



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ICL 4001
Learning in the Urban Environment
Fall 2009
Instructor: Annette S. Cornelius

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.

ICL 4001: Learning in the Urban Environment

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Course Description: Teacher candidates develop knowledge of student learning and skills for managing the learning environment in both the early and middle school settings; emphasis on developing of skills that facilitate effective teaching through techniques that are sensitive to individual needs of children within a culturally and economically diverse population emphasis on planning, instruction, assessment, professional development and the involvement of parents and community members. Field experience: 10 hours

Prerequisites: Undergraduate, upper division students majoring in Integrative Studies.

Required Texts:

Kellough, R. D. (2007) *A resource guide for teaching K-12* (5th ed.). Upper Saddle River, NJ: Pearson Publishing.

Wong, H.K., & Wong, R.T. (2009). *The first days of schools: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

Recommended (Optional) Text:

Kopetz, P.B., Lease, A.J., & Warren-Kring, B.Z. (2006). *Comprehensive urban education*. New York, NY: Pearson Education, Inc.

Support of Conceptual Framework: This course helps preservice teachers learn about educating children in a diverse urban environment.

Methods of Instruction:

100 % Online course; instructional methods include:

- | | |
|---------------------------------------|-----------------------------|
| Instructor as facilitator | Online Discussions |
| Individual written assignments | Email communications |
| Videos | |

Key Assessments: No COEAS key assessments.

Performance Based Assessments/Measures:

- a. Written examinations
- b. Classroom management/ Behavior project
- c. Parent Interviews
- d. Parental Involvement Project
- e. Online and written assignments
- f. Participation in online discussions
- g. Lesson plan.
- h. Field Service assignments
- i. Current Issue Research

Field Experience:

The course includes 10 hours of field experience outside of the regular course meetings. Five (5) hours are allotted for the Parent Interview and five (5) are allotted for the Field Service assignment.

Major Topics:

- a. Perspectives on learning in urban schools, community risk factors (e.g., economic, social, health, crime, housing), student background characteristics, and school experiences
- b. Organizing the physical, emotional, social, and academic environment for effective learning
- c. Managing class time and the pace of instruction
- d. Assessing and analyzing behavior problems
- e. Applying management strategies with typical classroom behavior problems
- f. Strategies for assessing and evaluating student performance using traditional and alternative techniques and instruments.
- g. Planning lessons, thematic units; integrating technology, media and other classroom resources to enhance instruction.
- h. Differentiating instruction to meet the needs of all learners
- i. Teaching strategies that include direct instruction, cooperative learning, inquiry/problem solving, questioning techniques, listening techniques, reinforcement and/or correction of learner responses, eliciting responses from learners, transition techniques, motivation techniques, and time management.
- j. Communication skills for use with a wide variety of individuals
- k. Parental relationships and involvement

Course Objectives, INTASC Standards, and ACEI Standards:

Knowledge	INTASC Standards	ACEI Standards
a. Recognize cultural, gender, individual differences and how these difference influence student's behaviors and communication styles.	2, 3, 5	1, 3.2-3.5
b. Recognize management strategies appropriate for individual differences, special needs and diverse cultural backgrounds.	5	1,3.2,3.4,
c. Become cognizant of the influences of families (including cultural variations), school, community and other social and	2, 3, 9, 10	1, 5.3, 5.4

political institutions on a child's development as they relate to early childhood advocacy, public and private policy and legal issues.		
d. Develop appropriate parent involvement strategies. (from ICL 4354)	10	5.3
e. Relate instruction of subject matter to real life experiences of students.	1	2.1-2.8
f. Identify, describe, and evaluate the strategies and techniques of instruction that are based on research of best practice, that facilitate successful learning, and that foster high expectations for all students.	2 - 8	3.1-3.5
Performance	INTASC	ACEI
a. Apply appropriate strategies for preventing problems and maintaining effective behaviors in both elementary and middle school classrooms.	5	1
b. Communicate and collaborate effectively with a wide variety of individuals (colleagues, parents and community). Encourage development of strategies to encourage rapport with students, express empathy, advise students and assist them in solving problems.	9, 10	3.3, 3.5, 5.3, 5.4
c. Develop strategies for dealing in crisis and potential school violence situations.	1, 2	1, 5.1-5.4
d. Integrate assessment data, national and state standards with instructional technology and other referrals when planning management and instructions.	8	4
e. Incorporate technology into the teaching/learning environment.	UM Tech. Standard	
f. Construct appropriate learning expectations for children and instructional goals based on the identification, description, and assessment of learner needs/skills, knowledge of learning theory, subject matter, curriculum, and student development. (from ELED 4351)	1 - 8	1, 2.1-2.8, 4
Disposition	INTASC	ACEI
a. Displays collegiality toward fellow students, professors, clinical site personnel	9-10	5.1, 5.3, 5.4
b. Displays respectful attitude toward learners	2	3.5
c. Displays commitment to excellence in teaching	9	3.1-3.5, 5.2, 5.4

