



**Fayetteville State University
School of Education**

Department of Middle Grades, Secondary and Special Education

EDUC 311 Foundations of Multicultural Education and Diversity

Fall 2009

I. Locator Information:

Instructor: Dr. Charlotte Boger

Course # and Name: EDUC 311 Foundations of Multicultural Education and Diversity

Office Location: Butler 250

Semester Credit Hours: 2 semester hours

Office hours: 10:00-12:00 M
2:00-4:00 TW

Day and Time Class Meets: 6-9 T

Office Phone: 910 672 1633

Total Contact Hours for Class: 45

Email address: cboger@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: Course description on syllabus must match the course description in the catalog.

An introduction to strategies for facilitating learning through better classroom management, with emphasis on the role of parents in classroom management, and on counseling techniques related to management strategies and parenting. Prerequisites: Admission to teacher education.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook: Provide complete bibliographical citation for each required book.

Gollnick, D.M. and Philip C. Chinn (2009). *Multicultural Education in a Pluralistic Society, 8e.* Merrill: erve. ISBN 0-7854-0042-7 (You may use new edition)

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Define the concept of culture and explain how it influences learning.
2. Identify factors that influence students placed at risk and describe effective teaching practices for these students.
3. Describe how different teaching strategies can be used to accommodate differences in learning ability.
4. Explain how students with exceptionalities can be integrated into the regular classroom.
5. Implement lessons that accommodate learner diversity, increase motivation, and capitalize on the benefits of technology.

studies, models, observations, outside readings and research

VI. Course Requirements and Evaluation Criteria

A. Course Policies

Participation

Participation is required. Participation is defined as:

- completing all assignments (on the date due)
- completing a project or presentation
- completing all weekly assignments or exercises
- taking part in class discussions, activities, small group or self directed activities.

Attendance Requirements

Attendance and active participation are expected. Students are allowed 1 absence. You are expected to arrive on time for class. Repeated late entry to or early departure from class counts as half an absence, regardless of the amount of time missed from class.

Late Assignments or Missed Assignments

All assignments are due at the beginning of class on the day specified in the syllabus, hand-out, or course link. Exceptions will be made at the instructor's discretion, but this is a rare occurrence and generally involves a serious medical or other personal emergency. Five points will be deducted for each week day an assignment is late. **All assignments turned in must be word processed. All assignments turned in must be word processed. Handwritten assignments will not be graded.**

Incomplete Grades

Incomplete grades are not normally assigned and only assigned in unusual circumstances when course requirements cannot be completed by the end of the semester. Verified serious health problems or family emergencies are reasons for considering an incomplete. Incomplete grades are not used as a substitute for unsatisfactory work or work that has not been finished.

APA Style

You must cite your sources using APA style. Your manuscript style for all written assignment should reflect the APA style.

Use of Technology During Class

Out of respect for the course instructor and your fellow students, please do not participate in the following during class:

- Surfing the Internet
- Checking email or instant messaging
- Twittering
- Playing games
- Working on assignments other than the directed activity
- Working on assignments for another class

Cell Phones

Please turn off cell phones (and pagers) or activate them so that no audible sounds come from them during the class

Course Expectations

Your success or failure in becoming a teacher depends on you. For learning to occur, you must be willing to work and put forth an effort toward completing all assignments.

Syllabus Change

As the course instructor, I reserve the right to make changes to the syllabus if necessary. If it becomes necessary to make a change during the semester, I will contact the students enrolled in the course as soon as possible and describe the change(s). Since this is a face to face course, students will be notified during the class session(s).

VII. Course Requirements

1. Multicultural Autobiography
(See attachments for details.)
2. Exams
See information under Evaluation Criteria
3. Presentation of Multicultural Topic (Group Project)
PowerPoint presentation. Your presentation should be interactive.
(See attachment for additional details.)

Evaluation Criteria**Exams**

Successfully completing three exams: Chapters 1-3 , Chapters 4-6, and Chapters 6-10. These exams are textbook specific. You will need to read the chapters very carefully in order to be successful with these exams. The exam questions will consist of multiple choice and short answer. **Makeup Exam.** The format for makeup tests will be essay, not multiple choice. In addition to covering all aspects of the topic and showing a clear connection between your response and the question, your exam will be evaluated on organization (clear introduction, body, conclusion) consistent use of standard English, spelling, grammar, punctuation, and capitalization.

