Course Number: EDUC 2130 (CRN 80143; 3 credit hours)
Course Title: Exploring Learning and Teaching
Semester and Year: Fall Semester 2018

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu

Catalogue Course Description:
EDUC 2130 - Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts.

Class: Mondays and Wednesdays; 12:45 – 2:00 PM; Room G-229
Instructor: Dr. Sharren Thomas
E-mail Address: sharrenthomas@clayton.edu
E-mail responses will be received within 48 hours
Office Location: Arts & Science, G-210B
Office Hours: Monday and Wednesday: 11:00 – 12:30 pm


TWO OPTIONS:
Loose Leaf Text & e-text bundle can be purchased from the bookstore or other sources: ISBN-13: 9780134027265

e-text must be purchased directly from Pearson. You also have the option of getting the e-text to this book, however, you must be prepared to bring your electronic device to each class to access your text. In addition, if you choose to only purchase the e-text, please keep in mind that you will not be able to take the weekly quizzes and access the e-text in two separate browsers. D2L Respondus Lockdown Browser will not allow you to access the book and test using the same computer. If you want the eText version you will go to mypearsonstore.com and type in the ISBN-13 number: 978-0-13-402963-4

Course Goals: Stated as "Essential Questions":
1. How have I myself (i.e., the teacher candidate) learned in school, and how do I learn most effectively?
2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings?
3. How do teaching practices and instructional structures impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students?

Course Communications:
All communication should occur via email. Please email from your CSU Outlook 365 email account. I will not use D2L email or respond to email sent through D2L. When sending emails, please allow for a 48-hour response time. Any emails received after 12:00 pm on Friday will not be answered until the following week. Additionally, emails received during holiday periods will not be addressed until CSU is back in session. Please note that while faculty may respond to emails on evenings, weekends, and holidays they are not obligated to.

Electronic Communications:
The University provides all CSU students with an “official” email account with the address “student.clayton.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with me or other University officials and the account by which they will communicate with you. Please use the email address above for ALL course communication.

Course Requirements:
Students are expected to model the behavior of professional educators in all activities associated with Education 2130. Class preparation and participation is expected. You are expected to actively investigate psychological and social issues that impact teachers, learners, schools and communities through sustained effort, hard work, and thoughtful preparation.

- Punctual attendance for all class sessions (See Participation/Attendance below)
- Class Assignments
- Weekly Quizzes
- Weekly Chapter Case Analysis
- Pre-School in 3 Cultures Analysis Paper
- Fact Sheet & Presentation
- Participation in discussions
- Computers should be brought to each class
- Children are not allowed to attend classes.
- All written assignments are expected to be presented in proper written format (See writing communication below) and will be evaluated according to CCSU writing criteria.

Course Content and Knowledge Base: This course will include the following core content at ALL USG institutions, but different institutions and instructors may also include additional content at their discretion, to most effectively address the needs of their specific student populations.

I. Major learning theories, including Behaviorism, Information processing and neuroscience, Piagetian and Vygotskian theory, Deweyan Social Theory
II. Motivation theory
III. Sources and effects of student diversity in learning needs and preferences
IV. Developmental aspects of learning
V. Outside environmental influences on learners, including culture, family structure and background, home language, SES, and peers.
VI. Effects of teacher beliefs and expectations on learners, including the need to avoid bias and stereotyping
VII. Elements of effective educational environments for all learners, including teacher/student and student/student relationships and classroom management.

Conceptual Framework:
The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher
University Attendance Policy:
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect-excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy:
You are expected to attend all class meetings and arrive in a punctual manner. Attendance is a component of the class participation grade. Class discussion is an integral aspect of the course, and absences result in missed learning opportunities for every individual in the class. There will be a student sign-in sheet at the beginning of each class. It is YOUR responsibility to make sure that YOU sign this form each class session (It will be considered academic dishonesty if you sign for another student). I will use this to assess your attendance (class participation). If you are unable to attend class because of extenuating circumstances, you should contact the instructor immediately, however, any absence excused or unexcused will still count against your Participation grade (See Class Participation/Professionalism under grade evaluation for more details.). If you are not present, you cannot participate. If a student misses a session, it is the responsibility of the student to acquire any information covered during that class period. I suggest obtaining a study/note buddy the first day of the course that can assist in the event you miss a class.

