"…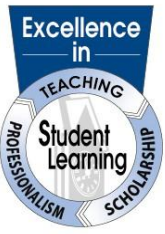To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles"

Department of Teacher Education
College of Education and Health Professions
Columbus State University

COURSE SYLLABUS

Course:	**EDAT 6115 (Knowledge of Students and Their Learning)**		**Semester:**	**Summer 2013**
Instructor:	**Dr. Jennifer L. Brown**		**Time/Day:**	**Asynchronous**
Office:	**Jordan Hall 350**		**Email:**	**brown_jennifer2@columbusstate.edu**
Office Hours:	**by appointment**		**Prerequisites:**	**A bachelor's degree and certification in a teaching field.**

The College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these principles and assumptions as standards for beginning and advanced teachers. Those for advanced study follow.

NBPTS Core Assumptions: www.nbpts.org/

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from researching the literature and experience.
5. Teachers are members of learning communities.

Georgia Framework for Teaching:

All courses in The Master of Education in Accomplished Teaching degree are based on the *Guiding Principles of Georgia Framework for Teaching*, as shown below:

Guiding Principles of the Georgia Framework for Teaching

The following principles guided the development of the Framework:

- **The Process Principle:** Learning to teach is a career-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle**: Technology facilitates teaching, learning, community building, and resource acquisition.

Domain 1: Content & Curriculum
Teachers demonstrate strong knowledge of content area(s) appropriate for their certification levels.

Accomplished teachers:
1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
1.3 stay current in their subject areas as engaged learners and/or performers in their fields.
1.4 relate content area(s) to other subject areas and see connections to everyday life.
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
1.6 interpret and construct school curriculum that reflects state and national content area standards.

Domain 2: Knowledge of Students & Their Learning
Teachers support the intellectual, social, physical, and personal development of all students.

Accomplished teachers:
2.1 believe that all children can learn at high levels and hold high expectations for all.
2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
2.3 are sensitive, alert, and responsive to all aspects of a child's well-being.
2.4 understand how factors in environments inside and outside of school may influence students' lives and learning.
2.5 are informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

Domain 3: Learning Environments
Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Accomplished teachers:

3.1 create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.

3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.

3.3 understand and implement effective classroom management.

3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.

3.5 are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.

3.6 access school, district, and community resources in order to foster students' learning and well-being.

3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Domain 4: Assessment

Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Accomplished teachers:

4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.

4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.

4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.

4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.

4.5 develop and use valid, equitable grading procedures based on student learning.

4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.

4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.

4.8 are committed to using assessment to identify student strengths and needs and promote student growth.

Domain 5: Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:

5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.

5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.

5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.

5.4 monitor and adjust strategies in response to learner feedback.

5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.
5.7 value and engage in planning as a collegial activity.

Domain 6: Professionalism
Teachers recognize, participate in, and contribute to teaching as a profession.

Accomplished teachers:
6.1 continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.
6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.
6.3 follow established codes of professional conduct, including school and district policies.
6.4 systematically reflect on teaching and learning to improve their own practice.
6.5 seek opportunities to leam based upon reflection, input from others, and career goals.
6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
6.7 assume leadership and support roles as part of a school team.

KNOWLEDGE OF STUDENTS AND THEIR LEARNING

TEXTBOOK

Slavin, R. E. (2012), *Educational psychology: Theory and practice* (10th ed.). Boston, MA: Pearson Education.

COURSE DESCRIPTION

Prerequisite: Bachelors Degree and valid teaching certificate. This course is part of the on-line M.Ed. in Accomplished Teaching. The course requires students to participate in critical examination of research and theories relevant to effective teaching and learning, student and teacher motivation, at-risk students, classroom management, variability in student learning, self-esteem, behavioral learning, cognitive learning, social learning, brain-based learning, multiple intelligences, and assessment. It includes an Action Research project proposal in either the content area or in special education. The Action Research will be a proposal that the teacher will plan during the summer session (to include a needs assessment) and be able to be implemented in the public school classroom in the fall. A paper will be developed as a culminating activity of this experience.

