

Ashland University
EDFN 202
Spring, 2019
Course Calendar and Section Details

Class Time and Place: 1:40 – 2:55, 232 Schar College of Education

Instructor: Dr. Jennifer Groman

Office: 257 Schar

Office Phone: X5197

Cell: 419-651-2586

Office Hours: Tuesdays/Thursdays, 12:30-1:30 and 3:00-5:00, other times by appointment

Grading

Attendance and Participation (30 days x 5 points)	150
Q Cards and Top 5 Applied [Reading responses] (14 chapters x 3 points + 3 points “freebie”)	45
Professional Philosophy Charts (3x 20 points)	60
Philosophy of Teaching Final Paper	40
Notebook (You will need one 1” three-ring binder for this notebook) Week 5 contents = 50 points Week 15 contents = 80 points	130
Annotated Bibliography and Reflection	50
Lesson Plan	25
	500

Attendance and Participation – You can see from the chart above that this is a major portion of your final grade. Discussions and activities in class are the strongest learning points in this course. I expect you to be present and take part in discussions, listen, and respond to classmates’ comments. I will vary our discussion format often so that it doesn’t ‘get old,’ but do your part and join in. Participation in class discussions is considered part of the attendance grade. You will be asked to check in at the beginning of class via Qwickly for 5 points, and if you participate, you get to keep them all. If I see you on your computer or phone during discussions you *will* lose participation points (I just take points, I don’t tell you. I’m sneaky-sneaky that way.)

Attendance will be taken with a Qwickly code in the first 15 minutes of class, and then will close. If you have an emergency and cannot attend class, please email or text me before class begins, and I may be willing to give you a point or two for conscientiousness (this is good practice for your teaching career where you will have to plan ahead for absences). A doctor’s note can excuse an absence and allow you to turn in a Q Card/Top 5 Applied card.

Reading and preparing for class – This one is obvious, but beyond reading the assignments, I ask you to think critically about how the ideas will affect you as a teacher, affect your students, and the past/present/future of the profession. If there are unknown words or ideas, look them up...find out more. Some of the readings are difficult and/or long – do your best. Understand the ideas to the best of your ability. To ensure that you are ready to participate in the discussions and

activities, you are required to complete a response; a Q Card or Top 5 Applied or another format we may determine together. These are described below.

Make sure you include your name, the date, book chapter, use informal (but edited) writing. This is due ***at the beginning of class with a hard copy***. You cannot submit a Q card/Top 5 Applied for points after the day we discuss the chapter, except in the case of an excused (physician's note) or other pre-arranged absence. Keep these reading responses in your notebook until the end of the course. They will help when you write your Philosophy of Teaching Final Paper.

Q Card – While reading the chapter, write the following. This is due at the beginning of class. Keep these in your notebook.

Your name Date Chapter number
<ol style="list-style-type: none"> 1. One quote you found important, valuable, or thought provoking. Cite the page number of the quote. 2. Summary of <i>two ideas</i> from this chapter that made an impact on you and how you might use each idea to improve your own learning (now or in the future) or in your future teaching. 4. Three vocabulary words indicative of the chapter and a sentence describing/defining each.

Top 5 Applied – While reading the chapter, write the following. This is due at the beginning of class. Keep these in your notebook.

Your name Date Chapter number
<p>Take 5 ideas from the chapter. For each idea:</p> <p>Give the idea a title or name.</p> <p>Then describe how you might use this in your own future classroom OR in your own personal learning. Be as specific as you can.</p> <p>You could also take an idea from the chapter and tell why you do NOT agree with it or will not use it. Be as specific as you can.</p> <p>Make sure to have at least 5 ideas represented</p>

Dropbox Submissions

The dropboxes are open at the start of the course. They close promptly and permanently with a 2 day grace period, unless otherwise specified. No points are taken if you get the assignment in before the dropbox closes. If you have an emergency and need an extension on an assignment, you must ask for it before the assignment due date.

Types of writing (*used in this course)

*Informal reflective – This is like a diary entry or conversation. Structure and format are secondary to content. Your Q cards and in-class writings are this type of writing.

