

Fall 2015

EDCI 3311

Cynthia Ybos
University of New Orleans

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

Ybos, Cynthia, "EDCI 3311" (2015). *University of New Orleans Syllabi*. Paper 225.
<https://scholarworks.uno.edu/syllabi/225>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact scholarworks@uno.edu.

EDCI 3311 Developmentally Responsive Curriculum and Instruction for Adolescents

Fall, 2015

Class meeting: Tuesday/Thursday EDCI 3311 12:30-1:45

Instructor: Dr. Cynthia Ybos

Email: clybos@uno.edu

Office hours: Room 342 11:45- 12:15 on Tuesday/Thursday; other times by appointment

Prerequisites: Concurrent enrollment in EDCI 3310 and EDCI 3311 and admission to the Teacher Education Program

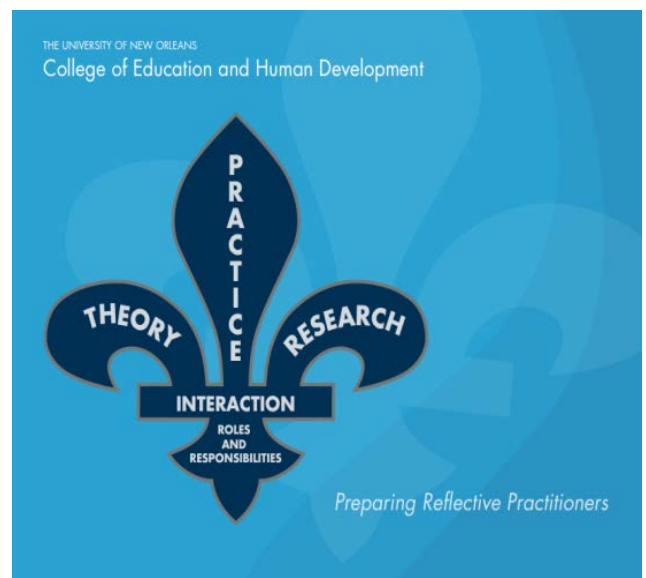
Course description: This is a required one-credit-hour Field Experience that supports candidates in applying the content of EDCI 3310 within the classroom. Candidates will spend two hours weekly in middle and/or high school settings to implement required field activities. Candidate field work will generate artifacts to document performance of required competencies.

Course overview: Adolescent development is both challenging and exciting. It is important for practitioners to understand the physical, emotional, moral, and social characteristics of these learners in order to prepare effective lessons and instruction. In this course, we will explore the basis for instruction and management strategy choices and the impact these choices have on student learning. Through the exploration of theory, the practitioner will examine personal philosophy as it applies to middle and high school classrooms in order to understand personal practice.

College Mission: The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and



responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

This course addresses UNO Teacher Roles, Louisiana State COMPASS Standards and the Association of Middle Level Educators standards. For teacher preparation, the roles and responsibilities follow:

I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

- A. They establish a culture for learning by:
 - 1. Managing classroom procedures (COMPASS 2c)
 - 2. Managing student behavior
 - 3. Organizing physical space
 - 4. Organizing classrooms to integrate technology
 - 5. Maintaining accurate records using available technology
- B. They create an environment of respect and rapport by:
 - 1. Using cultural contexts in the classroom
 - 2. Demonstrating knowledge of diversity among students
 - 3. Presenting rationales for change to meet students' needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

- A. They understand and use curriculum and instruction by:
 - 1. Knowing content
 - 2. Knowing pedagogy
 - 3. Setting instructional outcomes (COMPASS 1c)
 - 4. Designing coherent instruction
 - 5. Designing student assessments
 - 6. Incorporating knowledge of diversity in the classroom
 - 7. Planning for the use of technologies in curriculum and instruction
 - 8. Demonstrating knowledge of resources, including technologies
 - 9. Planning for the use of collaborative group practices in the classroom
- B. They communicate effectively by:
 - 1. Incorporating effective written communication in the classroom
 - 2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

- A. They engage students in active learning (COMPASS 3c) by:
 - 1. Interacting effectively with students
 - 2. Demonstrating flexibility and responsiveness
 - 3. Integrating technology and other resources
- B. They integrate disciplines into instruction by:
 - 1. Applying connections to multiple disciplines
 - 2. Demonstrating connections to real life
- C. They use assessment in instruction by:
 - 1. Incorporating performance tasks in the classroom
 - 2. Using questioning and discussion techniques (COMPASS 3b)
 - 3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)
- D. They embed diversity in decision-making by:
 - 1. Selecting resources
 - 2. Delivering instruction
 - 3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

- A. They advocate for children, in terms of services and supports by:
 - 1. Communicating with families
 - 2. Demonstrating knowledge of resources in school and the community
- B. They collaborate to improve professional practice by:
 - 1. Engaging in a professional community
 - 2. Participating in professional development
 - 3. Collaborating with teachers and mentors
 - 4. Developing goals for social justice
 - 5. Using research-based practices that include current available technology
- C. They reflect on teaching and learning by:
 - 1. Focusing on cultural contexts and social justice
 - 2. Collecting and analyzing data to improve practice