COURSE OBJECTIVES

As a result of EDAT 6115, the student will:
1. Create a psychological framework for understanding human behavior and the implications for educational practice.
2. Demonstrate knowledge about growth dynamics necessary for physical, psychological, cognitive, and moral development of students.
3. Apply knowledge about teacher effectiveness to his or her practice.
4. Apply constructs of assessment and evaluation to learning outcomes.
5. Meet the diverse needs of students in an ongoing classroom.

6. Examine theories of learning and their implications for educational practice.

COURSE SCHEDULE

Week	Topic/Task(s)	Assignment(s)	Discussion Posts
Week 1 (May 13 – May 19)	• Chapter 1 (What Makes a Good Teacher?)	• Read Chapter 1. • Set up your blog webpage at blogger.com and email the URL to Dr. Brown by Sunday, May 19, 2013 at 11:59 PM EST..	• Introduce yourself to me and your fellow classmates, give your rationale for becoming a teacher, and explain what makes an effective teacher based on your own educational experiences by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 2 (May 20 – May 26)	• Chapter 2 (Cognitive, Language, and Literacy Development)	• Read Chapter 2. • Complete Reflective Journal Entry #1 by Day 7 (Sunday) at 11:59 PM EST.	• "What are the implications of the Piaget's Stages of Cognitive Development for teaching a new science concept to second-graders and to eighth-graders?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 3 (May 27 – June 2)	• Chapter 5 (Behavioral Theories of Learning)	• Read Chapter 5. • Complete Reflective Journal Entry #2 by Day 7 (Sunday) at 11:59 PM EST. • Submit Children's Television: Modeling Aggression Assignment by Day 7 (Sunday) at 11:59 PM EST in the GoVIEW "Dropbox".	• "How can the consequence of being sent to the office actually be a reinforcing experience? What are the 'positives' of being sent from class to the office?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 4 (June 3 – June 9)	• Chapter 6 (Information Processing and Cognitive Theories of Learning)	• Read Chapter 6. • Complete Reflective Journal Entry #3 by Day 7 (Sunday) at 11:59 PM EST.	• "Why is it important for teachers to use various strategies during instruction?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 5 (June 10 – June 16)	• Chapter 7 (The Effective Lesson)	• Read Chapter 7. • Complete Reflective Journal Entry #4 by Day 7 (Sunday) at 11:59 PM EST.	• "How would your level of preparation and participation change depending on the format of the class (e.g., whole group lecture versus small group discussion)?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 6 (June 17 – June 23)	• Chapter 8 (Student-Centered and Constructivist Approaches to Instruction)	• Read Chapter 8. • Complete Reflective Journal Entry #5 by Day 7 (Sunday) at 11:59 PM EST.	• "What are the challenges of student-centered instruction for teachers and for students? How can those challenges be overcome?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.

Week	Topic	Assignment(s)	Discussion Posts
Week 7 (June 24 – June 30)	• Chapter 9 (Grouping, Differentiation, and Technology)	• Read Chapter 9. • Complete Reflective Journal Entry #6 by Day 7 (Sunday) at 11:59 PM EST.	• "How might you develop a rapport with an at-risk learner and/or a learner with special needs?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 8 (July 1 – July 7)	• Chapter 11 (Effective Learning Environments)	• Read Chapter 11. • Complete Reflective Journal Entry #7. • Submit Classroom Rules and Procedures Assignment in the GoVIEW "Dropbox" **AND** on the Classroom Rules and Procedures Discussion Board by Day 7 (Sunday) at 11:59 PM EST.	• "What type of classroom management issues have you seen during any of your field experiences and/or in your own classroom? Based on these readings, what other ways could those situations have been handled?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST.
Week 9 (July 8 – July 14)	• Chapter 13 (Assessing Student Learning)	• Read Chapter 13. • Complete Reflective Journal Entry #8 by Day 7 (Sunday) at 11:59 PM EST.	• "Why are formative assessments so important for the teacher and student?" Post your initial response by Day 3 (Wednesday) at 11:59 PM EST. • Reply to at least 5 classmates' weekly posts by Day 7 (Sunday) at 11:59 PM EST. • Review and reply to at least 5 classmates' rules and procedures by Day 7 (Sunday) at 11:59 PM EST.
Week 10	• Complete the final course project (Auto-Ethnography with the Reflective Journal Entries). • Submit final course project by **Friday, July 19, 2013** at 11:59 PM EST.		

