# **Course Syllabus**

## Course Information

Course Title: Teaching and Learning for All

Course ID: EDU 187

Term and Year: Fall 2021

Course Meeting Times: online

Lecture Hours: 3 Lab Hours: 3 Credit Hours: 4

Syllabus Revision Date: Spring 2021

## Contact Information

Instructor Name:

Phone: Email:

Office Location:

Office Hours:

## Course Description:

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

**Rationale:**

Students should take this course if they have the goal of completing a degree in early childhood education, if they wish to become employed in the field of early childhood, or if they plan to meet current state requirements in order to maintain employment in the education field.

**Student Learning Outcomes:**

*Upon successful completion of this course, you will be able to:*

1. Demonstrate developmental knowledge of learning theories and appropriate instructional strategies to create healthy, supportive, inclusive, and challenging learning environments, indoor and outdoor, that meet the needs of diverse children and families.
2. Design a career plan that demonstrates leadership, ethical standards, and professional guidelines in the field of education through collaboration.
3. Identify effective tools that support learning for student-centered learning and development as well as the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.
4. Using observation and assessment tools, students will demonstrate knowledge of developmentally appropriate practice in classroom management, and motivating learners to achieve academic success using a variety of teaching methodology.
5. Describe stages of development and characteristic behaviors of school age students through various theories of learning in a diverse world.

**NAEYC Standards Met:**

**Standard 2: Building Family and Community Relationships**

* 2c. Involving families and communities in young children’s development and learning.

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

* 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
* 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

**Standard 4: Using Developmentally Effective Approaches**

* 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
* 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
* 4d. Reflecting on own practice to promote positive outcomes for each child.

**Standard 6: Becoming a Professional**

* 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines
* 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
* 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.

**Pre/Co Requisites:** N/A

## **Textbook**(s):

**Class Participation:**

Students are expected to stay current with reading assignments from the course text and from assigned outside readings. Class participation in this course will be determined by timely submission of assignments and weekly participation in Discussion Boards.

## Discussion Board Rubric:

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| --- | --- | --- | --- | --- |
|  | **Levels of Achievement** | | | |
| **Criteria** | **Excellent** | **Competent** | **Fair** | **Novice** |
| **Addressed the prompt** | **23 to 25 points**  The student has thoroughly addressed the prompt, the writing demonstrates an understanding of the assigned readings for that module. | **20 to 22 points**  The student has sufficiently addressed the prompt, the writing demonstrates an understanding of the assigned readings for that module. | **17 to 19 points**  The student has addressed the prompt, but the writing does not demonstrate an understanding of the assigned readings for that module. | **0 to 16 points**  Very little attempt to address the prompt, no connection to the reading. |
| **Length of response** | **23 to 25 points**  A minimum of 250 words for the first response and a minimum of 200 words for the two replies. The replies must contribute to the discussion, evaluate strengths and weaknesses of the student response and provide useful feedback (The student must give an initial response to the prompt and reply to a minimum of two other classmates). | **20 to 22 points**  A minimum of 175 words for the first response and a minimum of 150 words for the two replies. The replies must contribute to the discussion, (The student must give an initial response to the prompt and reply to a minimum of two other classmates). | **17 to 19 points**  A minimum of 150 words for the first response and a minimum of 100 words for the replies. The replies must contribute to the discussion (The student must give an initial response to the prompt and reply to a minimum of one other classmate). | **0 to 16 points**  Has written less than 150 words for the first response and less than 100 words for the replies, the writing is not relevant to the readings, the student has not replied to other students or the replies are meaningless. Examples of meaningless replies include: “I agree with you…I feel the same way…” |
| **Grammar** | **23 to 25 points**  The student has no errors in grammar, punctuation and word choice. | **20 to 22 points**  The student has one to two errors in grammar, punctuation and word choice. | **17 to 19 points**  The student has three errors in grammar, punctuation and word choice. | **0 to 16 points**  The student has more than three errors in grammar, punctuation and word choice. |
| **Initial post** | **25 points**  Initial post created three days before the due date. | **20 points**  Initial post created two days before the due date. | **10 points**  Initial post created one day before the due date. | **5 points**  Initial post created on the due date. |

