



Savannah State University
New Programs and Curriculum Committee
Course Addition Page – Form II

1. Course Number: ETED 4417
2. Course Title: Methods and Classroom Management in Technology Education
3. Catalogue Description: The course is designed to provide teacher candidates with strategies to manage their technology education classrooms effectively for the 21st Century in order to decrease disturbances and increase instructional time.
4. Rationale: This course will help meet the needs of students who have seeking a B.S. in Civil or Electronics Technology Engineering with the Technology Education Track.
5. Credit Hours: 3 Credit Hours
6. Pre-requisites: Admittance into Teacher Education
ETED 3000; ETED 3106
7. Syllabus: See Attached
8. Similarity to or duplication of Existing Courses: N/A
9. Textbook Selection: Jones, Vernon F. & Jones, Louise S. (2010). Comprehensive classroom management (9th Edition or latest). Boston: Allyn & Bacon.
Manning, Susan and Johnson, Kevin (2011). The Technology Toolbelt for Teaching.
Petrina, Stephen (2006). Advanced Teaching Methods for the Technology Classroom.
10. Grading: A (90-100); B (80-89); C (70-79); D (60-69); F (Below 60)

ETED 4417 – Methods and Classroom Management in Technology Education
Fall 2013
Savannah State University
School of Teacher Education

Course Number: ETED 4417

Instructor: Dr. Kisha R. Cunningham
Office: 110 Morgan Hall
Phone: 912-358-3068
Email: cunninghamk@savannahstate.edu

Course Title: **Methods and Classroom Management in Technology Education**
Office Hours: Monday- Friday 10am-12pm
Class Time: TBA
Room: Morgan Hall – Room TBD

Instructor's Education:

Ph.D. The Pennsylvania State University, 2006
M.S. North Carolina A&T State University, 1996
B.S. North Carolina A&T State University, 1995

Catalog Course Description:

The course is designed to provide teacher candidates with strategies to manage their technology education classrooms effectively for the 21st Century in order to decrease disturbances and increase instructional time.

Course Overview:

Teacher candidates will learn techniques for developing rapport with students, instituting expectations, designing their classroom, responding aptly to inappropriate behavior, while utilizing self-directed behavior modification. Research-based strategies will provide teacher candidates with resources to diminish low-level behaviors, motivate students, and maximize instructional time. There will be a 60 hour field component to this course. You cannot pass this course without it. Verification of professional liability insurance and a clear criminal background check is required prior to placement in the field experience. You will be unable to select a school for placement until this step is completed.

Semester Hours:

3 Credit Hours

Pre-requisites:

Admittance into School of Teacher Education
ETED 3000; ETED 3106

Required Texts:

Jones, Vernon F. & Jones, Louise S. (2010). Comprehensive classroom management (9th Edition or latest). Boston: Allyn & Bacon.
Manning, Susan and Johnson, Kevin (2011). The Technology Toolbelt for Teaching.
Petrina, Stephen (2006). Advanced Teaching Methods for the Technology Classroom.

Course Objective:

Student Learning Outcomes: Upon completion of this course, students will be able to:

- Design the technology education classroom for maximum student achievement.
- Develop strong rapport with students.
- Demonstrate precise expectations and procedures for managing the classroom.
- Maintain self-control when dealing with disruptions and difficult students.
- Use self-directed learning strategies to eliminate repeated warnings and quickly stop low-level problem behavior.
- Use proper techniques for responding to serious behavior problems.
- Develop a school-wide behavioral management plan.
- Articulate a reflective philosophy model of discipline.
- Demonstrate knowledge of global research-based and practitioner-based behavior management techniques.
- Identify and plan developmentally appropriate behavior and classroom management techniques to optimize learning.

Recommended Optional Materials/References

Further readings from the approved reading list, newsletters and periodical from professional education organizations (e.g. IWITTS, ITEEA, TSA, NSTA, ASEE, JETS, SAE, Technology Teacher, TIES, Tech Directions, CTTE Yearbook, Robotbooks.com, Technology Review & Cambridge University Press).

Instructional Methods and Requirements:

The basic class format will be discussion derived from the backgrounds, special interest, outside reading, and preparation for class. The quality of the class experience will depend largely on thoroughness of preparation, freedom of expression, and participation of individual class members. In addition, classroom teaching specific assignments, online Desire2Learn (D2L) discussions, web seminars, and field trips are scheduled to learn about the variety of teaching strategies in science education. D2L will be used as a web-assisted tool to further enhance the teaching and learning environment.

Post completed assignments, reflections, and other artifacts related to this course in your e-portfolio in TaskStream. Remember, completed assignments will be assessed through your e-portfolio in TaskStream. The e-portfolio is required for all education courses.