Assignments, Exams, and Grading Criteria:

Grading Policy:

A = 94% - 100%

B = 87% - 93%

C = 78% - 86%

D = 70% - 77%

F = 0 - 69%

Plus and minus signs will not be used in assigning final grades for this course.

Important: The grade of “**B**” represents the benchmark for this course. It indicates that the student has demonstrated competency in the subject matter of the course, i.e., the student has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts in clear, reasoned, well organized and grammatically correct responses. Only students who fully meet this standard *and* who demonstrate **exceptional comprehension and**

application of the course subject matter, merit an “A”. Students who do not meet the benchmark standard of competency will earn within the “C” range or lower.

Please note that in keeping with the provisions of the Family Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that any information regarding grades will be sent only via the student’s official University of Memphis email account or by posting onto password protected University of Memphis sites.

Description	POINTS
Modules’ Assignments (not including Discussions and other assignments that are listed separately)	100
Classroom Behavior Management Plan	100
Lesson Plan/Unit Plan	50
Parent Interview	25
Parental Involvement Project	50
Current Issue Research	40
Field Service	25
Midterm Exam	30
Final Exam	35
Discussion/Participation	45
TOTAL	500

Assignments:

All assignments are to be submitted to the instructor in the appropriate eCourseware Assignment Dropbox (unless otherwise designated) on or before the due date as specified in the Course Schedule. **A late assignment will be reduced by 20%. No exceptions** will be granted so students are encouraged to not wait until the last minute to complete the module assignments. As correct grammar and spelling are expected, penalties will be assessed for errors. There is no alternative make-up work available in this course.

Attendance/Participation:

All students are expected to fully participate in all scheduled discussions and assignments. Active participation in this course is essential for building a productive learning community. It is expected that students give freely of their ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. The eCourseware website allows instructors as well as students to view participation in Discussions. Students are required to post responses to Discussion questions as well as to respond to a minimum of one posting of another student in the class. (See Discussion/Participation Module.)

Awarding an Incomplete Grade:

A grade of “I” (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual’s control. The “I” may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the “I” within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the “I” will be changed to an “F,” regardless of whether or not the student is enrolled.

Academic Integrity, Written Assignments, Academic Misconduct:

Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an examination, having

unauthorized prior knowledge of an examination, doing work for another student, and plagiarism of all types. All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA, 5th ed.) which is available online and via its publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). Students should read, in particular, the section about "Academic Dishonesty."

Plagiarism:

Plagiarism is the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment; using phrases, charts, figures, illustrations, mathematical or scientific solutions without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing credit to the creator. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. Written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of ideas and proper use and attribution of sources. As part of this process, one may be required to submit electronic as well as hard copies of written work, or be given other instructions to follow. By taking this course, the student agrees that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.

Student Conduct:

Expectations for student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). See the sections about "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." Students are expected to be aware of these guidelines and to conduct themselves accordingly.

Promoting a Positive Learning Environment:

Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices together with the appreciation of different cultural and socioeconomic group practices. The instructor recognizes his/her responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well being of students, faculty, and staff. Moreover, the instructor aspires to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Class participants are to be mindful of other cultures and socioeconomic groups in on-line discussions and assignment postings.

Professional Dispositions:

The College of Education has approved a list of professional dispositions expected of all students while enrolled in undergraduate or graduate courses in the College of Education. Students are expected to familiarize themselves with the College of Education's Professional Dispositions at the beginning of this course by going to

<http://coe.memphis.edu/ncate/cf/DispositionsPoliciesProceduresForAssessment.pdf> .

Failure to demonstrate the College's dispositions in class or in the field can affect one's continuance in a course or program of study.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination. It is also the student's responsibility to provide authorized documentation through designated administrative channels. Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability.

Requests for assistance

Students who have a course or content question can email me at acornels@memphis.edu or use the contact numbers listed at the beginning of the syllabus. Students that have technical issues or questions will need to contact the University's Technical Help Desk at 901-678-8888 or by email via <https://umhelpdesk.memphis.edu>