

# Course Name: Study of Schools, K-12

# Course Number: TCE 591

# Credits: 3

# Instructor name: Marla Greene, M.S.

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Course Description: The purpose of this course is to provide students with information and observational data that will enable them to understand the classroom teaching experience. The course will assist the student in defining his/her educational beliefs as they relate to the classroom practice and provide the student with insight of the structure of a public school and how it relates to the teacher and school counselor. It will provide knowledge of learning styles and research based teaching practices and an understanding of the instructional systems in classroom planning and evaluation which will be utilized by school counselors teaching guidance lessons in the classroom.

Structured observation in selected K-12 school sites with a total of 7 hours of observation counting toward the 200 hours required by the Oregon Teacher Standards and Practices Commission (TSPC) for persons without prior teaching experience. PREREQS: Admission to Track II program.

**Textbook:**

Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching, Enhanced Pearson eText -- Access Card, 4/E. ISBN-13: 9780133747171

Communication

It will be helpful to other students if course-related questions are posted in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I try to return your grades for assignments and course activities to you within five days of the due date.

**Technical Assistance**If you experience any errors or problems while in your online course, contact 24x7 Canvas support via chat, phone, or e-mail under the Help menu at the top right of Canvas.  If you experience computer difficulties or need help downloading a browser or plug-in, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](http://oregonstate.edu/is/tss/och/) online.

**Note to prospective students**: Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://osubeaverstore.com/Academics> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

# Canvas

This course will be delivered via Canvas where you will interact with your classmates and your instructor. Within the course site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](http://ecampus.oregonstate.edu/coursedemo/). For technical assistance, please visit [Ecampus Technical Help](http://ecampus.oregonstate.edu/services/technical-help.htm).

# Measurable Student Learning Outcomes

* Explain the importance of educational research and how it has led to Best Practices in instruction.
* Discuss the characteristics that research has shown the most effective teachers have.
* Apply the knowledge of human cognition and memory and strategies that school counselors might use to facilitate learning, in particular the storage and retrieval of information for long term memory.
* Identify factors that influence students’ abilities to think critically and to transfer what they’ve learned to new situation and problems.
* Define development and explain why understanding physical and cognitive development is important for school counselors.
* Explain how learners’ basic needs, interests, expectancies, values, goals and attributions can influence their motivation to learn.
* Describe the nature of affect and explain how school counselors can influence and encourage students’ positive affect and how self-efficacy can be promoted in learners.
* Explain how teacher-directed and student-centered approaches to instruction promote student learning and know how to write lesson plans for each teaching strategy.
* Describe how educators can effectively reduce aggression and violence in the schools and identify several approaches to encourage positive behaviors and respond to student misbehaviors.
* Explain various forms of assessments and the purposes each can provide for students, teachers and school counselors.

**These objectives are aligned with each chapter of the textbook as well as with CACREP standards.**

# Evaluation of Student Performance

**Grading:**

**Grading Scale – percentage of total points:**

A 95-100

A- 92-94

B+ 89-91

B 86-88

B- 83-85

*n.b.,* the Graduate school does not allow grades “C” or below and cannot be used in a graduate program of study.

Course Content - This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits. The weekly schedule is subject to change as needed.

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| --- | --- | --- | --- | --- |
| Week | Topic | Reading Assignments | Learning Activities | Due Dates |
| 1 | Introduction | Chapters 1 & 2 ReadInstructor and peer’s Bio poemsRead Handouts,Observation Journal and Template | Discussion Board (DB)Write and put your Bio poem on DBArrange observationsSign up for Student Facilitator (SF) |  Bio poem post due Wednesday; posts due by Saturday11:59pm |
| 2 |  | Chapter 3 | Watch Brain and Learning videoTake Brain and Learning quizCooperative Learning Group SF Discussion Board | Student Facilitator (SF) Discussion and Cooperative Learning Groups 1 and 2 post byWednesday11:59pm2nd posts due by Saturday 11:59pm |
| 3 |  | Chapter 4Power Point  | Watch Bloom’s TaxonomySF Discussion BoardObservation Journal 1 | SF DB post by Wed.11:59pm2nd posts andObservation Journal # 1 due Sat.11:59pm |
| 4 |  | Chapter 5Promoting Effective Cognitive Processes Handout  | Watch Dr. Daniel Goleman’s video Emotional QuotientGroup Activity SF Discussion Mid-term paperObservation Journal 2 |  SF DB and Groups 1 and 2 post Wed. by 11:59pm2nd post andObservation Journal # 2 due Sat.11:59pm |
| 5 |  | Chapter 6 | Watch Dr. Goleman’s video on mindfulnessSF Discussion Observation Journal 3 |  SF DB and SelfReflection postWednesday11:59pm2nd posts andObservation Journal # 3 due Sat.11:59pm |
| 6 |  | Chapter 7Handout on Learning Objectives | Power PointWatch visual on Learning ObjectivesWrite 4 Learning ObjectivesObservation Journal 4 | DB – Post Learning Objectives and SF Discussion byWednesday11:59pm2nd posts and Observation Journal #4 due by Sat. 11:59 |
| 7 |  | Chapter 8Handout on Direct Instruction (DI) Lesson Plan (LP)ASCA Lesson plan formatElementary Direct Instruction (DI) LPMiddle School DI LPHigh School DI LP | Watch Power Point Write a Direct Instruction (DI)lesson plan Observation Journal 5 | DI lesson plan and SF DB post byWednesday11:59pm2nd posts andObservation Journal # 5 due by Sat.11:59 |
| 8 |  | Chapter 9 | Watch videos on classroom management andCooperative Groups Write a Cooperative Group lesson plan Observation Journal 6 | Lesson plan and SF DB post due byWednesday11:59pm2nd posts andObservation Journal # 6 due by Sat.11:59 |
| 9 |  | Chapter 10  | Watch video on Jig Saw Learning GroupWrite a Jig saw Cooperative Group lesson planObservation Journal 7 | Jigsaw LP and SF post byWednesday11:59pm2nd post andObservation Journal # 7 due Sat. 11:59 |
| 10 |  | Educational Philosophy article | Internet search on aggression and violence in schoolsWrite Educational Philosophy Paper, due next Saturday  | Internet paper due byWednesday11:59pm2nd post due by Saturday 11:59pm |
| Finals |  |  | Write Educational Philosophy Paper  | Educational Phil. paper due byWednesday11:59pm2nd post due by Saturday 11:59pm |

# Course Policies

Discussion Participation Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least three different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Incompletes Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

## Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

* Please complete the readings and view other instructional materials for each week before participating in the discussion board.
* Read your posts carefully before submitting them.
* Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
* Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

## Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services (DAS)](http://ds.oregonstate.edu/home/). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Accessibility of Course Materials**

All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact [Disability Access Services (DAS)](http://ds.oregonstate.edu/home/).

Additionally, Canvas, the learning management system through which the course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

## Expectations for Student Conduct

Student conduct is governed by the university’s policies, as explained in the [Office of Student Conduct and Community Standards](http://oregonstate.edu/studentconduct/).

## Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](http://studentlife.oregonstate.edu/studentconduct/offenses-0), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](http://oregonstate.edu/studentconduct/).

### Plagiarism Prevention

Your instructor may ask you to submit one or more of your writings to a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. The service generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit for this or any class will be added to the OSU database and may be checked against other OSU paper submissions. You will retain all rights to your written work.

Tutoring [NetTutor](http://ecampus.oregonstate.edu/services/student-services/online-tutoring/) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class within the course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.