



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**

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## 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**

**Course Description:** Use of appropriate knowledge and skills for managing the total learning environment in both the early and middle school settings; emphasis on developing of skills that facilitate effective teaching through appropriate management techniques and the involvement of parents and community members. Field experience: 10 hours

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

**Text(s):** Wong, H.K., & Wong, R.T. ( 2009)*The first days of schools: How to be an effective teacher.* Mountain View, CA: Harry K. Wong Publications, Inc.(required)  
Kellough,R.,D.A *Resource Guide for Teaching k-12*Pearson 5<sup>th</sup> edition (required)

Kopetz,P.B.,Lease,A.J.,&Warren-Kring,B.Z.(2006) *Comprehensive Urban Education* Pearson Education Inc. (required)

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

#### **Methods of Instruction:**

- a. Lectures
- b. Small group discussions
- c. Behavioral videos
- d. Behavioral simulations
- e. Problem behavior projects

**Key Assessments: The College of Education Assessment System (COEAS) assessment for this course requires Instructors to assign the parent interview. The assignment must be graded using the appropriate COEAS Rubric.**

Performance Based Assessments/Measures:

- a. Written examinations
- b. Problem behavior project
- c. Parent interviews
- d. Classroom observation reports
- e. Participation in class discussions, small group discussions activities will determine borderline grades

Major Topics:

- a. Perspectives on learning in urban schools (nationally and in Memphis): Community risk factors (e.g., economic, social, health, crime, housing), School poverty concentration, Student minority status, Student background characteristics, School experiences (e.g., school resources and staff, recruitment and retention of teachers, school programs and behavior, school/district bureaucracies, school reform activities), and Educational outcomes
- b. Strategies for developing parent involvement, preventing problems: Teacher characteristics which help prevent behavior problems and foster positive family involvement, Prevention/intervention techniques, Developing positive parent-teacher-child relationship, and Assessing needs of families as a basis for developing effective family involvement programs to enhance the educational outcomes of children
- c. Perspectives on behavior management: What makes it harder today
- d. Theories of motivation as they relate to behavior management
- e. Organizing the environment for effective learning: Physical, Emotional, Social, and Academic
- f. Managing class time and the pace of instruction
- g. Assessing and analyzing behavior problems
- h. Applying management strategies with typical classroom behavior problems

Communication skills for use with a wide variety of individuals

**Course Objectives:**

<b>Knowledge</b>	<b>INTASC standard(s)</b>
a. Recognize cultural, gender, individual differences and how these difference influence student's behaviors and communication styles.	2, 3, 5
b. Recognize management strategies appropriate for individual differences, special needs and diverse cultural backgrounds.	5
c. Become cognizant of the influences of families (including cultural variations), school, community and other social and political institutions on a child's development as they relate to early childhood advocacy, public and private policy and legal issues.	2, 3, 9, 10
d. Gain knowledge about and application of understanding about the complexity of personal relationships with children, families, and colleagues, and accompanying skills including oral and written communication, in promoting and sustaining cooperative and growth promoting relationships.	2, 9, 10
e. Understand how human ideals, values, and ethics encourage citizenship in all students.	5

<b>Performance</b>	
a. Utilize knowledge of the urban environment to plan effective classroom environments and family involvement programs for urban schools.	1 - 8
b. Apply appropriate strategies for preventing problems and maintaining effective behaviors in both elementary and middle school classrooms.	5
c. 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
d. Develop strategies for dealing in crisis and potential school violence situations.	1, 2
e. Integrate assessment data, national and state standards with instructional technology and other referrals when planning management and instructions.	8
f. Incorporate technology into the teaching/learning environment.	UM Technology Standard
<b>Disposition</b>	
a. Displays collegiality toward fellow students, professors, clinical site personnel	9-10
b. Displays respectful attitude toward learners	2
c. Displays commitment to excellence in teaching	9

#### **Assignments, Exams, and Grading Criteria:**

##### **Grading Policy:**

- A= 94-100
- B= 87-93
- C= 78-86
- D= 70-76
- F= 0-69

**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 grades not be posted. If you wish to receive your grade for this course before The U of M Registrar sends grades, it is your responsibility to provide the instructor with a stamped, self-addressed envelope at the time of the final exam.