VIII. Course Outline and Assignment Schedule

Week	Assignment	Due Date
1 August 25 , 2009	Overview of course/syllabus Begin Chapter 1	
2 September 8, 2009	Chapter 1, pp. 1-39 Foundations of Multicultural Education	
3 September 15, 2009	Chapter 2, pp. 41-83 Ethnicity and Race	September 29, 2009 Multicultural Autobiography due
4 September 22, 2009	Review Chapter 2, pp. Begin Chapter 3 , pp. 84-120 Class 7 Socioeconomic Status	

5 September 29, 2009	Review Chapter 3; begin Chapter 4 Gender & Sexual Orientation, pp. 122-159	September 29, 2009
6 October 6, 2009	Quiz, Chapters 1-3	Quiz, Chapters 1-3 October 6, 2009
7 October 13, 2009	Mid-term Exams Oct. 8-14, 2009	
	Fall Break	Oct. 15-16, 2009
8 October 20, 2009	Review Chapter 4; begin Chapter 5, pp. 162-198 Exceptionality	
9 October 27, 2009		
10 November 3, 2009	Review Chapter 5; begin Chapter 6, pp. 200-233 Language	
11 November 10, 2009	Review Chapter 6; begin Chapter 7, pp. 234-281 Religion	Quiz, Chapters 4-6 November 10, 2009
12 November 17, 2009	Review Chapter 7; begin Chapter 8, pp. 288-336 Geography	
13 November 24, 2009	Review Chapter 8; begin Chapter 9, pp. 338-374 Age	
14 December 1, 2009	Review Chapter 9;	PowerPoint Presentations- diversity topic Groups 1-4; 20 minutes @ presentation November 17, 2009
16 December 4, 2009	Last day of classes	
December 8, 2009	Final	Quiz, Chapters 7-9 December 8, 2009

Evaluation Criteria

Multicultural Autobiography	100
Exams 3 exams 100 points each	300
Chapters 1-3 100 points	
Chapters 4-6 100 points	
Chapters 7-9 100 points	
	400

You must earn a score of 370 or higher to receive an A.

400-370 =A

369-294= B

293-183=C

Below 182= D Grade is unacceptable for undergraduate work

NOTE: Grades are based on the completion of course requirements and on the scope, quality, and creativity of student work on all assignments. All work will be evaluated for standard usage, clarity of thought, organization, development, coherence of content, and adherence to specific criteria detailed for each assignment. Completing all assignments on the due date is an integral part of the assessment process.

VII. Teaching Strategies and Course Delivery System

This is a face to face course. Most of the information for the course will be delivered through readings and lecture/discussion. You will have to organize your schedule to allow for sufficient time to successfully complete all course requirements. You can expect to spend 2-3 hours outside of class for each hour spent in class. You will likely spend 6-9 hours each week for this course in order to complete course readings and assignments. Also, remember that assigned projects are tied to the course content and in-class activities.

The teaching strategies demonstrated in this course will include lecture, discussion, student presentation, video review, chapter analysis, peer learning activities, technology integration assignments, and cooperative group learning.

VIII. Academic Support Resources

Curriculum Lab, PRAXIS Lab, Research Center, University Writing Center
Use of SI, Smarthinking, Criterion

Academic Dishonesty

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices.

References

- Banks, J.A. & F.A.M. Banks, G.A.M. (2006). *Multicultural education: Issues and perspectives*. Wiley.
- Cushner, K.H., McClelland, A., & Safford, P. (2005). *Human diversity in education: An integrative approach*. Columbus, OH: McGraw-Hill.
- Sleeter, C.E. & Banks, J.A. (2004). *Culture, difference and power*. New York: Teachers College Press.
- Tiedt, P. L. & Iris M. Tiedt (2005). *Multicultural Teaching: A Handbook of Activities, Information, and Resources, 7e*. Boston: Pearson Allyn and Bacon.

Fayetteville State University
School of Education
Department of Middle Grades, Secondary, and Special Education
EDUC 421 Principles and Practices of Secondary Education
Fall 2009

I. Locator Information:

Instructor: Dr. Charlotte Boger

Course # and Name: EDUC 421 Principles of Secondary Teaching

Office Location: Butler 250

Semester Credit Hours: 3 semester hours

Office hours: 1-5 M

Day and Time Class Meets: TWTHF

2-4 TTh

10:00-12:00

Office Phone: 910 672 1633

Total Contact Hours for Class: 45

Email address: cboger@uncfsu.edu

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II. Course Description: Course description on syllabus must match the course description in the catalog.