Excessive absences and/or tardies (more than 3) may result in receiving a WF (Withdraw Failing) grade regardless of class average. There is no make-up work given, since all assignments are posted in advance. They must be submitted to D2L by 11:59pm. If you are absent Case Analysis should be emailed before class meeting time.

Computer Requirement:
Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm.

Students must be:
- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- Compatible with Respondus Lockdown Browser

In-Class use of Notebooks: Notebooks are required in this course. Students should bring computers to each class meeting. This should only be out when asked to access them, unless you are accessing your e-text.

Technology:
The use of technology will be embedded in class delivery, assignments and course presentations. All assignments unless, except, case analysis should be uploaded to D2L. You can gain access to Desire2Learn by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn please email or call The Hub at TheHub@mail.clayton.edu or (678) 466-HELP. No electronic devices other than those being used for class purpose are allowed without permission from the
instructor. It is inappropriate and unprofessional to text or visit social media sites while in class. Cell phones should be on silent and out of sight.

**Diversity/Multiculturalism:**
How to address diversity among the adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism are essential to the middle school philosophy, and are constant challenges to middle school educators as they create varied teaching and learning approaches. Meeting the individual needs of students in a multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development, are incorporated as major components of every topic in the course’s curriculum.

**Communication**

**In Writing:**
As is expected of you as professionals, your accuracy of writing will be assessed. This includes but is not limited to topic sentences and adherence to topic sentences, transitions, grammar, and spelling. **Every** written assignment must be in 12-point font, Times New Roman, and double-spaced. In addition, all resources must be accurately cited (APA citations). Finally, all materials distributed to students (in your field placements) must be completely accurate. Any materials submitted for student use that have stray marks, are difficult to read, or demonstrate in any way acceptance of less than the best will be graded unacceptable. The quality of work that you give the students provides a model of the quality of work you expect them to give you.

Please note that the **Writing Studio** is available for all CSU students. If I notice you need help early on please visit the center; it is located in **Clayton Hall room T-200**. If I notice early on that a student needs support with their writing, I will make referrals for you to attend the writing center. [http://www.clayton.edu/writersstudio](http://www.clayton.edu/writersstudio)

**In Electronic Communication:**
Most of your out-of-class communication with your professors will occur via email. Email is an undeniable part of our culture and as such you will be required to communicate via email with your future administrative team, colleagues, and parents. Please attend to the following rules when engaging in electronic communication:
1. Include a relevant and clear subject/topic line for your message.
2. Use a professional salutation.
3. Use appropriate punctuation.
4. Check spelling.
5. Recognize that people from different cultures may write or speak differently and be sensitive to that.
6. Always reply to emails sent to you (even if it is just to acknowledge receipt).
7. Re-read your email to yourself (prior to sending) to ensure that it flows well and that it does not sound rude or abrupt (e.g., do not use ALL CAPS to type).

**Grading**

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<tr>
<th>A</th>
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<th>C</th>
<th>D</th>
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<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>Below 60</td>
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**Make-up and Late Work Policy:**
NO late work will be accepted.

**Quiz/Exam Policy:**
Quizzes will be completed on D2L by 11:59pm the Monday of each week.
**Hardship Withdrawal:**
Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in classes, such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal from **all classes**. In order to be considered for a hardship withdrawal, the student must have been passing all courses at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, —passing is defined as a grade of —D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend any classes through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam in any of your courses, you may not request a hardship withdrawal. For more information go to http://www.clayton.edu/registrar/Withdrawal

**Class Policies:**
Refer to the Policy manual for comprehensive description of policies:

**Academic Integrity:**
Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the University’s official Student Handbook.

**Plagiarism Detection Software:**
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Disruption of the Learning Environment**
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

**The Americans with Disabilities Act (ADA):**
Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, 678-466-5445, disabilityservices@mail.clayton.edu.