COURSE REQUIREMENTS

Students are expected to:

- Log into GoVIEW a minimum of two times a week.
- Participate in class discussions with original and meaningful thoughts.
- Read all course materials before or during the designated week.
- Complete and submit all assignments and discussion posts.
- Write an auto-ethnography based on your reflective journal entries through the semester.

GRADING AND EVALUATION PROCEDURES

	Percentage of Final Grade
Attendance via Log-ins and Participation	10%
Children's Television: Modeling Aggression Assignment	15%
Classroom Rules and Procedures	15%
Reflective Journal Entries	25%
Final Course Project (Auto-Ethnography)	35%

The following scale will be used:

A = (90% -- 100%)
B = (80% -- 89%)
C = (70% -- 79%)
D= (60% -- 69%)
F= (Below 60%)

COURSE ASSIGNMENTS

Attendance and Participation (10%)
In order to explore topics effectively, attendance and class participation are essential. The evaluation of class participation will be made as follows.

a. *Attendance.* You are expected to log into GoVIEW a minimum of two times per week. If you are unable to log-in (and you have a valid excuse), you are responsible for making arrangements to complete that week's responsibilities.

b. *Readings and Class Preparation.* You must complete the assigned readings prior to or during the designated week so you will be prepared to participate in the classroom discussions and related practice tasks and activities. To prepare for each class, you are expected to take notes and/or highlight your textbook.

a. *Discussion Posts.* You must complete the assigned discussion posts within the time frame listed in this course syllabus. Discussion board posts should use proper language, cordiality, grammar, and punctuation. Grades on this assignment will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations.

Criteria	3 points	2 points	1 point	0 points
Quality of Initial Post	Successfully completed all of the requirements set forth in the rubric **OR** Thoroughly and clearly answered/ completed the discussion prompt requirements.	Completed some, but not all, of the requirements set forth in the rubric **OR** Answered/completed some, but not all, of the discussion prompt requirements.	Partially completed the requirements set forth in the rubric **OR** Partially answered/ completed the discussion prompt requirements.	No discussions or assignments were submitted **OR** Initial comments were posted but did not address the assignment.
Quality of Responses to at least 5 classmates	Addressed the expectations set forth in the rubric **OR** gave appropriate contributions and/or corrective feedback.	Completed some, but not all, of the requirements set forth in the rubric **OR** Give some, but not all, appropriate contributions and/or corrective feedback.	Partially addressed the expectations set forth in the rubric **OR** Did not give appropriate contributions and/or corrective feedback.	No responses were submitted.
Quantity of Responses to Classmates	Replied to a minimum of 5 classmates' posts.	Replied to 3 to 4 classmates' posts.	Replied to 1 to 2 classmates' posts.	Did not reply to any of the classmates' posts.
Timeliness of Initial Post/Response	Material was submitted on time.	Material was submitted up to one day late.	Material was submitted two to four days late.	Material was submitted more than four days late.
Timeliness of Responses to at least 5 classmates	All of your replies were submitted on time.	One of your replies was submitted up to one day late.	One of your replies was submitted two to four days late.	One of your replies was submitted more than four days late.

Criteria	3 points	2 points	1 point	0 points
Duration	--	Posted initial posts and/or replies on two different days during the designated week (e.g., Week 1 posts were posted on or before Day 7 of Week 1).	--	Did not post initial posts and/or replies on two different days during the designated week.
Mechanics	0 to 2 misspelled words, incorrect grammar, and/or improper punctuation.	3 to 6 misspelled words, incorrect grammar, and/or improper punctuation.	7 to 10 misspelled words, incorrect grammar, and/or improper punctuation.	More than 10 misspelled words, incorrect grammar, and/or improper punctuation.