A comprehensive overview of the history and development of secondary education, the philosophy undergirding the knowledge base of the curriculum, and the influence of contemporary social forces in shaping the curriculum. Prerequisites: Admission to teacher education. Field experience required.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

Kellough, Richard D., and Noreen G. Kellough (2006). *Secondary School Teaching: A Guide to Methods and Resources*. Upper Saddle River, NJ: Pearson Prentice Hall. ISBN 0-13-170930-5

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

5. Define secondary school, and describe similarities and differences between the middle school, junior high school, and high school.
 6. Demonstrate developing skills in recognizing, celebrating, and building upon student diversity.
 7. Demonstrate an understanding of the depth and breath of the responsibilities of classroom teaching.
 8. Describe ways to help students develop self-control.
 9. Demonstrate an understanding of the rationale for planning for instruction, the levels of planning, and the fundamental components of any instructional plan.
 10. Demonstrate developing skill in the use of questioning for teaching and learning.
- 2
11. Explain the advantages and disadvantages of various ways of grouping students for quality learning.
 8. Demonstrate an understanding of the importance of assessment in teaching and learning.

VIII. Course Requirements and Evaluation Criteria

Participation

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- Working on assignments for another class

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Course Expectations

Your success or failure in becoming a teacher depends on you. For learning to occur, you must be willing to work and put forth an effort toward completing all assignments.

Syllabus Change

As the course instructor, I reserve the right to make changes to the syllabus if necessary. If it becomes necessary to make a change during this semester/session, I will contact students as soon as possible and describe the change(s). Students will be notified during class of these changes.

IX. Course Requirements

Evaluation Criteria

1. Exams

Successfully completing two exams: mid-term (Chapters 1-5) and final (Chapters 6-10). These exams are textbook specific. You will need to read the chapters very carefully in order to be successful with these exams. The exam questions will consist of multiple choice and short answer.

Makeup Exam. The format for makeup tests will be essay, not multiple choice. In addition to covering all aspects of the topic and showing a clear connection between your response and the question, your exam will be evaluated on organization (clear introduction, body, conclusion) consistent use of standard English, spelling, grammar, punctuation, and capitalization.

2. Chapter Assignments

Assignments	Points
Mid-term and Final (100 pts each)	200
Chapter Assignments 50 pts @ chapter	400
Mid-term Sept 15, 2009	
Final September 29, 2009	
Total	600

A = 600- 550

D= 323-300

B = 549- 474

F= 299-0

C= 474- 324

NOTE: A grade of D or F= Retake the course

A

B

C

D

F

Grade is unacceptable for undergraduate work.

Grade is unacceptable for graduate work

Grades are based on the completion of course requirements and on the scope, quality, and creativity of student work on all assignments. All work will be evaluated for standard usage, clarity of thought, organization, development, coherence of content, and adherence to specific

criteria detailed for each assignment. Completing all assignments on the due date is an integral part of the assessment process.

X. Academic Support Resources
Curriculum Lab, PRAXIS Lab, Research Center, University Writing Center

XI. Course Outline and Assignment Schedule

XII. Teaching Strategies

This is a face to face course. Most of the information for the course will be delivered through readings and lecture/discussion. You will have to organize your schedule to allow for sufficient time to successfully complete all course requirements. You can expect to spend 2-3 hours outside of class for each hour spent in class. You will likely spend 6-9 hours each week for this course in order to complete course readings and assignments. Also, remember that assigned projects are tied to the course content and in-class activities.

The teaching strategies demonstrated in this course will include lecture- discussion, large and small group activities, individual and group projects, field observations, Internet research, student presentation, video review, chapter analysis, peer learning activities, technology integration assignments, and cooperative group learning.

IX. Selected References

Baldwin, Mark D. and Joseph F. Keating (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. New York: Pearson Allyn and Bacon ISBN-10 0130422231

Borich, Gary (2008). *Observation Skills for Effective Teaching, 5/e*. Pearson Allyn and Bacon ISBN -10 0132229005

Edwards, Clifford H. (2005). *Teaching and learning in Middle and Secondary Schools: Student empowerment through learning communities*. New York: Pearson Allyn and Bacon ISBN-10 0130985473

Martin-Kniep, Giselle d. (2005). *Becoming a better teacher: Eight innovations that work*. New York: Pearson Allyn and Bacon. ISBN -10 0131195018

Marzano, Robert, Debra Pickering and Jane Pollack (2005). *Classroom instruction that works: Research-based strategies for increasing student achievement*. New York: Pearson Allyn and Bacon. ISBN -10 0131195034

Mitchell, M. Grace (2005). *Essentials of Teaching in Secondary Classrooms*. New York: Pearson Allyn and Bacon. ISBN-10 0120990744