**Weapons on Campus:**
Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at http://www.clayton.edu/public-safety/Safety-Security/Weapons

***Last Day to Withdraw and Receive a W is October 5th.***
### Course Outline and Requirements:  This course outline is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus/Topics</th>
<th>Readings</th>
<th>Project /Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 13th</td>
<td>Introduction, Opening Activity, Syllabus, D2L, and APA review.</td>
<td>View APA video</td>
<td>Chapter 1 Test, due <strong>Wednesday 12 noon</strong> <em>(this is the only test that will not be due on a Sunday, by 11:59pm)</em></td>
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<tr>
<td></td>
<td>Teaching and Educational Psychology</td>
<td>Chapter 1 <em>(Read by Wednesday, August 15, 2018)</em></td>
<td>Chapter 2 Test, due Sunday, August 19th by 11:59pm and Case Study typed and brought to class August 20th.</td>
</tr>
<tr>
<td>Week of August 20th</td>
<td>Cognitive and Linguistic Development</td>
<td>Chapter 2</td>
<td>Chapter Test 3 Due, August 26th by 11:59pm in D2L and Case Study typed and brought to class August 27th.</td>
</tr>
<tr>
<td>Week of August 27th</td>
<td>Personal and Social Development</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>Week of September 3rd</td>
<td><strong>Labor Day-NO CLASS Monday</strong> Class Meets, Wednesday Sept. 5th</td>
<td></td>
<td>Library Exploration Part I Due, Sunday, September 9th by 11:59pm to D2L.</td>
</tr>
<tr>
<td>Week September 10th</td>
<td>Group Differences</td>
<td>Chapter 4</td>
<td><strong>Chapter 4 Test, due Sunday, September 9th, 11:59pm and</strong> Case Study typed and brought to class September 10th.</td>
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<td>Library Exploration and Journal Reporting Part I Due, Sunday, September 9th by 11:59pm to D2L.</td>
</tr>
<tr>
<td>Week of September 17th</td>
<td>Individual Differences and Special Educational Needs</td>
<td>Chapter 5</td>
<td>Chapter Test 5 Due, September 16th by 11:59pm in D2L and Case Study typed and brought to class September 17th.</td>
</tr>
</tbody>
</table>
| Week of September 24<sup>th</sup> | Learning, Cognition, and Memory | Chapter 6 | Chapter 6 Test, due, September 23<sup>rd</sup>, by 11:59pm in D2L and Case Study typed and brought to class September 24<sup>th</sup>  
Library Exploration and Research Journal Reporting: Part II Due, Sunday, September 23<sup>rd</sup> by 11:59pm to  
| Week of October 1<sup>st</sup> | Complex Cognitive Processes | Chapter 7 | Chapter 7 Test due, September 30<sup>th</sup> by 11:59pm in D2L and Case Study typed brought to class October 1  
| Week of October 8<sup>th</sup> Location TBD | Learning and Cognition in Context | Chapter 8 | Chapter Test 8 Due, Wednesday, October 10<sup>th</sup> by 11:59pm in D2L  
Article Reflection and Critique #1, Due Wednesday, October 10<sup>th</sup> by 11:59pm in D2L  
| Week of October 15<sup>th</sup> | Behaviorist Views of Learning | Chapter 9 | Chapter 9 Test due, October 14<sup>th</sup> by 11:59pm and Case Study typed and brought to class October 15<sup>th</sup>  
| Week of October 22<sup>nd</sup> | Social Cognitive Views of Learning | Chapter 10 | Chapter Test 10 Due, October 21<sup>st</sup> by 11:59pm in D2L and Case Study typed and brought to class October 22<sup>nd</sup>  
**Analysis of preschool in three cultures (25%)**  
**Video and begin the paper**  
| Week of October 29<sup>th</sup> | Motivation and Affect | Chapter 11 | Chapter Test 11 Due, October 28<sup>th</sup> by 11:59pm in D2L  
