

Location: SLC 205

Semester / Year: Spring 2018

Course Start / End Date: Monday, Jan. 8 to Friday, April 27

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Course Description:

This course is a combination of two themes: Curriculum and Instruction, and Classroom Management. The Curriculum and Instruction portion will take up approximately 1/2 of the coursework, with an emphasis on the following topics: various types of curriculum planning and design, fundamentals of lesson planning, writing instructional objectives, presenting types of subject matter, and evaluating a lesson. The Classroom Management portion will take up approximately 1/2 of the coursework and is comprised of the following topics: classroom management theories and techniques, motivational theories and strategies, practical ideas for creating a positive classroom environment, strategies for dealing with classroom discipline problems, organizing the physical arrangement of the classroom, managing student work, and utilizing instructional small groups. As a Christian leader, it is crucial to have a philosophy of dealing with children whether in the church setting, classroom or in the home. This course will assist you in developing your personal Christian discipline philosophy.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

ESPB:

50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

InTASC:

Standard 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Course Objectives:

- Distinguish between goals and objectives and explain the importance of the domains of learning in writing objectives.
- Write objectives from the cognitive, affective, and psychomotor domains utilizing Bloom's taxonomy.
- Identify and describe the various kinds of classroom assessment procedures and strategies.
- Describe the basic components of school curriculum.
- Develop and write individual lesson plans in the subject area of their choice.
- Develop skills in analyzing their own teaching and professional growth.
- Explain how the physical arrangement of the classroom affects learning.
- Develop classroom rules and consequences appropriate for various age levels.
- Evaluate the effectiveness of various behavior modification strategies.
- Develop a personal philosophy of discipline.
- Develop appropriate classroom procedures for beginning the school year.
- Understand the importance of professionalism in the elementary classroom.

Institutional Mission Statement:

Trinity Bible College & Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

Spiritual Formation Statement:

Students are expected to realize the importance of high moral standards and practices in education. As educators they will be role models and examples of Christian character which will serve as a living witness to their students.

As a Christian leader, it is crucial to have a philosophy of dealing with children. This course will assist you in developing your personal Christian discipline philosophy.

Required Textbooks/Supplies

- Parkay, Forrest W. Curriculum and Instruction for Becoming a Teacher. Boston: Pearson Education, Inc., 2006. ISBN: 0-205-42425-2
- Marzano, Robert J., Debra J. Pickering, & Jane E. Pollock. Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Pearson Education, Inc., 2005. ISBN: 0-13-119503-4
- Wong, Harry K. and Wong, Rosemary T. The Classroom Management Book. Harry K Wong Publications, Inc. 2014. ISBN: 978-0-9764233-3-1

Methodology:

Lecture, Direct and Indirect Instruction and Cooperative Learning.

Course Outline

Jan. 8: Syllabus

Jan. 10: Library: research for article review

Jan. 12: Library: read Parkay chapter 1 and 2, complete reading assignment on Moodle

Jan. 15: No School Martin Luther King Jr. Day, **Article 1 Due**

Jan. 17: Parkay Chapter 3

Jan. 19: Parkay Chapter 4

Jan. 22: Parkay Chapter 5

Jan. 24: Parkay Chapter 6

Jan. 26: **Parkay Test**

Jan. 29: Marzano 1-4

Jan. 31: Marzano 5-7

Feb. 2: Marzano 8-10 and Bulletin Board explanation

Feb. 5: Marzano 11-13

Feb. 7: **Marzano Test**

Feb. 9: **Bulletin Board 1 due**

Feb. 12: Controversial Curriculum

Feb. 14: Controversial Curriculum

Feb. 16: Controversial Curriculum
Feb. 19: Lesson Planning **Controversial Curriculum Essay Due**
Feb. 21: Lesson Planning
Feb. 23: Lesson Planning
Feb. 26: Lesson Planning
Feb. 28: Work Day
March 2: Work Day **Thematic Unit Due by 5 pm**
March 5-9: Go Trips
March 12-16: Spring Break
March 19: Classroom Management and Wong
March 21: Classroom Management and Wong
March 23: Classroom Management and Wong
March 26: Classroom Management and Wong
March 28: Classroom Management and Wong, **Article 2 Due**
March 30: No School Easter Break
April 2: No School Easter Break
April 4: **Bulletin Board 2 Due**
April 6: Classroom Management and Wong
April 9: Classroom Management and Wong
April 11: Work Day
April 13: Work Day
April 16: **Teach**
April 18: **Teach**
April 20: **Teach**
April 23: **Teach**
April 25: **Philosophy of Discipline due**
April 27: **Classroom Management Project due**

Course Breakdown

- 1. Reading Responses/Discussion: (100 pts) (Standard 4, 50015.1)**
This will be done and assigned through out the semester. It is important to read the material before hand to understand what is being discussed in class along with attending class to understand what is being discussed and asked.
- 2. Exams:** There will be two exams, **Jan. 26 and Feb. 7**
- 3. Lesson Plans and Outline for Integrated Thematic Unit: (Standards 5, 6, 7, and 8) Due March 2, (200 Points) (50015.1,**

Each student will complete an outline for an integrated thematic unit and write four lesson plans utilizing TBC's and VCSU's lesson plan formats, select a grade level and theme, make sure everything is developmentally appropriate, and include relevant state standards into the lessons.

