

BLOCK V: EDPS 430  
CREATING AND MANAGING LEARNING ENVIRONMENTS  
Spring 2009  
COORDINATOR: Eric Mann, Ph.D.

Div	Day	Time	Classroom	Instructor Name & E-mail
All	W	4:30 – 5:20	BRNG 2280	Eric Mann <a href="mailto:elmann@purdue.edu">elmann@purdue.edu</a> 494-7295 Office: BRNG 5124 Hours: By Appointment
1	W	5:30 – 7:20	BRNG 2280	Scott Peters <a href="mailto:speters@purdue.edu">speters@purdue.edu</a> 494-7240 Office: BRNG 5113
2	W	5:30 – 7:20	BRNG 1268	Daphne Duncan <a href="mailto:dduncan@purdue.edu">dduncan@purdue.edu</a> 496-1334 Office: Civil G293/BRNG 5178
3	W	5:30 – 7:20	BRNG 1254	YooJung Chae <a href="mailto:ychoe@purdue.edu">ychoe@purdue.edu</a> 494-7241 Office: BRNG 5178

**Students are expected to read, understand and meet the requirements in the course syllabus that follows. Questions are sincerely welcomed.**

**TEXTBOOKS:**

Required:

1. *Teaching with Love and Logic: Taking Control of the Classroom* (paperback) (1995) J. Fay and D. Funk – Love and Logic Press ISBN-10: 0944634486 ISBN-13: 978-0944634486
2. *The First Six Weeks of School* (paperback) (2000) – P. Denton and R. Kriete – Northeast Foundation for Children, ISBN-10: 1892989042 ISBN-13: 978-1892989048
3. *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5* (paperback) (2003) C.A. Tomlinson, C. Cunningham Edison. Association for Supervision and Curriculum Development, ISBN-10: 0871207605 ISBN-13: 978-0871207609

Recommended (optional):

4. *Parents and Teachers Working Together* (paperback) (2005) C. Davis, A. Yang. – Northeast Foundation for Children, ISBN-10: 1892989158 ISBN-13: 978-1892989154

## COURSE PURPOSE AND GOALS

Course Description: This course develops skills in classroom organization and management. It includes theories of classroom discipline, interpersonal skills, administrative aspects of teaching, working with families, and building support networks. The course includes an experiential design component and is taken concurrently with EDCI 364 and 365.

Purpose/Rationale: The purpose of this course is to enable you to develop a supportive, challenging, and growth enhancing classroom community for elementary students. Teachers need strong classroom management skills to create a classroom community that welcomes diversity, makes effective use of technology, and provides appropriate educational experiences for students with diverse needs, backgrounds, and developmental levels. This course is designed to help you improve your classroom management skills through a variety of educational experiences. You will apply what you learn in this class to the development of a comprehensive plan for creating and managing a specific, simulated classroom environment. The course is designed to be taken in preparation for your student teaching experience.

Learning Goals: The Students will:

1. Develop skills for building classroom communities.
2. Analyze different approaches to classroom discipline and the effects of those approaches on the cognitive, social, and emotional development of diverse students.
3. Develop a personal philosophy of classroom discipline.
4. Understand how student diversity, developmental levels, technology, instructional design, room arrangement, and assessment techniques influence the classroom community and climate.
5. Develop strategies for effective management of professional time and tasks.
6. Learn how to collaborate with colleagues and parents to enhance student learning and development.
7. Develop a comprehensive plan for creating and managing the learning environment in a real or simulated teaching situation

Relationship to Interstate New Teacher Assessment and Support Consortium (INTASC): In this advanced course, you will address most of the 10 INTASC principles. The course will give you an opportunity to synthesize skills and knowledge gained in Blocks I-IV and apply them to the development of a comprehensive classroom management plan. Ways that specific INTASC principles are addressed are indicated in the chart on the next page as well as in the learning goals below:

### INTASC PRINCIPLES ADDRESSED

PRIMARY PRINCIPLES ADDRESSED	HOW THEY ARE ADDRESSED
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	You will develop a plan for creating and managing a learning environment that supports intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	You will accommodate individual differences throughout your classroom management plan.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	You will create a classroom management plan that demonstrates understanding of this principle in a specific, simulated context.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	You will develop specific communication, collaboration, community building, and behavior management skills and apply them to the development of a specific, simulated classroom community.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	You will apply course knowledge to the development of a plan that is designed for a specific community and classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others.	You will learn and apply decision making, conflict management, and time management skills. In developing your plans for creating and managing learning environments, you will be constantly predicting the effects of your choices on a specific learning community. At the conclusion of the course, you will write a self-evaluation of your classroom management plan.
10. The teacher fosters relationships with school colleagues: parents and agencies in the larger community to support students' learning and well-being.	You will learn how to develop positive, collaborative, working relationships with parents.

## COURSE POLICIES

### ATTENDANCE

Classroom activities are an integral part of the learning process and will provide you with ideas and suggestions for your CMPs. It is expected that you will attend class, arrive on time, and be prepared to discuss the assigned readings. However, occasionally an absent from a scheduled course activity for personal reasons beyond your control (e.g., illness, family emergency, bereavement, etc.) may be necessary. If such a case occurs, contact your recitation instruction and professor as soon as possible, preferably before the class, either via email (preferred) or phone. Only the instructor can excuse you from classes or course responsibilities. Be advised, you may be asked to provide documentation from an authorized professional or agency that supports an explanation for your absence. Failure to provide the requested notification in a reasonable time or inability to provide documentation, if requested, will result in an unexcused absence. Each unexcused absence lowers your grade 10%.

Makeup Policy for Excused Absences and Tardies: The student and instructor will negotiate a new deadline for the assignment based on the nature and length of the excused absence. A late assignment penalty will apply if the assignment is submitted later than the negotiated deadline. Failure to submit the assignment within two weeks will result in further loss of points or other more serious consequences at the discretion of the recitation instructor in consultation with the professor.

## EMAIL AND WEB ACCESS

Email is an important communication medium for students and instructors in this class. You will be asked to provide your email address to the instructor during the first class. A BLACKBOARD site will be used for this course containing a variety of important information, including web-based readings, activities, supplemental resources, and grades. You should access the course website weekly.

## ASSESSMENT OF STUDENT LEARNING

The major emphasis of this course is on application rather than on memorization. Students who enroll in this course tend to be motivated and excited future teachers. Therefore, no major exams will be given. Instead, your learning will be assessed through short quizzes in a variety of formats on core readings, performances on class activities, and performance on various design tasks related to creating and managing learning environments.

## ASSIGNMENTS

Assignment Deadlines: As a teacher you will expect your students to turn their work in on time. Our expectations are the same – assignments are due on the assigned day unless you have a compelling reason (see section on excused absences). Late assignments will receive a grade reduction of 20% of the total points possible for that assignment for each day late (including weekends).

Recitation Activities & Assigned Readings (150 points; 25%): You will be participating in a variety of activities designed to help you master specific classroom management skills and concepts during recitation. You are expected to read and study the weekly readings assignments and come to class prepared for class activities that will build on the knowledge gained in your readings. Occasional assessments during recitation are planned in which you will be asked to apply the information from the readings to respond to a classroom situation in a case study format.

Classroom Management Theories Presentation (Recitation) (25 points; 5%): After completing the assigned reading, Burden's Models of Discipline choose one of the theorists and with two or three other members of your recitation group research their approach in more depth. Prepare a presentation (about 15 minutes) presenting your research. While PowerPoint presentations are acceptable, we all see too many of them so creativity is encouraged. For example you may want to short over few of the approach followed by a case study, role play a classroom situation in which the approach is applied, one of your team members assumes the identify of the theorists in interviewed by remaining team members, etc.

Lecture Reflections - Nuggets (75 points; 15%):

A Nugget is the one big idea, feeling, or bit of information you take away from the week's lecture. For each lecture, please provide the following.

- 1.State the nugget
- 2.Why you chose it
- 3.How you will use it

Nuggets should not be a copy of your lecture notes or a simple restatement of the contents of the lecture. Hand your nugget to one of the TAs or Dr. Mann as you leave the lecture. Attendance at all lectures is expected – please be sure to turn in a Nugget at the end of class as it serves to document your attendance at the lecture.