Sparks-Langer, Georgea, M. Alane Starko, Marvin Pasch, Wendy Burke, and Christella D. Moody (2004). *Teaching as decision making: Successful practices for the secondary teacher*. New York: Pearson Allyn and Bacon. ISBN-10 0131194410

Savage, Thomas, Marsha K. Savage and David Armstrong (2006). *Teaching in the secondary school, 6/E*

Fayetteville State University

School of Education

Department of Middle Grades, Secondary and Special Education

EDUC 450 Classroom Management

Fall 2009

I. Locator Information:

Instructor: Dr. Charlotte Boger

Course # and Name: EDUC 450 Classroom Management

Office Location: Butler 250

Semester Credit Hours: 2 semester hours

Office hours: 10:00-12:00 T-Th

Day and Time Class Meets: 3-7 W

Office Phone: 910 672 1633

Total Contact Hours for Class: 30

Email address: cboger@uncfsu.edu

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II. Course Description: Course description on syllabus must match the course description in the catalog.

An introduction to strategies for facilitating learning through better classroom management, with emphasis on the role of parents in classroom management, and on counseling techniques related to management strategies and parenting. Prerequisites: Admission to teacher education.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook: Provide complete bibliographical citation for each required book.

Emmer, Edmund T. (2009). Classroom Management for Middle and High School Teachers, 8e. ISBN #

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the theories of several classroom management theorists and models.

2. Construct your own personal models of classroom management based on sound research practices.
3. Think strategically to deal with students who repeatedly violate classroom rules.
4. Discuss the importance of transitions and describe characteristics of an effective classroom transition.
5. Distinguish between the concept of consequences and punishment.
6. Describe ways to help students gain self control.
7. Students will indicate knowledge and applicability of specific behavior management strategies that match selected behavioral characteristics.
8. Students will review a variety of vignettes and scenarios pertaining to classroom management, parent and family involvement.
9. Students will design a personal eclectic approach to classroom management for their proposed teaching situation.
10. Model desirable behavior, treat students consistently, and be proactive in preventing undesirable behavior.

XIII. Course Requirements and Evaluation Criteria

A. Course Policies

Participation

Participation is required. Participation is defined as:

- completing all assignments (on the date due)
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Attendance Requirements

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Late Assignments or Missed Assignments

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Incomplete Grades

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Syllabus Change

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VII. Course Requirements

1. My Classroom Management Plan

See the assignment link for details about your Classroom Management Plan.

2. Comparison/Contrast Classroom Management Theorists

See the assignment link for details about the Comparison/Contrast Classroom Management Theorists.

3. Final Exam (Multiple-Choice, Short Answer)

Exams

Successfully completing two exams: mid-term (Chapters 1-5) and final (Chapters6-10). These exams are textbook specific. You will need to read the chapters very carefully in order to be successful with these exams. The exam questions will consist of multiple choice and short answer. **Makeup Exam.** The format for makeup tests will be essay, not multiple choice. In addition to covering all aspects of the topic and showing a clear connection between your response and the question, your exam will be evaluated on organization (clear introduction, body, conclusion) consistent use of standard English, spelling, grammar, punctuation, and capitalization.

VIII. Course Outline and Assignment Schedule

Activities	Total Possible Points	Total Points
Quizzes (mid-term & final 100 each test)	200	
My Classroom Management Plan	100	

Comparison/Contrast Classroom Management Theorist	50	
Chapter Assignments	400	
	750	

- A 750-700
- B 699-550
- C 549-399
- D 398 Grade is unacceptable for undergraduate work.

Grades are based on the completion of course requirements and on the scope, quality, and creativity of student work on all assignments. All work will be evaluated for standard usage, clarity of thought, organization, development, coherence of content, and adherence to specific criteria detailed for each assignment. Completing all assignments on the due date is an integral part of the assessment process.

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X. Teaching Strategies and Course Delivery System

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The teaching strategies demonstrated in this course will include lecture- discussion, large and small group activities, individual and group projects, field observations, Internet research, student presentation, video review, chapter analysis, peer learning activities, technology integration assignments, and cooperative group learning.

XI. University Policies

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

XII. References (Suggested Readings, Internet and/or Multi-media Resources)

Charles, C.M. and Marilyn G. Charles (2004). *Classroom Management for Middle Grades Teachers*. Boston: Pearson Allyn and Bacon.