**Analysis of preschool in three cultures (25%)**  
**Video and begin the paper**  
<p>|</p>
<table>
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<tr>
<th>Week of November 5&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Instructional Strategies</th>
<th>Chapter 12</th>
<th>Chapter 12 Test due, November 4&lt;sup&gt;th&lt;/sup&gt; by 11:59pm in D2L and Case Study typed brought to class November 5&lt;sup&gt;th&lt;/sup&gt;</th>
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<tr>
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<td></td>
<td><strong>Analysis of preschool in three cultures (25%)</strong></td>
<td>Video and begin the paper</td>
</tr>
<tr>
<td>Week of November 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Creating a Productive Learning Environment</td>
<td>Chapter 13</td>
<td>Chapter Test 13 Due, November 11&lt;sup&gt;th&lt;/sup&gt; by 11:59pm in D2L and Case Study typed brought to class November 12&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
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<td></td>
<td><strong>Analysis of preschool in three cultures (25%)</strong></td>
<td>Video and begin the paper</td>
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<tr>
<td>Week of November 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Location: TBD</td>
<td>Analysis of preschool in three cultures (25%)</td>
<td>Video and Paper Due, Sunday, November 25&lt;sup&gt;th&lt;/sup&gt; by 11:59pm</td>
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<tr>
<td>Week of November 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Classroom Assessment Strategies</td>
<td>Chapter 14</td>
<td>Chapter Test 1 Due, November 26&lt;sup&gt;th&lt;/sup&gt; by noon in D2L and Case Study typed brought to class November 26&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td></td>
<td><strong>Analysis of preschool in three cultures (25%)</strong></td>
<td>Video and Paper Due, Sunday, November 25&lt;sup&gt;th&lt;/sup&gt; by 11:59pm</td>
</tr>
<tr>
<td>December 3&lt;sup&gt;rd&lt;/sup&gt; LAST DAY OF CLASS</td>
<td>Summarizing Student’s Achievements and abilities</td>
<td>Chapter 15</td>
<td>Chapter Test 15 Due, December 2&lt;sup&gt;nd&lt;/sup&gt; by 11:59pm in D2L Case Study typed brought to class November 26&lt;sup&gt;th&lt;/sup&gt;</td>
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**Course Assignments/Requirements and Evaluation Percentages**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Possible Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>25%</td>
<td>Weekly on Sundays by 11:59 pm to D2L (Except for Week of 8/13, 10/8 and 11/26; See due dates above or in D2L)</td>
</tr>
</tbody>
</table>
Case Study Analysis | 5% | Every Monday, unless, otherwise noted for every chapter. Typed and brought to class. Complete sentences.
---|---|---
Library and Research Journal Reporting  
Part I | 10% | September 9th by 11:59 pm to D2L
Library and Research Journal Reporting  
Part II | 10% | September 23rd by 11:59pm to D2L
Reflection & Article Critique (20%)
Reflection & Article Critique #1 | 10% | October 10th by 11:59 pm to D2L
Reflection & Article Critique #2 | 10% | October 28th by 11:59 pm to D2L
Observation Reflection Paper and Time Log | 10% | November 18th by 11:59 pm to D2L
Analysis of Preschool in three cultures | 20% | November 25th Sunday night by 11:59pm.
Participation & Professionalism | 10% | Every Class Meeting and beyond (see details within the syllabus)

