

University of North Texas at Dallas
SYLLABUS

EDCI 5140D Models of Instruction and Classroom Management/3Hrs	
Department of Teacher Education	
Division of Education and Human Services	
Instructor Name:	Ms. Elizabeth Kastiel
Cell Phone:	312.285.4410
Email Address:	Elizabeth.kastiel@untDallas.edu
Office Hours:	By appointment
Virtual Office Hours:	Email anytime; call during the hours of 8 am- 9 pm.
Classroom Location:	208
Class Meeting Days & Times:	Fridays 10:00 am – 12:50 pm
Course Catalog Description:	Teaching models and classroom management models and their strategies to teacher interactions in classrooms, research- based practices in teaching and classroom management.
Prerequisites:	Admission to graduate teacher education program
Co-requisites:	None
Required Texts:	Curwin R.L., Mender A.N. & Mender, B.D. (2008) <i>Discipline with Dignity (3rd ed.)</i> Alexandria VA: Association of Supervision and Curriculum Development. Costa A.L., & Kallick, B. (2009) <i>Habits of Mind Across the Curriculum</i> . Alexandria VA: Association of Supervision and Curriculum Development.
Recommended Text and References:	Lemov, D. (2010). <i>Teach Like a Champion</i> . San Francisco: Jossey-Bass. Brookhard, S.M., & Moss C.M. (2012). <i>Learning Targets</i> . Alexandria, VA: Association of Supervision and Curriculum Development. McTighe, J. & Wiggins G., (2005) <i>Understanding by Design (2nd ed.)</i> Alexandria VA: Association of Supervision and Curriculum Development. Wong, H.K, & Wong, R. T. (1998). <i>The First Days of School: How to be an Effective Teacher</i> . Mountain View, CA: Harry K. Wong Publications.
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@fhcg.follett.com

Course Goals or Overview:	
	<p>1. Students will learn foundations of research based teaching and classroom management and hence develop themselves in instruction, and management in their classrooms.</p> <p>2. Pre-service teachers will learn best practices for teaching 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 assessment and evaluation methods.</p>
Learning Objectives/Outcomes: At the end of this course, the student will be able to:	
	<p>1. Describe the theory and research base practices associated with classroom teaching and management</p> <p>2. Demonstrate through practice the correct use of teaching and management models.</p> <p>3. Demonstrate the ability to select teaching/management models appropriate for various student populations</p> <p>4. Identify the philosophical basis for teaching and classroom management models</p> <p>5. Analyze the teaching and learning implications of teaching/ management models</p> <p>6. Make informed decisions about applying teaching and classroom management models</p> <p>7. Apply knowledge of educational research to classroom practice.</p> <p>8. Demonstrate the ability to plan for and evaluate instruction.</p> <p>9. Reflect upon the purposes and contexts of each of the teaching/ management models.</p>

COURSE EVALUATION METHODS

1. **Attendance and Participation:** Being present in class is critical to your success in this course not only or your own learning it shows a high level of professionalism necessary for the effective classroom teacher. In addition, being an active learner by participating in class discussions, asking questions and sharing your thinking at the core of this class. Each class session is worth one point. (14 points) In addition, being an active learner by participating in class discussions, asking questions and sharing your thinking at the core of this class. Points are given at the discretion of the instructor. (16 points) **30 points total.**
2. **Unit Plan Design:** This is a three part assignment.
 - a. Use Understanding By Design (UBD) template to outline backwards design process for a lesson/unit
 - b. You will creating a test in your subject area
 - c. And assess the students by create some form of authentic assessment. Your assessment should include a rubric that you would use to evaluate the student work.
3. **Lesson Plan Design:** Develop lesson plans that demonstrate you ability to create coherent, well organized, detailed plans that include the key elements of lesson plan design. You will create 2 different lesson plans, each demonstrating the use of a different teaching strategies.
4. **“Habits of Mind” Lesson Plan:** Plan, teach, and write a brief analysis of a the lesson after teaching it.
5. **Reading Responses:** Details will be given as readings are assigned.
6. **Literature Review and Presentation):** Each student will review surveys scholarly articles, books and other sources (e.g. dissertations, conference proceedings) relevant to a particular issue, area of research, or theory, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic. Papers will be written in teams, and be 8-10 pages in length.

GRADING MATRIX

Assignment	Points
Attendance & Classroom Participation	30
Unit Plan	20
Lesson Plans (each worth 5 points)	10
Reading Responses	10
Habits of Mind Lesson	10
Literature Review	20
Total	100

EVALUATION CRITERIA

This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

UNIVERSITY POLICY AND PROCEDURES

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.

Assignment Policy/Late Work:

In case of illness, an excuse will be required for work to be accepted late (no more than 3 days), and one point will be deducted for each day of a late assignment. After three days, no points will be awarded.

Professionalism and leadership:

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them. Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

Dealing with concerns:

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

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.

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.