Enz, Billie J. Honaker, Connie J. & Kortman, Sharon A. (2008). *Managing the Classroom: Creating a Culture for Middle and Secondary Teaching and Learning*, 3e. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Manning, M. Lee and Katherine T. Bucher (2003). *Classroom Management: Models, Applications, and Cases*. Upper Saddle River, NJ: Merrill Prentice Hall.

Powell, Richard R. , McLaughlin, H. J., Savage, T.V., & Zehm, S. (2001). *Classroom Management: Perspectives on the Social Curriculum*. Boston: Merrill Prentice Hall.

School of Education

Department of Middle Grades, Secondary, and Special Education

Department

EDMG 400 The Middle School

Fall 2009

I. Locator Information:

Instructor: Dr. Charlotte Boger

Course # and Name: EDMG 400 The Middle School

Office Location: Butler 250

Semester Credit Hours: 3 semester hours

Office hours: 2:00-4:00 T-TH
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Day and Time Class Meets: 1:00-4:50

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II. Course Description: Course description on syllabus must match the course description in the catalog.

An introduction to the basic principles, policies, and philosophies that undergird middle school education in the United States.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

Manning, M. Lee & Bucher, Katherine T.(2009). *Teaching in the Middle School*,3e. Upper Saddle River,NJ: Pearson Allyn and Bacon.

ISBN 978-0-131584006 <http://www.prenhall.com/manning>

V. Student Learning Outcomes

Upon completion of this course, students will be able to:

- a. Gain knowledge and skills through intensive study, activities, and field experiences.
- b. Gain knowledge in young adolescents' intellectual, physical, social, and emotional development.
- c. Reflect on planning, implementing, and assessing instruction.
- d. Be able to define assessment, evaluation, measurement, diagnostic, formative, summative, and explain the role of each.
- e. Know how to work with families and communities to achieve common goals for young adolescents.
- f. Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture family, and community values.
- g. Plan developmentally responsive instruction.
- h. Demonstrate continual growth in technology and skills to stay abreast of current and emerging technologies.
- i. Be able to create supportive school environments

XIV. Course Requirements and Evaluation Criteria

Participation

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You must cite your sources using APA style. Your manuscript style for all written assignment should reflect the APA style.

Use of Technology During Class

Out of respect for the course instructor and your fellow students, please do not participate in the following during class:

- Surfing the Internet
- Checking email or instant messaging

- Twittering
- Playing games
- Working on assignments other than the directed activity
- Working on assignments for another class

Course Expectations

Your success or failure in becoming a teacher depends on you. For learning to occur, you must be willing to work and put forth an effort toward completing all assignments.

APA Style

You must cite your sources using APA style. Your manuscript style for all written Assignment should reflect the APA style.

Cell Phones

Please turn off cell phones (and pagers) or activate them so that no audible sounds come from them during the class .

Evaluation Criteria

Exams

Successfully completing two exams: mid-term (Chapters 1-5) and final (Chapters 6-10). These exams are textbook specific. You will need to read the chapters very carefully in order to be successful with these exams. The exam questions will consist of multiple choice and short answer.

Makeup Exam. The format for makeup tests will be essay, not multiple choice. In addition to covering all aspects of the topic and showing a clear connection between your response and the question, your exam will be evaluated on organization (clear introduction, body, conclusion) consistent use of standard English, spelling, grammar, punctuation, and capitalization.

Assignments	Points
Chapter Assignments	500
Mid-term and Final (100 pts each)	200
Mid-term July 16, 2009	
Final July 30, 2009	
Total	700

A = 700-650 D= 423-400
 B = 649- 574 F= 399-0
 C= 573- 424

NOTE: A grade of D or F= Retake the course

A
 B
 C
 D Grade is unacceptable for undergraduate work.
 F Grade is unacceptable for graduate work

Grades are based on the completion of course requirements and on the scope, quality, and creativity of student work on all assignments. All work will be evaluated for standard usage, clarity of thought, organization, development, coherence of content, and adherence to specific criteria detailed for each assignment. Completing all assignments on the due date is an integral part of the assessment process.

XV. Academic Support Resources
 Curriculum Lab, PRAXIS Lab, Research Center, University Writing Center

XVI. Course Outline and Assignment Schedule

XVII. Teaching Strategies

(E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.

XVIII. Selected References

Callahan, J., Clark, L. & Kellough, R. (2002). Teaching in the middle and secondary schools. Upper Saddle River, NJ: Merrill Prentice

Duplass, J.A. (2006). Middle and high school teaching. Methods, standards, and best practices. New York: Houghton Mifflin Company

Payne, R.K. (1996). A Framework for understanding poverty 4e. Highlands, TX: Aha Process, In.