Additional details regarding each assignment (including rubrics) will be posted electronically via D2L as assignments are introduced.

Assignment Descriptions

Weekly Activities (30%)
Each week you will be assigned Chapter Quizzes and Case Study Analyses.

I. **Chapter Test (25%)**
Each week you will be required to provide responses to Chapter Questions in D2L. These will be multiple choice quizzes that you will take in Repondus Lockdown Browser in D2L. These assignments will be due Sundays by 11:59pm in D2L. (NOTE: You will not be given additional time to take the quiz, if you fail to complete and submit the quiz by 11:59pm, you will be given a zero.). These quizzes are designed to assess your understandings of the course readings, your own learning and application of the core concepts and principles of educational psychology. While you are not expected to be ‘experts’ after reading chapters or articles, there are some critical concepts that you should be able to understand from your reading. To be successful on these quizzes, you will need to read the assigned chapters in detail, take notes, and possibly discuss challenging topics with the professor or another classmate. A cursory glance at the chapters will not suffice. **NOTE:** These test are available from Monday to Sunday each week. So do not wait until the last minute to attempt these quizzes). Repondus download information and computer system requirements will be provided in D2L. Help with D2L Repondus Lockdown Browser 678-266-4362.

II. **Case Study Analyses (5%)**
Every chapter of the textbook begins with a case study, and each case study concludes with one or more questions designed to give you the opportunity to elaborate on and apply concepts and principles presented in the chapter. You are to bring your typed responses to
class each week. These responses should be typed in 12 in font using complete sentences that when read the question that you are answering should be clear. We will use this in class to motivate whole class and group discussions. I will randomly check your completion of these questions in class and sometimes I will collect these responses. Your analysis will be due each Monday in class.

Library and Research Journal Report (20%)

I. Part I: Library Visit and Research Journal Exploration

1. Find out how to access your university’s online library catalog from a computer at home or some other off-campus location. http://www.clayton.edu/library

2. Go to your university library and locate three different professional journals that publish research articles related to human learning, child development, and/or classroom practice. Describe the kinds of research studies that each of these journals publishes (a minimum of 3 must be reported). Do not just copy the journal description provide a summary in your own words. The journal names and descriptions should be typed in Times Roman 12pt font. You do not have to write this part of the assignment in APA 6th ed. You can write it in bullet or paragraph form but it must be coherent and written in complete sentences. It will be advised to contact Mr. Gordon Baker at the library if you think you need guidance with this assignment. He is the point of contact for Teacher Education, but he is not the only one that can help you, you can speak with anyone at the reference desk. NOTE: A rubric will be provided in D2L.

II. Part II: Browse through professional research journals to find one example each of descriptive, correlational, and experimental studies related to psychology and/or education and provide justification based on our text why this journal should be categorized as such. You do not have to write this part of the assignment in APA 6th ed. You can write it in bullet or paragraph form but you must provide a copy of the three articles and you must write in complete sentences. NOTE: A rubric will be provided in D2L.

Article Critique and Observation Reflection Paper (20%)

Now that you have completed Part II above you have now explored various research journals related to human learning, child development, and/or classroom practice. Now you will provide a reflection and critique of two articles (due dates for each will be provided). These papers must be written using APA 6th edition.

For each assigned reading you should provide AT LEAST one page annotation that includes a half page summary of the research and AT LEAST half page criticism of it. If you choose to provide more than one page. Again half of your paper must provide a summary and the other have provides critique. So, to be clear, first provide a summary of the research in half of your paper and criticize it (this does not mean find something wrong with it: See explanation of what it means to provide a critique of an article in the information provided in D2L) in the second half. In your criticism, discuss the research question, methodology, use of related literature, data collection and analysis, conclusion etc. Again see D2L, for a helpful article on how to review and critique articles. All article reflections should require that you discuss the proposed method/activity/structure, its effectiveness, clearness, advantage/disadvantage, and the points that need improvement, how you would use it or if you do not want to use, why etc (See the rubric for more details). These are some guiding points for your critique. Do not restrict yourself with these points. Be CRITICAL and CREATIVE. Grading rubric is provided in D2L.
Save using File Name as follows: Last Name_First Name_Short Title description  
For example: Thomas_Sharren_Reflection.Critique

Some resources to help with APA. You need to review these websites.

Perdue’s Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html  
The APA website (http://www.apastyle.org/)
Easy Bib  http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/

YOU MUST watch the following videos.

