Managing the Student-Centered Classroom
TED 5302-001 (CRN 30767)
Online – Blackboard/Moodle
Summer 2015

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Office Hours: Online and by Appointment

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.

REQUIRED TEXTS

- Kohn, A. (2010). *Beyond discipline: From compliance to community* (10th edition). NJ: Merrill Prentice Hall.
- Additional articles on Moodle. You will need a PDF viewer to read them.

COURSE ASSIGNMENTS

- **Participation and Attendance (of course):** Because of the brevity and intensity of this course, 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 (35 points total):** Every week you will complete a critical reflection that covers the readings for that time period. You get one freebie meaning one week (except the first and last week) you do not have to submit a reflection. See the assignment link for instructions. *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. See the assignment link under for instructions. *NOTE: For this assignment you will only choose one theorist – one person who is known for their ideas and contributions to a particular student-centered learning theory/theories.*

- **Philosophy Statement (75 points total/25 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. See the assignment link for instructions for each part.

- **Learning Theory Presentation (60 points):** Individually or in groups you will choose a different ***student-centered learning theory*** to research and present. See the assignment link for instructions. *NOTE: For this assignment you will only choose one student-centered learning theory – a conceptual framework of how we create knowledge through learner-centered education.*

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

ATTENDANCE POLICY
Your attendance and active participation are vital to this course. The Teacher Education Department considers missing two class periods as excessive. The student may be dropped for lack of attendance. If you miss one class, contact me immediately via email.

WRITING RESOURCES
All submitted written work turned in will be considered to be final, rather than draft form. Submitting work with a substantial number of grammatical, spelling and punctuation errors may affect your grade. Please utilize the UTEP Writing Center as needed, it is a free resource to you as a student - http://uwc.utep.edu.

All submitted written work should be in APA format. In addition to the latest APA Manual (http://www.apastyle.org/manual/), you may use the OWL resource @Purdue - https://owl.english.purdue.edu/owl/resource/560/01/

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 ones' 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.

TED 5302
Managing the Student-Centered Classroom
Summer 2015 Schedule

Date	Course Topics	Weekly Readings	Weekly Assignments	Critical Reflection Due Dates	Other Assignment Due Dates
Week 1	**Course Overview & Foundations**	Cunningham et al. (2007) Dawson (2002) Uhl & Stuchul (2011)	Critical Reflection 1	All 3 Responses due 6/13	
Week 2	**Education Paradigms & Learning Theories**	Kohn xi-11 Hinchey (2010) Kochaar-Bryant & Heishman (2010)	Critical Reflection 2	Response 1 – 6/16 Responses 2 & 3 – 6/20	**Philosophy Statement Draft 1 – 6/21**
Week 3	**Educational Structures & Systems of Power**	Kohn 12-53 Darling-Hammond Glass (2014) - *weblink*	Critical Reflection 3	Response 1 – 6/23 Responses 2 & 3 – 6/27	
Week 4	**Educational Structures & Systems of Possibilities**	Kohn 54-77 Chiariello (2013) Davis (2011) White (2014)	Critical Reflection 4	Response 1 – 6/30 Responses 2 & 3 – 7/4	**Bio Poem – 7/5**
Week 5	**Creating Communities of Learning**	Kohn 78-119 Marsh et al. (2014) Haynes Writer & Baptiste (2009)	Critical Reflection 5	Response 1 – 7/7 Responses 2 & 3 – 7/11	**Philosophy Statement Draft 2 – 7/12**
Week 6	**Creating Solutions in Education**	Kohn 120-137 Rich et al. (2013) Turner (2011)	Critical Reflection 6	Response 1 – 7/14 Responses 2 & 3 – 7/18	
Week 7	**More Solutions in Education**	Atkinson & Swaggerty (2011) Peters (2010) Hains & Smith (2012)	Critical Reflection 7	Response 1 – 7/21 Responses 2 & 3 – 7/25	**Philosophy Statement Final Draft – 7/26**
Week 8	**Final Thoughts & Reflections**	Kohn 138-158 Freire (2005)	Critical Reflection 8	All 3 Responses due 8/1	**Learning Theorist Presentation – 8/2**