Children's Television: Modeling Aggression Assignment (15%)

The student will analyze the amounts of aggressive and prosocial behavior children observed if watching children's programs on commercial networks. The student will observe at least one commercial show that children watch (e.g., Rugrats, Superman, Bugs Bunny, Power Rangers, or Teen Titans). This assignment will require the students to apply textbook readings, classroom discussions, and personal experiences. See provided prompts in GoView.

Grades on this assignment will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations.

Criteria	Poor	Good	Excellent	Points
Summary	Paper did not contain a summary of the amounts of aggressive and prosocial behavior and the television show **OR** Less than 8 of the 17 prompts were addressed.	Paper contained a summary of the amounts of aggressive and prosocial behavior and the television show **BUT** did not address all 17 prompts.	Paper contained a detailed and concise summary of the amounts of aggressive and prosocial behavior and the television show **AND** addressed prompts 1 through 17.	17
Conclusion and Recommendations	Paper did not contain drawn conclusions or recommendations for parents and teachers in regard to children and television viewing.	Paper contained some drawn conclusions **OR** some recommendations for parents and teachers in regard to children and television viewing **OR** Did not include rationale and/or evidence to support.	Paper contained some drawn conclusions and some recommendations for parents and teachers in regard to children and television viewing **AND** Included rationale and/or evidence to support.	13
Clarity	Writing was not clear and understandable **AND** Ideas were not presented in a logical manner.	Writing was not clear and understandable **OR** Ideas were not presented in a logical manner.	Writing was clear and understandable **AND** Ideas were presented in a logical manner.	10
Mechanics	More than 9 errors in spelling, capitalization, grammar, and/or punctuation.	5 to 9 errors in spelling, capitalization, grammar, and/or punctuation..	0 to 4 errors in spelling, capitalization, grammar, and/or punctuation.	5

Criteria	Poor	Good	Excellent	Points
Paper Format	More than 2 guidelines that are listed in Written Work Section were not implemented correctly.	1 to 2 guidelines that are listed in Written Work Section were not implemented correctly.	All guidelines listed in Written Work Section were implemented correctly.	5
Timeliness	Your final grade will be reduced by 5% for each calendar day. See the following formula: $f(x) = $ (final grade)$(.95)^{(\text{number of calendar days late})}$			

Classroom Rules and Procedures (15%)

The student will create classroom rules and procedures for routine classroom activities, movement of students, homework/classwork, student-student interactions, and teacher-student interactions. This assignment will require the student to apply textbook readings, classroom discussions, and personal experiences. See provided prompts in GoVIEW. Students should submit this assignment in bulleted format with the designated headings so a fellow colleague could review and implement the policies and procedures within their classroom with ease. The completed assignment will be submitted via "Dropbox" in GoView **AND** on the Classroom Rules and Procedures Discussion Board.

Grades on this assignment will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations.

Criteria	Poor	Good	Excellent	Points
Routine Classroom Activities	Less than two rules and/or procedures were listed.	Two to three rules and/or procedures were listed.	More than three rules and/or procedures were listed.	7
Movement of Students	Less than two rules and/or procedures were listed.	Two to three rules and/or procedures were listed.	More than three rules and/or procedures were listed.	7
Homework/ Classwork	Less than two rules and/or procedures were listed.	Two to three rules and/or procedures were listed.	More than three rules and/or procedures were listed.	7
Student-Student Interactions	Less than two rules and/or procedures were listed.	Two to three rules and/or procedures were listed.	More than three rules and/or procedures were listed.	7
Teacher-Student Interactions	Less than two rules and/or procedures were listed.	Two to three rules and/or procedures were listed.	More than three rules and/or procedures were listed.	7
Clarity	Writing was not clear and understandable **AND** Ideas were not presented in a logical manner.	Writing was not clear and understandable **OR** Ideas were not presented in a logical manner.	Writing was clear and understandable **AND** Ideas were presented in a logical manner.	5
Mechanics	More than 9 errors in spelling, capitalization, grammar, and/or punctuation.	5 to 9 errors in spelling, capitalization, grammar, and/or punctuation..	0 to 4 errors in spelling, capitalization, grammar, and/or punctuation.	5
Paper Format	More than 2 guidelines that are listed in Written Work Section were not implemented correctly.	1 to 2 guidelines that are listed in Written Work Section were not implemented correctly.	All guidelines listed in Written Work Section were implemented correctly.	5
Timeliness	Your final grade will be reduced by 5% for each calendar day. See the following formula:			

