

**MARTIN COMMUNITY COLLEGE
COURSE SYLLABUS**

Semester/Year: Spring 2011

COURSE NUMBER:	EDU 275 (5H1)	INSTRUCTOR:	Elaine Spellman, M.S.
COURSE TITLE:	Effective Teacher Training	INSTRUCTOR'S EMAIL:	espellman@martincc.edu
CREDIT HOURS:	2	OFFICE LOCATION:	Building 3, Room 2
CONTACT HRS/WK:	2	OFFICE NUMBER:	789-0305
PREREQUISITES:	Take one set. Set 1: ENG 090 and RED 090 – Set 2: ENG 095	OFFICE/VIRTUAL HOURS:	Mon: 3p-5p Tues: 10:30a-12p & 2:30p-3:30p Wed: 10a-12p & 2:30p-4:30p Thurs: 10:30a-12p & 1p-3p Fri: 10a-12p (<i>varies depending on site visits</i>). <i>**If any days/times are not convenient, please call for an appointment.</i>
COREQUISITES:	None		

COURSE DESCRIPTION: This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

PROGRAM LEARNING OUTCOMES:

1. Promote Child Development and Learning (NAEYC Standard 1)

Key Elements: **1a:** Knowing and understanding young children's characteristics and needs.
1b: Knowing and understanding the multiple influences on development and learning.
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

2. Build Family and Community Relationships (NAEYC Standard 2)

Key elements: **2a:** Knowing about and understanding diverse family and community characteristics.
2b: Supporting and engaging families and communities through respectful, reciprocal relationships.
2c: Involving families and communities in their children's development and learning.

3. Observe, Document, and Assess to Support Young Children and Families (NAEYC Standard 3)

Key elements: **3a:** Understanding the goals, benefits, and uses of assessment

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

4. Use Developmentally Effective Approaches to Connect with Children and Families (NAEYC Standard 4)

Key elements: **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

5. Use Content Knowledge to Build Meaningful Curriculum (NAEYC Standard 5)

Key elements: **5a:** Understanding content knowledge and resources in academic disciplines

disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic

implement,

5c: Using their own knowledge, appropriate early learning standards, and other resources to design,

and evaluate meaningful, challenging curricula for each child.

6. Become a Professional (NAEYC Standard 6)

Key elements: **6a:** Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

COURSE LEARNING OUTCOMES:

1. Clarify personal expectations about the training program and identify the effective schools research and their eight major functions of effective teaching as outlined by North Carolina.
2. Recognize the need for planning and apply a planning model to the presentation of instruction as well as

student behavior management.

3. Identify communication problems which may occur in the school environment and develop effective communication techniques to deal with them.

REQUIRED TEXTBOOKS:

Wong, H.T., & Wong, R.T. (2005). The first days of school: how to be an effective teacher. Harry K. Wong Publications, Inc. ISBN: 978-0-9629360-6-7.

SUPPLEMENTAL RESOURCES: This is a hybrid course. Thus, access to a computer is necessary, for submission of assignments, retrieval of feedback and grades, and online blackboard assignments such as discussion boards, quizzes, etc. Students may also be asked to access information on various websites online, where access to computers and internet service is also necessary. The use of Martin Community College email is necessary for the course. Hence, instructor responses will only be given to students if MCC email is used; personal email accounts should not be used.

LEARNING/TEACHING METHODS: There will be a combination of lecture, reading assignments, writing assignments, outside reading assignments, in class discussions and weekly online discussions; hands on learning activities; individual and group projects/assignments; quizzes and tests; as well as computer and other types of research throughout the semester.

The following learning principles will be used during the implementation of course material:

1. Individualized learning is essential to course success. Thus, the learning environment will incorporate and support each student’s individual development in the context of the group.
2. Knowledge is individually constructed through receiving and processing of information through higher-order thinking and inquiry.
3. Learning is experiential, thus an active engagement with a hands-on approach in an effort to help students understand and apply the content will be used during the course.
4. Methods will be used to challenge students to gain and retain knowledge as students learn best when they are given challenges, choices and responsibility in their own learning.
5. Self reflection is necessary in the learning environment, thus a balance of opportunities for student absorption and expression will be used to help students self-monitor and assess the emergence of their learning.