## Course Calendar:

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| **Assignment** | **Due** |
| Module 1: Course Introduction   * Read the Preamble from NAEYS’s *Code of Ethics* * Read the article, ‘New teachers find beginning teachers' conference a big help.’ * Written Assignment * Discussion Board | Due: by 11:59pm |
| Module 2: The Building Blocks of the Educational System   * Read Chapter 1, Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Written Assignment on radio broadcast from 'Talk of the Nation' * Written Assignment on Teach North Carolina * Discussion Board | Due: by 11:59pm |
| Module 3: The Philosophy of Education   * Read Chapter 3 from Brown’s Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Research assignment * Education belief statement | Due: by 11:59pm |
| Module 4: Laws, Ethics, and Education   * Read Chapter 3 from Brown’s Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Visit NC Department of Public Instruction's Code of Ethics * Written Assignment * Teacher Interview * Discussion Board | Due: by 11:59pm |
| Module 5: School Aged Development   * Read Chapter 4 from Brown’s Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Review information from websites * Observation * Discussion Board | Due: by 11:59pm |
| Module 6: Classroom Management   * Read Chapter 5 from Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Review websites * Written Assignments   + Classroom Scenarios   + Positive Learning Environments * Discussion Board | Due: by 11:59pm |
| Module 7: Learning Theories   * Read Chapter 6 from Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Read Educational psychology (pp. 44-68) * Watch YouTube videos * Written Assignment * Observation * Discussion Board | Due: by 11:59pm |
| Module 8: Observation   * Read Chapter 3 from *Assessment of Young Children: A Collaborative Approach* * Two Written Assignments   + Running Record Observation   + Frequency Count Observation * Discussion Board | Due: by 11:59pm |
| Module 9: Instructional Strategies   * Read Chapter 8 from Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Review the website on Bloom’s Taxonomy * Written Assignment * Quiz * Discussion Board | Due: by 11:59pm |
| Module 10: Planning   * Reading Assignments * Lesson Plan Writing * Convergent/Divergent Question Practice * Discussion Board | Due: by 11:59pm |
| Module 11: Student Centered Learning   * Read Chapter 11 from Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Watch Tedx Video * Classroom Observation * Discussion Board | Due: by 11:59pm |
| Module 12: Diverse Learners   * Read Chapter 14 from Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Watch YouTube Video * Lesson Plan Writing Assignment * Essay * Discussion Board | Due: by 11:59pm |
| Module 13: Inclusive Environments   * Read Chapter 1: A Teacher's Guide to Special Education * Read: Types of Disabilities by Johns Hopkins University * Watch YouTube video: Ms. Kelley's Special Education Classroom * Written Assignment * Research Paper * Discussion Board | Due: by 11:59pm |
| Module 14: Assessments   * Read Chapter 13 from Brown's Useful Guide: Where Theory Becomes Applicable to Classroom Practice * Watch YouTube video * Written Assignment - Lesson Plan with two Assessments * Discussion Board | Due: by 11:59pm |
| Module 15: Working with Families   * Read 'Family-friendly teachers: Tips for working with diverse families.' * Watch the YouTube videos: Parent-Teacher Conference Tips for Teachers and Mock Parent Teacher Conference * Article reflection * Design a Family Involvement Night * Discussion Board | Due: by 11:59pm |
| Module 16: Professionalism   * Read, 'Only You Can Prevent Forest Fires' by H. Shanken * Read, '20 Interview Questions Every Teacher Must be able to Answer' by B. Freeman * Watch the TEDx Talks video by Jason Green on the skills to master a resume * Written Assignment on components of professionalism * Write a resume * Discussion Board | Due: by 11:59pm |