment will be announced in class. The contents will include but not be limited to:

1. Educational Autobiography (10 points)
   Each student should write a brief description of his/her experiences as a student since childhood, good and bad, interesting and boring. What kind of Math teachers have you had, what methods do you remember, what worked and didn't work with you? How did things change as you got older- from elementary school, through high school, and into college? This write-up needs to be typed, double-spaced, up to two-page long with one-inch borders in 12 point font.

2. Syllabus (10 points)
   Devise a syllabus for a class that shows class policies on attendance, homework, grading, etc.

3. Lesson Plans (30 points)
   Create 3 lesson plans for a secondary class in Mathematics. Lessons should be from different units.

4. Unit Plan (10 points)
   Develop a unit plan for a topic in high school Mathematics.

5. Class Management Plan (20 points)
   Choose a secondary grade level, put a plan for class management and discuss different aspects of class management that you want to implement.

6. Assessment (10 points)
   Each student will prepare an exam for a secondary class and develop a grading policy.

7. Instructor Observation and Evaluation (20 points)
   A summary and reflection of two observations of teachers teaching in local schools, one in a middle school and the second in a high school.

8. Teaching statement (20 points)
   A teaching statement that reflects philosophy, strategies and approaches of teaching High school Mathematics.

9. Reflection on the Course (20 points)
   The student will write a reflection on what he/she has learned from the course and how he/she hope to apply it in a future classroom. This reflection should states the positive and negative aspects of the course, what things can be done to make the course more beneficial.

Journals Policy:
There will be 9 journals throughout the course. At the end of the semester, each student's best 6 journals will be added to get a 60 possible-point total. A two page write-up is required for each journal and will be turned in at the beginning of the class on the day it is due. This 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 (if there is more than one sheet of paper, please staple the sheets). Late journals will **NOT** be accepted.

Presentation policy:
Each student will be asked to give a 15-20 minutes lesson presentation in one of the high school topics in Mathematics. The presentation will be evaluated on how the student applies the strategies that are presented in class.

Quizzes policy:
There will be 9 quizzes throughout the course. At the end of the semester, each student's best 6 quizzes will be added to get a 60 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 meeting 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.

Field Experience Policy:
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) at the conclusion of the semester. 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 form to me completed and signed by each of your mentor(s) at the conclusion of the semester (by Dec 2, 2010).

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, 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.
- You are expected to review all graded quizzes, journals 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.*

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

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 third absence. On the other hand, he/she will get 5 points bonus for not losing a class from the three excused absences. 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.

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.

Important dates:

Education Autobiography due	Sep.2
Quiz 1, Journal 1	Sep. 9
Quiz 2, Journal 2	Sep.16
Quiz 3, Journal 3	Sep.23
First hour exam	**Sep.30**
Last day to withdraw with an automatic W	**Oct. 5**
Quiz 4, Journal 4	Oct.7
Quiz 5, Journal 5	Oct.14
Quiz 6, Journal 6	Oct.21
Quiz 7, Journal 7	Oct.28
Last day to drop with W or WF	**Oct. 29**
Quiz 8, Journal 8	Nov.4
Second hour exam	**Nov.11**
Quiz 9, Journal 9	Nov. 18
Complete portfolio, Field experience report	Dec. 2
Final exam	**Dec 14 at 8:30 am**