Welcome to Managing the Student-Centered Classroom! During this course we will explore and discuss the theory and practice of engaging instruction and relationships in a student-centered classroom. The aim of the course is to promote: 1) student-centered classrooms, 2) relationship building skills, and 3) learning communities.

**Course Objectives**

This is a master’s level course that examines Domain II (Competency 005 and 006) of the Texas Pedagogy and Professional Responsibility Standards (2011), in both practical and theoretical contexts.

**Domain II: Creating a Positive, Productive Classroom Environment**

“In short, in order to enhance each student’s achievement to its full potential, the professional educator must be a master planner, communicator, teacher, facilitator, organizer, guide and role model. The two competencies that are required to fulfill this task are as follows:

- **Competency 005:** The teacher knows how to establish a classroom climate that fosters learning, equity and excellence, and uses this knowledge to create a physical and emotional environment that is safe and productive.

- **Competency 006:** The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.” (TExES PPR, 2011, p. 64)

This course is designed to provide an in-depth critical analysis of the context and need for learning theory approaches that inform your classroom community, and will provide you an opportunity to deepen your literacy of student-centered theory and practice.

**Course Goals**

We will address factors that support meaningful growth and progress intended to reflect your journey towards personal and professional transformation. Our classroom community will develop a process that will allow us to explore “who we are, what assumptions we hold as true, how and what we teach, how we organize ourselves, and what barriers prevent us from creating authentic learning environments” (Crowell, Caine & Caine, 1998). It is expected that you participate,
reflect and process your encounters and that you begin to accept, reject and modify beliefs that will guide your teaching practice.

Course Format

Learning Community Overview
Online learning (and teaching) requires that an “online community” be developed in order to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, which is foundational to this course. Community will be developed through the use of continuous communication via several modes of networking and group projects. Class members are expected to participate fully in all assigned discussion activities, chats, synchronous/asynchronous meetings, etc.

Netiquette & Discussion Expectations
“Netiquette” is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

Online Preparation
Plan to spend at least as much time in this web course as a three-credit classroom lecture course. A classroom lecture course requires three hours a week in class with approximately 3-6 hours of homework. Expect to spend the same amount of time or more. Although this course is designed to be flexible, it is not self-paced. There are weekly discussions and intermittent deadlines.

Required Texts

• Professional articles on Blackboard. You will need a PDF viewer to read them.

Course Assignments

• Participation and Attendance (of course): Because of the nature of this course being solely online, missing one week or assignment can have a huge impact on your learning, and will affect your final grade. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and
interaction online with colleagues and instructor. If you are having any difficulty keeping up, get in touch with me immediately to negotiate a plan.

- **Critical Reflections/Discussion of Readings (50 points total):** Every week you will complete a critical reflection that covers the readings for that time period. See the assignment link under Course Overview for more information. **NOTE:** your submission of this assignment each week will be through the Discussion Board only.

- **Learning Theorist Bio-Poem (30 points):** Everyone will choose a different student-centered learning theorist, then research that person and complete a bio-poem. Restrictions apply - there should be no duplicate theorists. See the assignment link under Course Overview, as well as the Blogs for more information.

- **Philosophy Statement (60 points total/20 each part):** Throughout the course you will develop your own education/teaching/learning philosophy statement that reflects your understanding of, and framework for, a student-centered classroom. Your second draft includes a peer review. Each part is meant to build on the other including ideas related to what you’re learning in the course. See the assignment links under Course Overview for more information.

- **Learning Theory Presentation (60 points):** Individually or in groups (of no more than 3) you will choose a different student-centered learning theory to research and present at the end of the semester. Restrictions apply - there should be no duplicate theorists. See the assignment link under Course Overview, as well as the Blogs for more information.

**Grading Criteria**

The course will be assessed based on the following criteria:

- **A:** 90 – 100%, **B:** 80 – 89%, **C:** 70 – 79%, **D:** 60 – 69%, **F:** <60%

Your earned points divided by total points equals your grade percentage.

**Course Access**

In order to access the course online via Blackboard, you must have your UTEP -email ID and password before you can access Blackboard. UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have your ID or do not remember the ID or password call the helpdesk first at (915) 747-5257. **You can access Blackboard by following the steps outlined below;**

- Go to [http://my.utep.edu](http://my.utep.edu)
- Your login is your e-mail ID and your password is your e-mail password.
- Once you are in the my.utep.edu portal, you can find the link to Blackboard near the top of the webpage.
Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course. If you have any questions concerning this process, you must contact the UTEP Help Desk at (915) 747-5257 or helpdesk@utep.edu.

**Assignment Checklist**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>Learning Theorist Bio-Poem</strong></td>
<td>30</td>
<td>September 14 by midnight</td>
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<tr>
<td><strong>Critical Discussions</strong></td>
<td>50</td>
<td>Every Week -</td>
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<td></td>
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<td>Response 1 by Mondays</td>
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<td></td>
<td></td>
<td>Responses 2 &amp; 3 by Saturdays</td>
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<td>by midnight</td>
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<tr>
<td><strong>Philosophy Statement 1</strong></td>
<td>20</td>
<td>September 28 by midnight</td>
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<tr>
<td><strong>Philosophy Statement 2 &amp; Peer Review</strong></td>
<td>20</td>
<td>October 19 by midnight</td>
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<tr>
<td><strong>Philosophy Statement 3</strong></td>
<td>20</td>
<td>November 9 by midnight</td>
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<tr>
<td><strong>Learning Theory Presentation</strong></td>
<td>60</td>
<td>December 7 by midnight</td>
<td>Responses by December 14</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>200</td>
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UTEP Policies

Academic Dishonesty
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as one’s own. And, collusion involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Students with Disabilities
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

This syllabus is subject to change in support of student and instructor needs.