	$f(x) = $ (final grade)$(.95)^{\text{(number of calendar days late)}}$

Reflection Journal (25%)

The students will create a blog page (blogger.com) and email the professor the URL. Each week, students will write one reflective entry on their blog page. The purpose of this assignment is to document your thoughtful reflections based on your teaching experiences and the materials presented in this course, including, but not limited to, discussion board posts and assigned course reading materials. A reflective entry:

➢ Is written in first person
➢ Should take the form of a personal reaction to the course materials (similar to a journal entry).
➢ Is revised and easy to read (meaning you have checked the spelling and grammar, corrected any typos, and the response is logically organized).
➢ Evidences a close, thoughtful reading of the course materials.
➢ Should be given some type of introduction (explain why/how you are responding to the course materials).
➢ Should be around 200 words or more.

Consider the following questions to guide your reflection:

a. What does this concept mean to you?
b. How did you feel about the concept?
c. How is this concept significant concerning the context of your classroom?
d. What are the positive or negative aspects for this concept?
e. What did you learn about this concept that you did not know prior to its presentation?
f. How might you use what you learned to become a better teacher?
g. How might you handle a situation or activity differently based on this learned information?
h. How did this event change or confirm your knowledge or beliefs about teaching?
i. If this event sparked additional questions, what are they and what action(s) will you take to address them?

Grades on this assignment will be based on the following rubric (for each entry). Read it carefully to get a sense of the instructor's specific expectations.

Criteria	Poor	Good	Excellent	Points
Describe	Paper contained a describe section that contained less than three of the following: who, what, when, where, and how.	Paper contained a describe section that contained three to four of the following: who, what, when, where, and how.	Paper contained a describe section that contained who, what, when, where, and how.	10
Analyze	Each entry did not have an analyze section that contained connections to reading materials and classroom discussions from this course.	Each entry had an analyze section that contained connections to reading materials and classroom discussions from this course, but did not include examples.	Each entry had an analyze section that contained connections to reading materials and classroom discussions from this course (including examples).	10
Reflect	Each entry had a reflect section that contained less than two responses to the listed guiding questions.	Each entry had a reflect section that contained two to three responses to the listed guiding questions.	Each entry had a reflect section that contained at least four responses to the listed guiding questions.	20

Criteria	Poor	Good	Excellent	Points
Clarity	Writing was not clear and understandable **AND** Ideas were not presented in a logical manner.	Writing was not clear and understandable **OR** Ideas were not presented in a logical manner.	Writing was clear and understandable **AND** Ideas were presented in a logical manner.	5
Mechanics	More than 9 errors in spelling, capitalization, grammar, and/or punctuation.	5 to 9 errors in spelling, capitalization, grammar, and/or punctuation..	0 to 4 errors in spelling, capitalization, grammar, and/or punctuation.	5
Timeliness	Your final grade will be reduced by 5% for each calendar day. See the following formula: $f(x) = (\text{final grade})(.95)^{(\text{number of calendar days late})}$			

Final Course Project (35%)

Ethnography is the study of a particular culture using close observation. A researcher conducts an ethnography by becoming a participant within the particular culture. The students will complete an auto-ethnography of the teaching culture with a sample size of 1, you. Each week, students will write a reflective journal entry. (See above description). These entries will serve as your data, which will be used as evidence for the auto-ethnography paper.

After the data collection period (reflection journal entries) has ended, the students will review all of their reflective journal entries. The students will write a paper based on the cumulative review of their collected data. Suggested length is three to five typed pages. The guiding research question is, "How do you describe your teaching culture?" The following questions serve as prompts for writing the final paper.