Powll, S.D. (2005). Introduction to middle school. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Stronge, J.H. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C.A. and McTighe, J. (2006). Integrating differentiated Instruction. Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiles, J. & Bondi, J. (2001). The new American middle school: Educating preadolescents in an era of change.

Wood, K. (2001). Interdisciplinary instruction: Practical guide for elementary and middle school teachers. Upper Saddle River, NJ: Merrill Prentice-Hall.

Fayetteville State University

School of Education

Department of Middle Grades, Secondary, and Special Education

**EDUC 615 Techniques of Teaching in the Middle and Secondary School
Fall 2009**

I. Locator Information:

Course # and Name:	EDUC 615 Techniques of Teaching in the Middle and Secondary School
Term:	Fall 2009
Credit Hours:	3
Meeting Times:	Online course
Class Location:	Blackboard
Instructor:	Dr. Charlotte Boger
Office Location:	Butler 250
Office Phone:	910 672 1633
Email address:	cboger@uncfsu.edu
Office hours:	10:00-12:00 T W

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: Course description on syllabus must match the course description in the catalog.

A study of the teaching profession, with emphasis on teaching strategies, curriculum content and development and materials selection for middle grades and secondary school education.

III. Online Course

EDUC 615 is located on the Internet. Your “class sessions” will be held online. This course will be delivered via Blackboard where you will interact with your class members and with me. EDUC 615 is totally online which means that this course is available to you at any time you choose to log on.

The Blackboard Learning System will permit you to access the course syllabus and the assignments, submit your assignments to the instructor, take quizzes, participate in online activities such as the discussion board, and showcase your group projects and presentations.

Technology Requirements

BLACKBOARD COMPUTER REQUIREMENTS

The computer that you use for this online course should have the following capabilities to access the Internet and Blackboard 7.3. Your course syllabus will indicate if there are course specific software requirements.

Hardware Requirements

- Windows 98, 2000, XP, NT, ME or Vista; MacOS 10.3 or MacOS 10.4
- 350 MHz processor with 64MB RAM and 1GB free disk space
- Modem (56 kbps or higher)
- Monitor (800 x 600 resolution)
- CD-ROM (required for some courses)
- Sound Card (required for some courses)
- Reliable Internet service provider (AOL users- see Browser Settings below)
- Printer (recommended)

Browser Requirements

- Mozilla Firefox 2.0, Internet Explorer 7.0, Netscape 7.1 **Windows Vista**
- Internet Explorer 6, Netscape 7.1 or 8.0 Firefox 1.0 **Windows XP**
- Internet Explorer 6, Netscape 7.1 or 8.0, Firefox 1.0 **Windows 2000,95,98, ME**
- Netscape 7.1, Mozilla Firefox 1.0, Apple Safari 1.0 **MacOS 10.2**
- Netscape 7.1, Mozilla Firefox 1.0 or 1.5, Apple Safari 1.1 or 1.2 **MacOS 10.3**
- Mozilla Firefox 1.0 or 1.5, Apple Safari 2.0 **MacOS 10.4**

IV. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

V. Required Text:

Multisourced materials.

VI. Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the history of and current research on secondary education reform.
2. Identify how student physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions.
3. Identify levels of readiness in learning and understand how development in one domain may affect performance in others.

4. Understand the developmental progression of learners and ranges of individual variation in physical, social, emotional, moral, and cognitive domains.
5. Identify options for secondary school-specific scheduling, curriculum, programs, team teaching techniques, interdisciplinary teaching, and assessment strategies.
6. Articulate ways of developing and maintaining educational relationship with community partners.
7. Articulate ways of developing and maintaining educational relationships with community partners.
8. Understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the system.
9. Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs.
10. Create, revise, evaluate your own middle grades and secondary school-specific instructional plans for 7-12.
11. Evaluate the benefits and drawbacks of middle and secondary education.
12. Examine trends and issues in middle grades and secondary education teaching, learning, and research.

VII. Course Policies

Participation

Participation is required. Participation is defined as:

- completing all assignments (on the date due)
- completing a project or presentation
- completing all required assignments or exercises
- taking part in online discussions, activities, small group or self directed activities.

Late Assignments or Missed Assignments

All assignments are due on the date(s) specified in the syllabus, hand--out, or course link. Exceptions will be made at the instructor's discretion, but this is a rare occurrence and generally involves a serious medical or other personal emergency. Five points will be deducted for each day an assignment is late.