ASSESMENTS/METHODS OF EVALUATION:

1. Test.....	30%
2. Final Exam.....	20%
3. Assignments.....	20%
4. Oral Presentations (Lesson Plans).....	10%
5. Attendance/Participation	10%
6. Professionalism.....	5%
7. Outside Reading Assignments.....	5%

GRADING POLICY: 93 – 100%- A

85 – 92%- B

77 – 84%- C

70 – 76%- D

69% and below- F

COURSE OUTLINE:

Week 1: Introductions/Course Overview

Week 2: Basic Understanding-The Teacher

Week 3: Basic Understanding-The Teacher

Week 3: Note: MCC is closed on Monday, January 17;

Monday classes will meet on Tuesday, January 18.

Week 4: Basic Understanding; Test 1 (Chapters 1-5)

Week 5: First Characteristic-Positive Expectations

Week 6: First Characteristic-Positive Expectations

Week 7: First Characteristics; Test 2 (Chapters 6-10)

Week 8: Second Characteristic-Classroom Management

Week 9: Second Characteristic-Classroom Management

Week 10: Second Characteristic-Classroom Management

Week 10: Note: MCC is closed on March 9-11 for Spring Break.

Week 11: Test 3 (Chapters 11-20)

Week 12: Third Characteristic-Lesson Mastery

Week 13: Third Characteristic-Lesson Mastery

Week 14: Third Characteristic-Lesson Mastery; Test (Chapters 21-24)

Week 15: Lesson Plan Presentations; Review for cumulative final exam

Week 16: Note: MCC closed on Friday, April 22 & Monday, April 25; Friday classes will meet on Thursday, April 21.

Week 16: Final Exam

* This is an outline only; subject to change at instructor's discretion. Test dates and assignment due dates and directions will be announced at least one week prior to being due.

STUDENT ATTENDANCE POLICY: Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours for a course, which includes classes, labs, and shops. Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The attendance requirement for Early Childhood Education and School Age Program students is ninety percent (90%).

EDU 275 is a hybrid course, meaning part of the course is scheduled online. The online times are also factored into the course attendance. Attendance will be taken at seated class sessions and with online assignments.

Students arrive to seated portion of the course on time and stay for the duration of the class period to be counted

as present. Habitual tardiness and/or early departure will be considered when calculating the attendance and participation grade. Students will be counted absent if they arrive five minutes later than the class start time. Three tardies and/or early departures will equal an absence. Participation in weekly discussion boards and assignments for the online portion of the course is also considered in the attendance for this course, as this course is hybrid. Late discussion board posts are not accepted.

The census date is the date on which ten percent (10%) of the total course hours have met. Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent (10%) census date, the instructor will administratively withdraw the student.

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor may be administratively withdrawn from the class by the instructor and given a grade of "WF." The "WF" will be equivalent to an "F" when calculated into the student's GPA. Online courses require students to log into Blackboard on a weekly basis. This course specifically requires that students log in weekly and complete posted discussion boards and/or assignments, quizzes, test, etc. Students may remove a "WF" by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an "F." The last day to officially withdraw without receiving an "F" is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included on the course syllabus.

Make-up work may be allowed at the discretion of the instructor. Late assignments or make-up work receives an automatic deduction of ten percent (10%) from the earned grade for each day it's late. Late work will not be accepted after three days. Late discussion board posts are considered attendance, thus are not accepted late.

Students will be counted absent from the date they register for each course.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

Missed Tests: Any missed test will result in a "0" for the grade without proper documentation. Students must notify and receive approval from the instructor prior to missing the test to be eligible for a make-up test.