AMLE Standards

PRINCIPLE A: The Learner and Learning/ Standard 1: Young adolescent development

- Element a: Knowledge of young adolescent development
- Element b: Knowledge of the implications of diversity on young adolescent development
- Element c: Implications of young adolescent development for middle level curriculum and instruction
- Element d: Implications of young adolescent development level for middle level programs and practices

PRINCIPLE B: Content

Standard 2: Middle Level Curriculum

- Element a. Subject Matter Content Knowledge
- Element b. Middle Level Student Standards
- Element c. Interdisciplinary Nature of Knowledge

Standard 3: Middle Level Philosophy and School Organization

- Element a. Middle Level Philosophical Foundations
- Element b. Middle Level Organization and Best Practices

PRINCIPLE C: INSTRUCTIONAL PRACTICE/ Standard 4: Middle Level Instruction and Assessment

- Element a. Content Pedagogy
- Element b. Middle Level Instructional Strategies
- Element c. Middle Level Assessment and Data-informed Instruction
- Element d. Young Adolescent Motivation

PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES/ Standard 5: Middle Level Professional Roles

- Element a. Professional Roles of Middle Level Teachers
- Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices
- Element c. Working with Family Members and Community Involvement
- Element d. Dispositions and Professional Behaviors

Field Experience Student Learning Outcomes

Field experiences included in this course are designed to facilitate and elaborate on understanding of theories and practices discussed in EDCI 3310. This is an important part of the course that should be conducted with due diligence. Candidates are required to enter both the location and number of field experience hours completed into Live Text (the e-portfolio system). This requirement must be completed to earn any credit aligned with field experience assignments. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for LiveText and record all field experience information via the electronic form provided for that purpose. Field experiences in this course provide an

opportunity for candidates to understand the professional roles/responsibilities that are included in the conceptual framework of the college. These experiences are designed to meet each of the following objectives:

EDCI 3311 In this course, you will	Unit Standards	State Standards	AMLE
1. Collect and analyze data to support understanding of the growth and development of diverse groups of young, middle and late adolescents.	IIB, IIID	1C, 3C, 3D	1, 2, 3,
2. Observe how environments and practice affect adolescents at each stage of development.	IA, IB, IIA, IIB, IIIB, IIIC, IIID	1C, 2C, 3B, 3C, 3D	1, 2, 3, 4
3. Analyze personal beliefs and practices that influence perspectives on teaching and student behavior.	IIB, IIIB	1C, 2C, 3C	5
4. Demonstrate a professional attitude while engaging in field activities.	IVA, IVB, IVC	1C, 2C	5

Live Text

All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to subscribe to Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live Text. The subscription lasts for multiple years (enough to get you through your program of study). To subscribe, go to www.livetext.com.

Textbook and Resources

Course text: *Secrets of the Teenage Brain*. Sheryl Feinstein, Corwin Press (2009). ISBN 978-1-4129-6267-4.

Additional reading assignments will be available through Moodle and class handouts.

Course requirements and evaluation

More detailed descriptions, due dates, requirements and criteria for evaluation will be posted on moodle for EDCI 3311.

Due dates are also provided on a calendar of assignments included in this syllabus.

For this course you will:

1. Attend and participate in class activities

Prior to going to the schools to conduct field activities, I will be doing activities on campus. You are expected to attend these classes. (7 classes at 10 points/class) The requirements for this are the same as they are for EDCI 3310.

2. Complete self-selected activities at a school of your choice.

You must complete enough activities to earn 50 points total. More information on your choices and how to complete the assignments are available on Moodle. Due dates for these reports are noted on the calendar of assignments. Please pay attention to these days and keep up with turning in the reports.

3. Attend and complete tasks at a school that we will visit as a class.

This will be arranged and more specific information will be given to you when it becomes available. There will be 5 visits. You will earn 5 points for each visit and 10 points for each written reflection. Each reflection is due at the next campus meeting for class. There will be 75 points total for this part of the course.

4. Write a final reflection (30 points total)

In this paper, you will synthesize what you learned from your experiences working with adolescents and teachers. You should also include theories and concepts discussed in class or read in textbook and articles.

5. Turn in completed documentation of field hours. (15 points total)

NOTE: all assignments for both courses are tentative and subject to change as situations arise during the semester. If there are changes in these assignments, I will notify you in writing prior to the designated due dates.

Grading: The grading scale for this class is as follows: 93-100% = A; 85-92% = B; 75-84% = C; 65-74% = D; and less than 65% = F.