- How does your reflective journal give evidence to your ever-changing role as a teacher?
- What trends or themes are evident regarding your teaching experiences prior to this summer course?
- Has your teaching perspective changed during this course? If so, how?

Be sure to use direct quotes from your reflective journal entries as evidence and cite them with parenthesis and the entry number. For example,

"I realized that I did not have a consistent behavior management plan" (entry 1).

Grades on this assignment will be based on the following rubric. Read it carefully to get a sense of the instructor's specific expectations. Examples are presented in GoVIEW.

Criteria	Poor	Good	Excellent	Points
Role as a Teacher	Teacher interactions/ roles with less than three of the following: students, colleagues, administrators, parents, and community stakeholders were described with sufficient detail **OR** Did not include any evidence to support.	Teacher interactions/ roles with three of the following: students, colleagues, administrators, parents, and community stakeholders were described with sufficient detail **OR** Did not include sufficient evidence to support.	Teacher interactions/ roles with at least four of the following: students, colleagues, administrators, parents, and community stakeholders were described with sufficient detail **AND** Included sufficient evidence to support.	10

Criteria	Poor	Good	Excellent	Points
Trends or Themes	Less than three trends or themes were included with sufficient detail **OR** Did not include any evidence to support.	Three trends or themes were included with sufficient detail **OR** Did not include sufficient evidence to support.	At least four trends or themes were included with sufficient detail **AND** Included sufficient evidence to support.	10
Teaching Perspective	Did not discuss teaching perspective changing or remaining the same **OR** Did not include any evidence to support.	Discussed teaching perspective changing or remaining the same without sufficient detail **OR** Did not include sufficient evidence to support.	Discussed teaching perspective changing or remaining the same with sufficient detail **AND** Included sufficient evidence to support.	10
Clarity	Writing was not clear and understandable **AND** Ideas were not presented in a logical manner.	Writing was not clear and understandable **OR** Ideas were not presented in a logical manner.	Writing was clear and understandable **AND** Ideas were presented in a logical manner.	10
Mechanics	More than 9 errors in spelling, capitalization, grammar, and/or punctuation.	5 to 9 errors in spelling, capitalization, grammar, and/or punctuation..	0 to 4 errors in spelling, capitalization, grammar, and/or punctuation.	5
Paper Format	More than 2 guidelines that are listed in Written Work Section were not implemented correctly.	1 to 2 guidelines that are listed in Written Work Section were not implemented correctly.	All guidelines listed in Written Work Section were implemented correctly.	5
Timeliness	Your final grade will be reduced by 5% for each calendar day. See the following formula: $f(x) = (\text{final grade})(.95)^{(\text{number of calendar days late})}$			

CLASS POLICIES

Professionalism and Attendance

It is assumed you are a professional educator who is committed to educating children. Attendance, timeliness, participation, responsibility, and positive teaching-learning attitude are part of being a professional. In addition, they are required and are a part of your grade for this course. In order to gain the maximum benefit from this or any experience, attendance and active participation are vital. If serious illness prevents you from attending class, it is your responsibility to contact me via phone or email before class. You are responsible for obtaining information presented in class from your classmates. Extra credit will not be given in this course. Logging into GoVIEW at least twice a week is a course expectation, and it is considered attendance for this class.

Written Work

When completing all written assignments, it is expected that you will use your best writing. This expectation includes error-free writing that is grammatically and mechanically correct. The following style guidelines apply to all written assignment:

- *Line spacing:* All text double spaced.
- *Font:* 12 point Times New Roman.
- *Margins:* one inch on all sides.
- *Page numbering:* All pages numbered consecutively.

- *Appearance:* Neat, consistent style of headings, indentations, figures, tables, references, appendices, etc. in APA format.
- *Identification:* Type your name at the top of the first page.
- *Electronic Format Submissions:* Use Microsoft Word and save as .doc or .docx.