Please use the following guidelines:

- The four lesson plans must be for the *same grade level*; exception will be given for PE majors. One lesson must be from a basel.
- Each student will teach one lesson in class.
- The student will teach the plan as if teaching to students.
- Prepare the necessary materials for each lesson and include them with your written lesson plans, i.e. worksheets, posters, etc.

The Thematic Unit should include the following elements:

- Goals and objectives for each subject
- Daily Schedule (*place at the beginning of the unit*)
- Grade level
- Daily schedule requirements according to grade level and state requirements.
- Strategies or accommodations for diverse student populations

4. Teach: Due April 16- 23 (100 points) (50015.1, Standards 7 and 8)

Teach one of the lessons from either the Thematic Unit. You will need to ensure that all supplies are brought to class. Students who are in physical education may use the gym for their lesson if they have gotten prior approval. This lesson must be between 15- 20 minutes.

5. Article Review: (50 points each; total 100) (Standard 4 and 50015.1)

Read and summarize one article from a professional journal relating to Curriculum and Instruction (**Due Jan. 15**) and one article from a professional journal relating to Classroom Management (**Due March 28**). The article must be at least four pages long. Your response paper must be at least two pages typed, double spaced. The summary should provide a thorough synopsis of the article content. The reaction should indicate your personal response to the value and use of the information, answering the question, "How can I apply this information in my class?" You must support your response with ample reasons and applications for your opinions. The application portion will be judged subjectively. The summary and reaction portions should be labeled with the titles: "Summary," and "Reaction." Use MLA bibliography format and make sure you've proofread for proper language mechanics. Choose an article that is of value to you. Attach a copy of the article.

6. Bulletin Boards: Due Feb. 9 and April 4 (100 points) (Standards 3 and 4)

Choose two bulletin boards to make from the following choices:

- Classroom rules and consequences
- Positive reinforcement
- Classroom jobs

- Beginning of the year/welcome
- Your choice option (but it must be related to classroom management and pre-approved by the instructor)

The professor will explain further expectations in class.

7. Classroom Management Project: Due April 27 (150 pts) (50015.1, 1, 3, 4, 7, and 8)

Create a substitution notebook that gives information to a sub in your absence. This needs to have a variety of your classroom management procedures and class information. Information will be given to you later in the semester.

8. Philosophy of Discipline Paper: Due April 25 (100 points) (Standard 4)

This two-three-page essay details your personal philosophy of discipline within education. Use both personal thoughts and information gleaned from professional sources. MLA format is required.

9. Controversial Curriculum Essay: Due Feb. 19 (100 points) (Standard 9)

At times there will be curriculum that is in conflict with your personal faith and beliefs. How will you as a Christian educator handle this situation? Construct your answer in a two-page essay.

Course Requirements:

Classroom Behavior Expectation

Proper classroom behavior and respect for the instructor during lectures and for those who are speaking in class is expected. The following will not be tolerated: excessive talking, sleeping, playing games on any digital device, passing notes, or any other disruptive behavior. This behavior can result in an absence. This is an important college level course and your attention and participation is crucial for optimal learning.

*****You are expected to read the assigned material before you come to class, as well as be an active participant in class discussions and activities. *****

Attendance:

Class Attendance: Trinity Bible College attendance regulations are guided by the principle that in a traditional classroom setting students receive benefit from the discussion, interaction, and emphasis of a class session which they can get no other way, even with the assignment of make-up work. To miss class is to experience a loss that may not show up on a final examination but is nevertheless real. The policy encourages faithful class attendance with allowances provided for necessary absences. Each student is encouraged to be responsible about attending all class sessions unless illness or school sponsored activities make it necessary to be absent. With this thought in mind, understand that just being in class is not being in attendance, you must participate, be an active learner, otherwise you may be marked absent.

Tardiness: Students are considered tardy if they arrive after class has started. Three instances of tardiness will be charged as one absence. If a student arrives more than 15 minutes late it will be considered an absence. Similarly, except for emergencies, students may not leave the classroom

early without prior approval of the instructor or the student may be penalized and counted tardy or absent.

Total Absences: Total absences may not exceed the allowable number established by the college. This is a 3 credit class which means on the 12th absence you may fail this class.

Grading Procedure

Late Assignment Policy

It is the professor's preference that all assignments are turned in on time. In order to reward those students who prioritize their schedules to make sure that happens, the following policy will be followed:

- i. Quizzes/Exams: Students who will miss these due to approved extra-curricular activities should meet with the instructor before the scheduled test date to set up an alternate test time. *The instructor reserves the right to significantly alter the content and/or format of any test or quiz taken late.*
- ii. Written Assignments: All written assignments can be turned in the date it due until 11:59 p.m. before points will be taken off. Any assignment that has not been received by the professor a week after the due date may receive a zero.

Bibliography

Arends, Richard I. *Learning to Teach*. 7th. Boston: McGraw-Hill, 2007. Print.
Bluestein, Jane, ed. *Classroom Management*. Thousand Oaks, California: Corwin, 2011.
Jones, Vern. *Practical Classroom Management*. Boston: Pearson, 2011.
Levin, James and James F. Nolan. *Principles of Classroom Management: A Professional Decision-Making Model*, 6th ed. Boston: Pearson, 2010.
Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2007. Print.

Addendums

NA

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract; either expresses or implied, and is subject to change without notice.

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