Course and University Policies

Standards for Class Work

Late work: All assignments for this course have been carefully prepared to address specific College of Education goals and standards. Failing to complete these assignments means that you will not be fully prepared for evaluations that you are required to complete prior to and after student teaching. Additionally, I carefully read and comment on what you write and return these assignments to you in a timely manner. When you hand work in late, you do not gain as much as you possibly can from this course. Because I believe that all assignments are important, I do accept late submission of work. However, repeatedly failing to hand in work on time will result in your grade being lowered. After the second late submission of work, your final grade will be lowered by one letter grade than the total number of points you earned for the semester. Your final grade will be lowered by one additional letter grade for each late assignment after that. If you have a problem meeting deadlines, meet with me early in the semester to deal with this. I cannot help you if you come to me the last two weeks of the semester.

Early work: I do accept work early. If you hand in work at least three days in advance, I will grade it and let you know your grade. If you are happy with your grade, nothing else is required. If you would like to improve your grade, you may make corrections and resubmit the work. If your improvements are correct, you may earn up to one-half of the points deducted from the original assignment. You will receive your assignment with comments when everyone else receives their assignments.

If at any time during this course you are confused or concerned, you should contact me. I am available through e-mail, phone or meetings. The earlier you deal with issues with this class, the more likely I will be able to help you successfully complete course requirements.

And finally, just because I write many things on your assignments, do not think that I am implying that you are incorrect or just don't like you. I tend to make many comments for three reasons. First, I want you to know that I do thoroughly read each of your assignments and think carefully about what you are saying. Second, I want to challenge your thinking and make you think more deeply and critically about the information you are learning. Third, the comments I make may reflect how I grade future assignments. Please take the time to carefully read and consider all comments I make on your papers. It may affect your grade on a later assignment. I do tend to grade the first few assignments more easily and then become more picky as the semester progresses which is another reason to read my comments

Standards for Class Behavior

The philosophy of this course is that people of all ages and learning styles learn best in an environment in which they are free to explore topics and come to their own understanding. This environment includes working cooperatively with others from diverse backgrounds in heterogeneous settings and is consistent with the College of Education and Human Development's mission to prepare professionals who practice in culturally diverse settings.

In order to allow for collaborative, professional dialogue in class, the following policies will be used for class meetings and assignments:

1. ***Please be prepared for class.*** Being prepared means that you have completed the reading response assignments prior to class and understand the ideas presented. I will not "go over" the information in the assignments, but will engage you in supplemental activities designed to reinforce and expand your understanding of the concepts. If you are not somewhat familiar with the concepts presented, it will be more difficult to complete the activities.
2. ***I use the entire class time to engage in productive activities.*** I will start on time regardless of whether everyone has arrived or not. Late arrivals often disrupt class. Additionally, you will complete written activities during class. If you are late or absent, you may not make up these assignments. This will result in a lower grade for the course. When working in groups on assignments, please stay focused on the assignment and do not engage in off-task discussions. If we finish the tasks I have planned, we will leave. I will not prolong class; this is another reason to arrive on time and stay focused on the class tasks.
3. ***Attendance includes staying for the entire class period.*** Arriving late or leaving early will be counted as an absence. I try to respect your time by starting class promptly, using class time effectively, and finishing class activities on time. In order to gain the maximum you can from this course, you must also use this class time effectively.
4. ***Turn off or silence cell phones during class.*** If you must take a phone call, please leave the class quietly to conduct your conversation. Please return quietly when you have finished the call.
5. ***Absences:*** a calendar of due dates for assignments and schedule of classes are posted on Moodle. You are expected to attend all classes whether they are held on campus or at designated schools. You are an adult and I

expect you to be judicious about what constitutes an emergency situation requiring you to miss class. Because of that, I do not have any policies regarding what constitutes an excused absence or an unexcused absence. My policy is that if you miss more than 3 classes, your grade will be lowered. Subsequent absences will reduce your grade further.

6. ***If something happens and I must cancel class***, I will send everyone an email. Please check your UNO email often to access up-to-date information.
7. ***All assignment due dates are tentative and subject to change as situations warrant***. If any dates for any assignments change, I will post a new calendar of assignments on Moodle, email you, and discuss the changes in class. I note the date of revision at the top of the assignment. Please be sure you are using current versions of class materials.
8. ***Students are expected to demonstrate both oral and written competency***. All written work should be grammatically correct, free of spelling errors, and relatively free of typos. That is, every assignment should read like it has been thoroughly proof read.
9. ***All work submitted is expected to be completed for this course only***. Do not submit assignments completed for other courses. Also, all work should be your own work.
10. ***If you think you will have any problems meeting any of the requirements*** for this course, email me to set up a meeting. I suggest you do this early in the semester. My options for assisting you are limited at the end of the semester.

University Policies

It is University Policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs maintain a policy regarding the accommodations of students with disabilities. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information go to <http://www.ods.uno.edu>.

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Judicial Affairs site is <http://www.sg.uno.edu/judicial/>.