Incomplete Grades

Incomplete grades are not normally assigned and only assigned in unusual circumstances when course requirements cannot be completed by the end of the semester. Verified serious health problems or family emergencies are reasons for considering an incomplete. Incomplete grades are not used as a substitute for unsatisfactory work or work that has not been finished.

APA Style

You must cite your sources using APA style. Your manuscript style for all written assignment should reflect the APA style.

Online Communication

The discussion board is designed for students to interact with one another and discuss topics relevant to the discussion board questions, course projects and activities, or to respond to each other's comments.

Contacting Instructor

My email address is cboger@uncfsu.edu and my telephone number is 910.672.1633. Please contact me through the Bb email system.

Online Course Instructor Response Policy

It is my intention to check email as often as possible. It is also my intention to answer any questions you have related to the course within 24-48 hours. Weekend messages will be answered on Mondays by the end of the day.

Threaded Discussion

Remember that your comments will be viewed by your classmates. Online threaded messages are not private.

Academic Dishonesty

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices.

Posting Assignments

Assignments are arranged sequentially, Module 1 followed by Module 2. You will be expected to submit assignments on the assignment due date. Late assignments will be assessed 5 points per day.

Sending Assignments

All assignments should include the following:

Subject line: First initial + last name + module #, + assignment or assignment number
or title E.g., CBoyer, Module 3, # 4

If you are sending the first two assignments as attachments, your name and assignment number must be included in the text of the document. Please submit your assignment through the assignment link.

VIII. Course Requirements

1. Modules

Complete all module assignments. The assignments include a chapter overview, objectives, readings, exercises, online resources, and discussion board.

2. Online Resources

You will have assignments which will require you to conduct research online. Links to updated websites and full-text online ERIC documents will help you find course information and will help you complete your assignments.

3. Academic Support Resources

Curriculum Lab, PRAXIS Lab, Research Center, University Writing Center

IX. Course Outline and Assignment Schedule

Course Outline and Assignment Schedule

Evaluation Criteria

Assignments	Date	Total Possible Points
Module assignments		
Module 1		20 pts.
Module 2		20 pts.
Module 3		20 pts.
Module 4		20 pts.
		100 pts.

- A 100-50
 B 49-39
 C 38-18
 D 17 Grade is unacceptable for undergraduate work.
 F Grade is unacceptable for undergraduate work

Grades are based on the completion of course requirements and on the scope, quality, and creativity of student work on all assignments. All work will be evaluated for standard usage, clarity of thought, organization, development, coherence of content, and adherence to specific criteria detailed for each assignment. Completing all assignments on the due date is an integral part of the assessment process.

X. Important Links and Resources

Department of Middle Grades, Secondary, and Special Education

Phone: 910.672.1181 <http://www.uncfsu.edu> (Click on link to Schools/Colleges)

Office of the Registrar <http://www.uncfsu.edu/registrar/Index.htm>

Phone: 910.672.1185
 FAX: 910.672.1599

University Bookstore <http://www.uncfsu.edu/bookstore/>

Phone: 910.672.1322
 FAX: 910.672.1323

Charles W. Chesnutt Library <http://www.uncfsu.edu> (Click on link to library)

Databases <http://library.uncfsu.edu/edatabases.html>
 Journal Finder http://library.uncfsu.edu/journal_finder.htm
 Virtual Reference Page <http://library.uncfsu.edu/reference/VirtualReference.htm>
 Course Reserves <http://library.uncfsu.edu/reserve.HTM>
 Catalog <http://uncclc.coast.uncwil.edu/search~bloclil>

Division of Student Affairs

Services for Students with Disabilities

Ms. Jeanette Council
 Associate Vice Chancellor for Student Affairs
 Phone: 910.672.2622

jcouncil@uncfsu.edu

Online Learning Technical Support Resources

Find your account/ password information at Student Email Account

Help Desk

910.672.2085

There is a help desk available to assist you with your technology problems. Before you ask for assistance, be sure to tell the version of the software you are using. Go to your “Help” pull down menu to find out what version you are using. Know your operating system (e.g., Windows XP, Vista). Check your Computer’s Hardware Profile to find out the operating system you are using. Try to write down what the problem is and when it occurs. If you are getting an error message and that is what you want to report, write down the exact error message you are getting and tell the help desk about it.

XI. Teaching Strategies

The teaching strategies demonstrated in this course will include lecture, discussion, student presentation, chapter analysis, peer learning activities, computer Internet assignments, case study and cooperative group learning.