*Semi-formal, 1st person – Paragraph structure and correct spelling/grammar should be utilized. Use of “I” is appropriate. No formal citations or references are required. There are various writings in class that will fall in this category.

*Formal, 1st person – Paragraph structure and correct spelling/grammar are required. Use of “I” is appropriate, as well as professional language. Formal APA citations and a reference page are/may be required. The Annotated Bibliography and your Philosophy of Teaching Final Paper are this type of writing.

Formal, 3rd person – Scholarly structure and language, use the APA as a guide for formatting headings, in-text citations, title page and reference page. Use of “I” is generally not appropriate.

Use of the arts

Throughout this course we may have activities that involve the arts. I will share creative work that correspond to our discussions, you may do collage work, sculpture and other visual art activities. These activities draw on psychological research that the mind works in images and metaphor. Through these images and metaphors we can learn more about ourselves and our colleagues (classmates) than reading, writing and talking alone can do.

These activities are not meant to produce beautiful works of art (though they always do); they are meant as a processing tool to give you time to think through core beliefs and concepts in a relaxed and fun atmosphere. We are simply tapping into a different way of thinking and processing – a way that isn’t often used in traditional education. I hope you have fun with it.

202 Notebook Items

For Week 5	-Framework Charts from Weeks 1 – 5 (we will determine how many/which topics together) -Professional Philosophy Charts 1 and 2
For Week 10	-All previous notebook items -Annotated Bibliography and Reflection on Classroom Management -Professional Philosophy Chart 3
For Week 15	-All previous notebook items -Lesson Plan and Reflection -AU Course Disposition Self-Assessment -Philosophy of Teaching Final Paper -Anything else we decide to put in

Calendar
Weeks 1 - 5

Week	Date	Theme To Do/Assignment	Due/Bring to class Always bring your textbook, paper, writing utensil, tech tool to check into Qwickly
Week 1	1/8	Course and classmate introductions Review Syllabus ODE Teacher Standards and INTASC Standards EDFN 202 Course Dispositions Philosophy Chart 1	
	1/10	Educational Psychology and Research in Education	Read Chapter 1 and bring Q Card 1 to class Philosophy Chart 1 due in dropbox 1/13 by midnight
Week 2	1/15	Assessing Learning Introduction to the AU Lesson Plan Template	Read Chapter 13 and bring Q Card 13 to class
	1/17	Assessing Learning	
Week 3	1/22	Cognitive Development Begin Framework Chart on Piaget	Chapter 2 Q Card 2
	1/24	Cognitive Development	Framework chart on Piaget from Ch. 2
Week 4	1/28	Social, Moral, and Emotional Development Begin Framework Charts on Erikson, Kohlberg, Piaget	Chapter 3 Q Card 3
	1/31	Social, Moral, and Emotional Development Discuss and determine student-created assessment of theorists and theories	Framework charts on Erikson, Kohlberg, Piaget's Theory of Moral Development
Week 5	2/5	Behavioral and Social Theories of Learning Begin Framework Charts on these two theories Discuss Weeks 1-5 Assessments, review notebook	Chapter 5 Q Card 5
	2/7	Behavioral and Social Theories of Learning	Framework charts on Behavioral Theory Learning and Social Theory of Learning Notebook with Week 5 contents
Assessments for Weeks 1 - 5		Student-created assessment of theorists and theories	TBD
		Week 5 Notebook (see note above for contents)	Bring to class on 2/7
		Open your Professional Philosophy Chart 1, Click "Review" and "Track Changes." Update any aspects of your Philosophy Chart that have changed as you consider your new knowledge, resave as Chart 2.	Upload to the dropbox by 2/10 at midnight