Missed Class Participation: Students do not automatically receive an "A" for attending class. Students are required to actively participate in class discussions and activities including demonstrating that preparedness (i.e. reading chapters prior to class, etc.).

REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES*

***In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a request form to the instructor(s) prior to the census date of each class. The ***Request for Excused Absences for Religious Observances*** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

COURSE POLICIES:

Professional Behavior Policy:

This course places a strong emphasis on learning through a variety of methods. Your continuous participation in in-depth online discussions of course readings, homework assignments, activities, and projects are all required for success. Students are expected to contribute to the class by engaging in discussion with fellow students and the instructor. I believe that group discussion is relative in many cases to a student's ability gain knowledge and effectively apply it in the early childhood field based on research. Hence, each student's written contributions to class discussions are respected and valued. During this semester, I am not only interested in teaching content, but also in the development of your professional knowledge, dispositions, attitudes, and behavior. These traits include but are not limited to: being organized and prepared; effectively communicating verbally (when necessary) and in writing; showing initiative; demonstrating commitment, honesty, and reliability; demonstrating effective problem-solving skills; being flexible, and having a sense of humor; demonstrating the ability to work independently and as a group ; accepting ownership/responsibility; being accepting of constructive criticism, and the ability to balance injecting fun into the environment yet maintaining professionalism, etc. All of these attributes will be in your graded assignment and class participation grades, which will be an important part of your overall grade in the course.

Students in the Early Childhood or School Age Programs at Martin Community College are expected to exhibit the highest personal integrity in all academic work and behavior. Lying, cheating, and plagiarism are forms of academic dishonesty that violate the integrity of any academic process and **WILL NOT** be tolerated. For purposes of this class:

-Lying includes but is not limited to falsifying information provided as verification for the reason you were not able to complete work on time.

-Cheating is receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment without the express permission of the instructor; copying work from another student, or submitting work done by another student as your own; using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices; communicating the subject matter, or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it; taking a quiz, test, or examination for another student; obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test, or examination presented on the internet before answering for submission; tampering with the grading of a quiz, test, or examination; working with others in completing take-home quizzes, tests, or examinations, or individual assignments unless the instructor specifically authorizes collaborative work. This includes both in class and online portions of the coursework.

-Plagiarism is to take ideas, writing, etc. from another and pass them off as one's own. Plagiarism is fraud, and

under U.S. law it is theft. Almost all forms of expression are covered by some form of legal protection, as intellectual property of the originator. Using another's words or thoughts and not giving them credit appropriately is plagiarism.

Any violation of academic integrity will result in disciplinary actions for a violation of academic integrity. An instructor may give a zero for the assignment, quiz, test, or examination. The student will receive an "F" for the course and will be dropped from the current semester roll. For more information concerning the behavior expected of a student at Martin Community College, please see the Student Governance and Conduct Code on pages 50-51 of the Martin Community College Career Catalogue for 2009-2011.

Keep in mind that as your instructor, I am often asked to be a reference on your behalf. Academic integrity violations and/or violations of the Student Governance and Conduct Code, as well as a lack of professionalism may affect your ability to get a job in the future. You are studying to obtain work in a field that requires high standards. You should be developing your professional communication skills, attitudes, actions, and behaviors starting now.

- All assignments will be graded using the Microsoft editing tool, thus they **MUST** be submitted electronically (Through the Blackboard's Assignment Tab). Students will be given a time and due date for all assignments to be submitted electronically. Any time after the given date and time requirement is considered late. Thus, the late assignment penalty will apply. In addition, feedback will be given on assignments using this method. Students are strongly encouraged to review the feedback and use it to improve upon future assignments.

-All cell phones must be turned off during class. This will help minimize disruptions and distractions. Failure to comply with this rule will be considered in the calculation of the professionalism grade.

If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252)789-0246 by phone, pbroughton@martincc.edu by e-mail, or in person at her office in Building 2, Room 33.

To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to www.martincc.edu.

If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 789-0293.