Expectations

Students are expected to come to class prepared to discuss readings, and use computer technology and research for course assignments and final research paper.

ALL CLASS ASSIGNMENTS MUST BE TYPED AND PRESENTED TO THE INSTRUCTOR BEFORE CONCLUSION OF CLASS. ALL ONLINE ASSIGNMENTS MUST BE SUBMITTED BY 11:59PM ON DUE DATE. LATE PAPERS WILL BE DEDUCTED TWO POINTS FOR EACH DAY LATE.

Assignments stress critical thinking skills and emphasize concepts and ideas rather than memorization of facts.

Grading

Practical Activities	10%
Personal Model of Teaching/Self-Discipline	10%
Classroom Management Activity	10%
Weekly Discussions	10%
Quizzes	5%
Field Experience	30%
Midterm	10%
Final	<u>15%</u>
Total	100%

Practical Activities (10%)

Develop **three** practical activities based on the readings and discussions for the course. Each activity must be designed for implementation in a classroom or program. The activities must be geared towards 6-12 students. The practical activities will be conducted in your practicum school placement for this course.

Personal Model of Teaching/Self-Discipline (10%)

Self-discipline can be considered a type of selective preparation, creating new practices of thought, action, and speech geared toward improving yourself and reaching goals. While self-discipline can sometimes be selective and task-oriented, it should be viewed as a positive effort, rather than one to be denied. Teacher candidates will develop their Personal Model of Teaching Self-Discipline by submitting two written assignments that conveys their philosophy on the subject. The first submission will be a draft and the second submission will be their final paper.

Classroom Management Activity (10 %)

Teacher candidates will analyze a classroom scenario and provide recommendations to improve the classroom management and organization. Weekly readings from Jones & Jones, "Comprehensive Classroom Management," will be utilized to relate concepts from the book to activities in the classroom scenario.

Weekly Discussions (10%)

Teacher candidates will engage in class discussion each week. All discussions will not be graded, but your participation is mandatory. Responses and comments must be considerate and concentrated on the topic in order to earn the total amount of points designated for this assignment. Responses must be posted during the week in which the discussion is scheduled. Late responses, received after the deadline on Sunday at midnight will not be graded. **Bonus** points may be awarded by the Instructor at the end of the course for participation in weekly discussion activities on other topics.

Quizzes (5%)

Field Experience (30 %)

The 60 hour field experience is a required component of ETED 4417. It is intended to be one of two practice opportunities prior to student teaching. Teacher candidates will be expected to demonstrate a variety of classroom management techniques during this time. In order to be successful in the field experience, the teacher candidate must demonstrate indicators of effective application of instructional strategies and classroom management. The field experience will be assessed using appropriate instruments completed by the teacher candidate, collaborating teacher, and University Supervisor/Field and Clinical Experience Coordinator. A rubric for observations for your field experience will be utilized by your supervising professor and collaborating teacher. You must complete the field experience component of this course in order to receive a passing grade. A teacher candidate may be removed from his/her field experience placement at any time under the recommendation of the collaborating teacher, principal, or university supervisor. SSU teacher candidates are expected to abide by the student code of conduct and Georgia Code of Ethics while representing the institution off campus. If you do not complete the 60 hour field experience you will automatically receive an "F" in the class.

Midterm Exam (10%)

Final Exam (15%)

Evaluation:

ASSIGNMENT	Point Percent	Points Earned	Total
Practical Activities	10		
Personal Model of Teaching/Self-Discipline	10		
Classroom Management Activity	10		
Weekly Discussion	10		
Quizzes	5		
Field Experience	30		
Midterm	10		
Final	15		
Total	100		

Grading Scale

The grading scale below will be used to determine your final grade:

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

Schedule of Course Activities

Course calendar of activities, rubric, syllabus and related course material are posted in Desire2Learn (D2L) Course Management System.

Week One

Managing Students in Technology Education

Week Two

Psychological Development

Week Three

Theories of Motivation

Week Four

Positive Peer Relations

Week Five

Parent-School Relations

Week Six

Parent-Teacher Relations

Week Seven

Midterm

Classroom Behavior Management

Week Eight

Responding to Rule Violations

Week Nine

Problem Solving

Week Ten

Individual Behavior Management

Week Eleven

Technology Lab Management Systems

Week Twelve

Ergonomics of Technology Lab

Week Thirteen

Safety/Liability

Week Fourteen

Safety Plan

Week Fifteen

Final Exam

Course Policies

1. Late and handwritten assignments will not be accepted.
2. All assignments must be professionally presented and documented according to APA style.
3. Because of the intensity of the course there is no provision for make-up work.
4. Students will adhere to Savannah to Savannah State University's Honor Code. Students committing acts of academic dishonesty is subject to disciplinary action.