Why we use APA? And how?  
https://www.youtube.com/watch?v=uVlsbN99LIQ&index=2&list=PLAcGJpqk1yAuzDF7w4XQV0pFi537rEeH5

6th edition APA, how to complete the page setup.  
https://youtu.be/9pbUoNa5tvY

Analysis of preschool in three cultures (20%)
Analysis of Pre-school in Three Cultures: You are to compare the learning environments shown in the video Pre-school in Three Cultures. Detailed instructions AND scoring rubric will be provided on D2L. ***Assignment adapted from http://cpbucket.fiu.edu/edp3004vd1128/syllabus.html ***

Observation Reflection Paper

One of the requirements for this course is the completion of school and/or classroom observations. The process for arranging the observations vary by school district. Some school districts permit students to contact individual schools directly while others require the submission of formal requests through your University Field Placement Coordinator. See the chart below for available district/school specific information. Contact Dr. Riddle for additional information.

| Clayton County Schools | E-mail Dr. Riddle (Field Placement Coordinator) rosettariddle@clayton.edu |
| Dekalb County Schools | No observation requests accepted |
| Fayette County Schools | Contact school principal |
| Henry County Schools | Contact school principal if observation is 10 hours or less; For more than 10 hours, contact University Field Placement Coordinator |
| Griffin Spalding Schools | Contact school principal |
| Rockdale County Schools | Contact school principal |
| Charter or Private Schools | Contact school principal |

Class Participation and Professionalism (10%)

During class meetings, students are expected to actively engage in critical discourse. Students are responsible for reading, fully-participating, questioning and responding. Because your participation is of utmost importance, should you miss a class or be late/leave early for a class, you reduce the learning experience for you and for all of the members of our learning community. Class discussion is an integral aspect of the course, and when you come to class without reading material or come without written responses to case analysis this limits group and/or whole class discourse.

Professionalism:
Effective teachers are committed to the teaching philosophy of differentiated instruction and to the profession’s Code of Ethics. Interns will demonstrate the proficiencies of differentiated instruction;
will establish positive, supportive relationships and appropriate communication with students, colleagues, parents, community members, and outside agencies; and will maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics. A record of students’ attendance, punctuality and general professional behavior will be kept. Refer to the Teacher Education Handbook regarding specific professional expectations related to professional dress and appearance. Please remove headgear during class (hats, caps, du-rags, hoods, bandanas, etc.)

I will monitor the following indicators of professionalism throughout the course:

**Does the student:**
- Model high standards and expectations for him or herself?
- Display a commitment to becoming a teacher and to the profession of helping students learn?
- Enjoy learning and indicate enthusiasm toward working with students to facilitate their learning?
- Regularly reflect on and assess his or her performance and effectiveness for self-improvement?
- Learn from experiences and show improvement over time?
- Manage interpersonal relationships effectively?
- Demonstrate courtesy, respect, and civility in interactions with others?
- Work collaboratively with professional colleagues and faculty?
- Timely completion of responsibilities?
- Accept responsibility for actions and non-actions, placing the locus of control upon him or her rather than shifting blame or claiming inability to control outside factors?
- Maintain appropriate attire and appearance?
- Promote and model standards of academic honesty?
- Engage in professional communication (face-to-face or email) with the professor, supervisor, mentor teacher or other school officials?

*Disclaimer: Please note that due dates are subject to change. In the event of a change, you will be notified either in class and/or via email.*

**Resources and Bibliography**

**Website Resources:**
- Georgia Performance Standards: [www.georgiastandards.org](http://www.georgiastandards.org)
- Georgia Department of Education: [http://www.doe.k12.ga.us/](http://www.doe.k12.ga.us/)

**Selected Bibliography:**


I have read the updated syllabus and course evaluation assignments for this course. I understand that these are the expectations for this course and are subject to be changed as the professor deems necessary.

______________________________________
Print Name

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Signature

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Date