**Calendar
Weeks 6 – 10**

Week	Date	Theme To Do/Assignment	Due/Bring to class Always bring your textbook, paper, writing utensil, tech tool to check into Qwickly
Week 6	2/12	Effective Learning Environments Notebooks returned	Read Chapter 11 and bring Top 5 Applied #11 to class
	2/14	Effective Learning Environments Begin Annotated Bibliography Project on Classroom Management	
Week 7	2/19	Cognitive Theories of Learning	Read Chapter 6 Top 5 Applied #6
	2/21	Cognitive Theories of Learning Annotated Bibliography, Article #2	Bring in a second scholarly article on the classroom management model of your choice
Week 8	2/26	The Effective Lesson Lesson Plan Assignment outlined and assigned	Read Chapter 7 Top 5 Applied #7
	2/28	The Effective Lesson Annotated Bibliography, Article #3	Bring in a third scholarly article on the classroom management model of your choice
	3/4- 3/8	Spring Break	
Week 9	3/12	Student Centered and Constructivist Approaches to Learning	Read Chapter 8 Top 5 Applied #8
	3/14	Student Centered and Constructivist Approaches to Learning Annotated Bibliography, Article #4	Bring in a fourth scholarly article on the classroom management model of your choice
Week 10	3/19	Grouping, Differentiation, and Technology Introduction to Peer Editing Instructions for Philosophy Chart 3	Read Chapter 8 Top 5 Applied #8 Be working on compiling your 4 annotated bibs into a draft for Thursday
	3/21	Grouping, Differentiation, and Technology Annotated Bibliography Paper, Peer Editing and Reflection	Bring a hard copy OR electronic version (on a tech tool that can easily edit text) of your Annotated Bib Paper Draft to class.

Assessments for Weeks 6 – 11	Annotated Bibliography on Classroom Management	Due in Dropbox on 3/24 at midnight
	<p>-Open your Professional Philosophy Chart 2. If it is still in “Markup” mode showing previous changes, click the “Review” tab, then “Accept” until the dropdown menu under “Accept” opens. Click “Accept all changes.”</p> <p>-Save as Chart 3. THEN click “Review” and “Tracking” to show your new changes.</p> <p>-Update aspects of your Professional Philosophy Chart to reflect your new ideas on <i>curriculum, classroom environment, and instructional strategies</i>, plus any other areas you wish and save as Chart 3.</p>	Professional Philosophy Chart 3 due in the Dropbox

Calendar
Weeks 11 – 15 and Finals Week

Week	Date	Theme To Do/Assignment	Due/Bring to class Always bring your textbook, paper, writing utensil, tech tool to check into Qwickly
Week 11	3/26	Motivating Students to Learn Questions on Lesson Plan Assignment	Read Chapter 10 Q Card #10 OR Top 5 Applied #10
	3/28	Motivating Students to Learn	Lesson Plan Assignment due 3/29 at midnight
Week 12	4/2	Student Diversity	Read Chapter 12 Q Card #12 OR Top 5 Applied #12
	4/4	Learners with Exceptionalities	Read Chapter 4 Q Card #4 OR Top 5 Applied #4
Week 13	4/9	Student Diversity and Learners with Exceptionalities Short Overview of the Philosophy of Teaching Final Paper	
	4/11	Standardized tests and Accountability Revisit EDFN 202 Course Dispositions, self-assessment	Read Chapter 14 Q Card #4 OR Top 5 Applied #14

Week 14	4/16	Philosophy of Teaching Philosophy of Teaching Final Paper discussion and work time Assign sculpture	Be prepared to access your Professional Philosophy Charts in class (either bring a hard copy or tech tool to access) Read “What Matters” article on Blackboard
	4/18	Easter Break, no class	
Week 15	4/23	Philosophy of Teaching Sculpture activity	Bring your sculpture
	4/25	Sculpture activity, continued Introducing and working on the Resume-Ready Philosophy of Teaching Statement	202 Notebooks due today in class Philosophy of Teaching Final Paper due to the dropbox by Friday, 4/26 at midnight
Assessments for Week 11-15 and the course		Philosophy of Teaching Final Paper	Due to dropbox by 4/26 at midnight (no grace period)
		202 Notebook	Due in person 4/25 by 4:00 (no grace period)
		Gallery Walk (participation and self-assessment)	Finals Week 4/30
Week 16 Finals Week	4/30 1:30- 3:30	-I will return your EDFN 202 Notebook to you. -Be prepared to share ideas about classroom management from your Annotated Bibliography Reflection -Gallery Walk of Philosophy Statements, Sculptures, and 202 Notebooks.	-Sculptures -Printed (decorated if you wish) Resume-Ready Teaching Philosophy Statement