Tardy Arrival/Early Departure Policy:

You are expected to arrive on time for each class and to remain until class is dismissed. Late arrivals (and early departures) disrupt the class.

Course Amendments:

The instructor reserves the right to amend any aspects of the course outline as deemed necessary and useful to the goals of the course as well as the students' progress and success.

Absence Policy

Class attendance is important for the benefit of students. Students should attend every class for which the student is scheduled and should be held responsible for all work covered in the courses taken. In each case, the instructor should decide when the class absence constitutes a danger to the student's scholastic attainment and should make this fact known to the student at once. A student whose irregular attendance causes him or her, in the judgment of the instructor, to become deficient scholastically, may run the risk of receiving a failing grade or receiving a lower grade than the student might have secured had the student been in regular attendance. Instructor will provide, within reason, opportunity to make up work for students who miss classes for other legitimate but unavoidable reasons. Legitimate, unavoidable reasons are those such as illness, injury, family emergency, or religious observance. If an evaluative event will be missed due to an unavoidable absence, the student should contact the instructor as soon as the unavoidable absence is known to discuss ways to make up the work. An instructor might not consider an unavoidable absence legitimate if the student does not contact the instructor before the evaluative event. Students will be held responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class or evaluative event. Requests for missing class or an evaluative event due to reasons that are based on false claims may be considered violations of the policy on Academic Integrity.

Savannah State University Policies

Incomplete Grades

Courses in which a student received a grade of "I" MUST be completed within the following semester, excluding summer sessions, otherwise these grades become "F". The responsibility rests with the student in making up the work required, or taking the examination to change an "I" within the allotted time.

Withdrawal from Course

A student may withdraw from a course during the first week of classes with no entry on his or her official college transcript. From the second through the tenth week of classes, a student may withdraw from a course with a grade of W on the transcript. A student MUST complete the proper form in the Registrar's Office.

Statement of Non-Discrimination

Savannah State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college. Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

Affirmative Action Statement

Savannah State University is an equal opportunity employer which assures that no person shall, on the grounds of race, creed, color, national origin, sex, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity the institution conducts. Savannah State University complies with all state and federal affirmative action guidelines and criteria in its employment and hiring procedures and practices.

Academic Dishonesty Policy

This policy is listed in the Student Handbook.

“Students are expected to demonstrate a high standard of academic honesty in all phases of academic work and college life. Academic dishonesty represents an attack on intellectual integrity without which there can be no true education. In taking tests and examinations, completing homework, projectory work, and writing papers, students are expected to perform honestly. Consequently, Savannah State has established the following policies for detected acts of academic dishonesty.

1. All cases of detected academic dishonesty will be reported by the faculty to the Vice President for Academic Affairs.
2. Plagiarism or cheating in any academic work will result in a recorded grade of "F" for that work.
3. A second offense during the course of a student's academic career at Savannah State will result in an "F" for the course in which the academic dishonesty has occurred. In addition, students who have committed a second offense of academic dishonesty during their academic career at Savannah State will be placed on academic probation for a minimum of one semester.
4. A third incidence of academic dishonesty during a student's career at Savannah State will result in immediate dismissal from the College.”

American With Disabilities Act Statement/Special Services

Savannah State University is committed to providing reasonable accommodations to students with documented disabilities, as required under federal law. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. Students with disabilities must meet all the academic requirements and standards of the class, including the attendance policy. *If you have a disability and need accommodations, please contact Amelia Castilian-Moore, Coordinator of Disability Services at (912) 358 3115 or moorea@savannahstate.edu. The Office of Counseling and Disability Services is located in King Frazier 233.* You will need to meet with Ms. Castilian-Moore, who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is gathered and approved, Ms. Castilian-Moore will provide you with an Accommodation Letter, detailing the appropriate, approved accommodations, which you should present at the **BEGINNING OF THE TERM** so we can discuss and implement your accommodations.

Equal Opportunity Statement

Savannah State University is an equal employment opportunity institution. The institution's policy is that all recruiting, hiring, and promotion in all categories will be accomplished without regard to race, creed, color, national origin, sex, sexual orientation, handicap, or age. All personnel policies and employees benefits will be administered in a nondiscriminatory manner. As a part of this policy, an equal employment opportunity/affirmative action office is maintained on campus.

SYLLABUS ACKNOWLEDGEMENT FORM

- I have received a copy of the ETED 4417 course syllabus in person.
 - I have read and understand the content.

Name _____
(Please print)

Signature _____

Date _____

(You must submit this form to the instructor after the first week of class.)