Along with your Nuggets, please submit 2 or 3 thoughtful questions you would like addressed at next week's lecture (lecture topics are listed in the course schedule). Our guest speakers ask for these questions each semester as it helps them address the issues and concerns important to you.

Differentiated Lesson (50 points; 10%):

Develop a tiered lesson for use with students. You are encouraged use lesson that you have developed for another course or one you have selected from another resource (with appropriate citations) rather than developing an original lesson plan. Redesign the lesson with at least 3 levels of instruction to address various achievement levels of students

- a. Specify grade level(s), materials, and procedures so that your classmates could actually do the activities with their students.
- b. Provide an electronic copy to your recitation instructor for upload to the 430 BLACKBOARD site. Include the original lesson plan and your tiered version.
- c. These lessons will be shared in grade level groups in class.

NOTE: If you do develop an original tiered lesson plan, please note that in the lesson and include a copyright statement to protect your original work.

Classroom Management Plans (200 points; 40%):

Throughout the semester, you will be participating in a Theory into Practice design assignment. Over the course of the semester you will write a complete classroom management plan. This plan is designed to integrate all of the information studied into a practical classroom plan that will help prepare you for your first professional teaching position. The CMP is your cumulative portfolio artifact for this course. Specific CMP materials must be uploaded to Task Stream; additional details and due dates will be provided by your recitation instructors.

*A Few Words on QUALITY!*

Quality of Writing is important to consider throughout your CMP. Your written work will be graded using the following criteria:

- a. Use of headings, organization, and structure
- b. Clarity of writing style; flow
- c. Professional tone, style, word choice
- d. Conciseness; absence of redundancy
- e. Grammar, spelling, neatness, punctuation

There will be no opportunities to redo your assignments. Please check with your instructor well before the due date if you are concerned about the quality or content of your work! Under no circumstances should you submit work from a previous class or work that is not your own. There is no expectation in this course that your unit will represent all original work; teachers share and borrow from each other all the time. The ability to select good material is as valuable as developing your own. However if you include something developed by someone else it is expected that you will cite it appropriately. When in doubt cite; technology based plagiarism checkers are getting better and it is not worth the risk (see section on Academic Dishonesty).

## COURSE GRADE

Assignment	Possible Points
Lecture Reflections - Nuggets	75
Classroom Management Theories Presentation (Recitation)	25
Differentiated Lesson	50
CMP 1	50
CMP 2	50
CMP 3	50
CMP 4	50
Recitation Activities	150
<b>TOTAL</b>	<b>500</b>

### Grading Scale

A	92%	460 or more points
A-	90 – 91%	450 – 459 points
B+	88 – 89%	440 – 449 points
B	82 – 87%	410 – 439 points
B-	80 – 81%	400 – 409 points
C+	78 – 79%	390 – 399 points
C	72 – 77%	360 – 389 points
C-	70 – 71%	350 – 359 points
D	60 – 69%	300 – 349 points
F	59% and below	Less than 300 points

### SPECIAL NOTES

#### STUDENTS WITH DISABILITIES

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

#### ACADEMIC DISHONESTY STATEMENT

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. Acts of dishonesty will result in failure of the course.

### **PROFESSIONALISM**

Pre-service teachers are expected to demonstrate professionalism in their conduct at all times. While normally stressed in courses with a field experience component, your conduct and the work submitted for this course is expected to represent your best efforts.

### **ELEMENTARY EDUCATION COURSE COMPLETION POLICY STATEMENT**

Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus. [Approved by the Elementary Teacher Education Committee, April 20, 2007.]

### **CAMPUS EMERGENCY**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Should this be necessary information changes in this course will be available on the course Blackboard/Vista web page or you may contact the course coordinator via email [elmann@purdue.edu](mailto:elmann@purdue.edu) or office phone: 494-7295.

**Students are required to visit** <http://www.education.purdue.edu/ODFD/resources.html> to review the response procedures for emergencies in Beering Hall. It is necessary that you review these directions within the first week of your Beering classes. If you have any questions see your instructor.