XII. Selected References

- Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). San Francisco, CA: Jossey-Bass Inc
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-144, 146-148.
- Bransford, J. D., Brown, Ann L., Cocking, Rodney R., (Eds.) (2000). *How people learn: Brain, mind, experience, and school*. U.S.; District of Columbia: National Academy of Sciences-National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
- Brookhart, S. M. (1999). *The Art and Science of Classroom Assessment: The Missing Part of Pedagogy*. Washington D.C.: ERIC Clearinghouse on Higher Education.
- Brooks, J. G., & Brooks, M. G. (1999). *In Search Of Understanding: The Case For Constructivist Classrooms*. Alexandria, VA: ASCD.
- Carrroll, Pamela S. (2004) *Integrated literacy instruction in the middle grades: channeling young adolescents' spontaneous overflow of energy*. Boston
- David, J. R. (1995). Reengineering Teaching for 21st Century Learning. *Educational Record*, 16-22.
- Davis, B. G. (2001). *Tools for Teaching*. San Francisco, CA: Jossey-Bass.
- Dick, W., & Reiser, R. A. (1989). *Planning Effective Instruction*. Needham Heights, MA: Allyn and Bacon.

Gronlund, N. E. (2000). *How to Write and Use Instructional Objectives* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Gutek, G. L. (1997). *Philosophical and Ideological Perspectives on Education* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

McTighe, J., & Wiggins, G. (1998). *The Understanding By Design Handbook*. Alexandria, VA:

Fayetteville State University

College/School

Department

Course Number and Title

Fall 2009

I. Locator Information:

Instructor: Dr. Charlotte Boger

Course # and Name: EDUC 698 Advanced Applied Product of Learning

Office Location: Butler 250

Semester Credit Hours: 3 semester hours

Office hours: 10:00-12:00 T-F

Day and Time Class Meets: 6-9 M

Office Phone: 910 672 1633

Total Contact Hours for Class: 45

Email address: cboger@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: Course description on syllabus must match the course description in the catalog.

This course provides participants assistance in preparing the culminating activity and encapsulates the total experiences in the program. Participants are provided an opportunity to prepare, select and organize artifacts and items for their culminating portfolio or organize information for their action research project. Reflecting on and analyzing teaching, synthesizing and refining data for the action research project, and making oral presentations of information will be stressed. The Standards for the Master's Degree License and the National Boards for Professional Teaching Standards (NBPTS) and other learned societies' standards will guide the culminating process.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook: Provide complete bibliographical citation for each required book.

Multisourced materials will be used, but the Standards for the Master's Degree License and the National Boards for Professional Teaching Standards will serve as the foundation for the other resources.

V. Student Learning Outcomes

At the end of this course, advanced candidates will demonstrate the master's competencies by being able:

- a. To develop a portfolio to provide evidence of quantitative and qualitative performance and growth over time.
- b. To foster the development of self-assessment, i.e., assess the effectiveness of his or her teaching performance and the outcome of student learning.
- c. To experiment with different types of hardware (computers, digital cameras, scanners, video cameras) and software (image creation and manipulation software, Web editing software) to develop new knowledge and skills about technology.
- d. To demonstrate the relationship between products selected and attainment of the master's/advanced competencies.
- e. To prepare for the oral presentation of the portfolio or the action research project.
- f. To integrate multiple learning activities and materials, particularly as they relate to diverse learners.

VI. Course Requirements and Evaluation Criteria

Participation

Participation is required. Participation is defined as:

- completing all assignments (on the date due)
- completing a project or presentation
- completing all weekly assignments or exercises
- taking part in class discussions, activities, small group or self directed activities.

Attendance Requirements

Attendance and active participation are expected. Students are allowed 1 absence. Repeated late entry to or early departure from class counts as half an absence, regardless of the amount of time missed from class.

Late Assignments or Missed Assignments

All assignments are due at the beginning of class on the day specified in the syllabus, hand-out, or course link. Exceptions will be made at the instructor's discretion, but this is a rare occurrence and generally involves a serious medical or other personal emergency. Five points will be deducted for each week day an assignment is late.

Incomplete Grades

Incomplete grades are not normally assigned and only assigned in unusual circumstances when course requirements cannot be completed by the end of the semester. Verified serious health problems or family emergencies are reasons for considering an incomplete. Incomplete grades are not used as a substitute for unsatisfactory work or work that has not been finished.

APA Style

You must cite your sources using APA style. Your manuscript style for all written

You must earn 194 points or more to receive an A.

A	
B	
C	Grade is unacceptable for graduate work.
D	Grade is unacceptable for graduate work
F	Repeat course

- VII.** Academic Support Resources
Curriculum Lab, PRAXIS Lab, Research Center, University Writing Center