You may reference this site for APA format:
http://owl.english.purdue.edu/owl/resource/560/01/

Late assignments

All work is expected to be submitted on time in the GoVIEW "Dropbox" or other designated location. Late assignments will be deducted 5% for each calendar day and will not be accepted past one week. If unforeseen events occur, email the instructor as soon as possible. Failure to submit two assignments in consecutive dates during the entire semester will result in a grade of WF or F.

Technology

Students will be using the broad range of electronic technology available in the University's computer laboratories and library. Resources available include, but are not limited to, university email, GoView (Desire 2 Learn), Microsoft Office Suite, internet browsers, youtube.com, PDF viewer (e.g., Adobe), DivShare, and Qualtrics. The goal of this course is to prepare teachers for educating 21st century learners. All assignments and discussion posts will be submitted using GoView (Desire 2 Learn). Assignments that are submitted through email will not be graded. If you need technical assistance, please contact the OSC Helpdesk at 866-588-5293 or **CSU Helpdesk at 706-507-8199.**

**NOTE: You should check your university email account throughout the week for correspondence relating to course readings, assignments, and/or other announcements.

LiveText*****
*applies to students who are enrolled at Columbus State University.

An active LiveText account is a required resource for this course because selected assignments *must* be submitted electronically using this online platform. LiveText is used by the university to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work and to create digital documents, such as electronic portfolios or reflective journals, which can be shared. In the EDAT 6115 course, students will submit the key assessment, Final Course Project: Auto-Ethnography, in GoVIEW and LiveText.

You can purchase your account online with a credit or debit card at www.livetext.com for $113.00, a five-year membership. Students who are planning to graduate within nine months or less may purchase the one-year membership for $65.00. If you already have an active LiveText account, you do not need to purchase another one. For students who do not have an active account, they will be dropped from this class if they fail to purchase LiveText by June 3, 2013.

ADA Accommodations

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive

accommodations to assist in programmatic and/or physical accessibility. We recommend that you contact the Office of Disability Services located in Schuster Student Success Center, room 221, 706-507-8755 as soon as possible. The Office of Disability Services can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need.

Academic Dishonesty & Plagiarism

Plagiarism is defined as the incorporation of passages, either word for word or in essence, or essential ideas from the writing of another person into one's own written work without offering full credit to the person. One can give credit to the original author by the use of quotation marks, footnotes, citations, or other explanatory inserts. It is always assumed that written work is the student's own work if proper credit is not given. While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism. The four main types are stealing verbatim, misquoting, paraphrasing or summarizing without citing, and duplicating publication.

Stealing Verbatim: This type is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. This situation applies to Discussion Board postings, too.

Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

Paraphrasing or Summarizing Without Citing. An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. If students have duplicated publication, they have committed plagiarism.

Additionally, cheating (i.e., the unauthorized use of materials or resources) under any circumstances is not permitted. This definition includes using resources prepared by another student without that student's express consent or knowledge, the use of resources expressly prohibited by the instructor, and the wholesale inclusion of documents produced by others—even when cited properly—in course assignments. Finally, collaborating with other students or academic faculty on assigned work, regardless of the type of work, is expressly prohibited unless otherwise authorized by the course instructor. Students are to assume that they are never permitted to collaborate with anyone on their assignments unless the assignments are explicitly collaborative in nature. In an event of suspected plagiarism, the instructor will contact the student and the Chair of the Teacher Education Department. In addition, a Teacher Candidate Disposition Form and an Incident Reporting Form for the Behavior Assessment and Recommendation Team (BART) may be filed. The incidence could result in a zero for the assignment and/or in a failing grade for the course.

Respect for Learning Community

The College of Education and Health Professions is committed to creating and nurturing an atmosphere where the diversity of all individuals is celebrated. Our intention is to establish and

continue an atmosphere that encourages and appreciates diversity in faculty, staff and students, to include, but not limited to, the following: cultural, ethnic, racial, gender, sexual orientation, socio-economic status, geographical, disabilities, religious, and in academic freedom. It is also to instill in teachers an appreciation of the diverse nature of school children, their families, and the wider community. Perspectives on the importance of cultural diversity on the various topics will be included in the reading materials and classroom discussions.