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

##### **Attendance Policy:**

Class attendance and participation (e.g., discussions, activities, and assignments) are expected. Therefore, students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent. The responsibility for class attendance and participation is considered an important element of the student's development and training. One point will be deducted from the student's average for every unexcused absence, and 1/2 point for every tardy.

##### **Make-up Policy:**

No credit (1 zero) will be given for any assignment that is not completed by the announced "date due" unless prior arrangements are made with the instructor. If there are extenuating circumstances (i.e., beyond the control of the student) the student should arrange an appointment

with the instructor to negotiate a mutually agreeable alternative arrangement regarding the completion of the assignment.

**Course Requirements:**

- a. Parent interviews (children enrolled in Memphis City Schools)--5 clock hours.
- b. Behavior Project- identifying practical strategies to common classroom behavior problems
- c. Classroom management observation and participation at an assigned Memphis City School--5 clock hours.
- d. Examinations. Two examinations that will include information from texts, class notes, handouts, reserved readings, and videos shown in class.

**\* Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree 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. Please refer to the University's "Code of Student Conduct" for actions that may result from student academic misconduct.**

**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.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Written Assignments and Academic Misconduct:** All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their 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.

**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.

**Instructor of record:** Dr. Mary Ransdell

**Supporting faculty:** Ms. Bonnie Cummings

**Hegis Taxonomy:** 0829

**TBR Instructional Method:** Lecture and Laboratory

Six Assignments 100 Points each=16.6%. Type a cover sheet for all assignments  
Type references for all assignments at the end in APA style

1. Parent Interviews+ rubric
2. Classroom Management/Behavior Problems+rubric (works cited from Wong; Kellough; internet(report on (10) behaviors from [www.disciplinehelp.com](http://www.disciplinehelp.com)
  - Design a Class roll with all your classmates names, you will check present, absent, tardy daily(date it for all class meetings include final exam
  - Design a Grade sheet with all your grades on it (list all six grades
  - Design a Class seating chart of the room you are in(you are the teacher)
  - Design a classroom chart for rules, consequences and rewards from Wong
  - Design a folder of forms for substitute teachers  
[www.substitutesurvivalkit.com](http://www.substitutesurvivalkit.com)
3. Midterm Examination Designated chapter critique from textbook *Comprehensive Urban Education* (2-3pages)Works Cited in APA style +short answers from *First Days of School* Wong's textbook, video and newspaper.
4. Up/Lp Design a three-sided Manipulative Bulletin board to teach any subject. Download lesson plan from [www.enchantedlearning.com](http://www.enchantedlearning.com) or any other site. Create a rubric for board design from [www.rubistar.com](http://www.rubistar.com) or [www.rubrics4teachers.com](http://www.rubrics4teachers.com)
5. Field Experience log+ forms A,B and C filled in properly+rubric
6. Final Examination= Questions answered at the end of each chapter of *A Resource for Teaching K-12* Kellough turned in daily+ websites listed at the end of each chapter investigated and critiqued turned in on final day.
- 7.

### **Important Dates to remember!**

Assignment #1 Parent Interviews 5credit hours due September\_9/10\_\_\_\_\_2009

Assignment #2 Classroom Management/Behavior Project due September\_\_29/30\_\_  
**October 8, 2009 read the 40<sup>th</sup> Anniversary book The Very Hungry Caterpillar to a child** to promote jumpstart to improve reading. Volunteer to read to children without homes...

Assignment#3 Midterm Examination due October\_\_14/15\_\_\_\_\_  
**Fall Break Oct. 17-20**

Assignment#4 Unit plan/Lesson plan taught with three-sided manipulative board due October 26/27  
**Thanksgiving Nov. 25-29**

Assignment#5 Field Experience packet turned in December 2/3  
**Last class day December 9**

Assignment #6 Final Examination December 14/15