

EDSC 246: Learning Communities
San José State University
Spring Semester 2016

Instructor Information

Nicky Ramos-Beban, Ph.D.

Email: nicky.ramosbeban@sjsu.edu and/or nicky_ramos-beban@scooe.org

Cell Phone: 831-331-1407

Office SH 323: Office Hours by appt.

Course Description:

This course is designed to give SJSU students a broad overview of creating learning communities and managing a classroom, including its base in theory, application in practice and implication for equitable student outcomes. SJSU students will reflect upon their placement experiences in order to develop an individual approach to building an inclusive, productive and well-structured learning environment.

Course Objectives:

BUILDING COMMUNITY

Students will understand that the classroom is a community of learners and will demonstrate an understanding of multiple strategies to building a functional learning community.

THEORETICAL UNDERSTANDING

Students will read and reflect on a variety of theories and practices of classroom management in order to gain an understanding of classroom management as encompassing many domains such as curriculum design, classroom structure, relationships with parents and students, strategies for managing students, and consequences for when students break rules.

PERSONAL UNDERSTANDING

Students will investigate who they are as teachers and how their personal identity affects their views about students, their management plan and disciplinary responses. Students will explore how to manage classroom dilemmas and respond to situations in ways that are coherent with their teaching and personal identity as teachers.

PRACTICAL STRATEGIES

Students will learn and practice strategies to facilitate whole class activities, manage individuals and groups of students, effectively intervene when students break norms or rules, build productive relationships with students and parents, and manage the myriad teacher responsibilities of a typical school day.

EQUITABLE OUTCOMES

Students will reflect on their management practices and situations that arise in their teaching with the goal of understanding how to create equitable student outcomes through a functional classroom learning community.

Required Readings

One textbook is required to be purchased: *Conscious Classroom Management*, by Rick Smith (2004). Other readings are available via a course reader or posted on Canvas.

Course Requirements

Students are expected to attend all classes, participate actively and submit all assignments. Directions to the assessments and grading rubrics, are posted on Canvas and due dates can be found on the Course Schedule. All assignments must be completed by the scheduled due date unless prior arrangements have been made. Comments will be given on assignments and it will be made clear whether the standard achieved is satisfactory. Students may rewrite assignments that are not satisfactory, although they must be resubmitted by a new due date negotiated with the professor. Course requirements are subject to change, but fair notice will be given in such an event.

Attendance: 13 points out of 14 possible – one for each class meeting

- If you must miss a class, please email me before class. Students may miss class one time when advance notice is given to the instructor. Any absences beyond that will negatively affect a student's final course grade.

Reading Responses: 22 points out of 24 possible – two for each reading response

- Please bring annotated readings, or other work as required, to every class and be prepared to respond verbally or in writing to questions posed about them. Your responses will be collected and responded to. Tentative, probing or even thoughtful misunderstandings are completely acceptable.
- Please see the Course Schedule for readings and assignments due each week.
- Note: There will be no reading responses assigned during Class 10 and 11.

Field Notes: 5 points each for a total of 10 points

- Twice early on in the semester you will take field notes at your placement site.
- Please see the Course Schedule for due dates of field notes.
- Please see the Field Notes Directions for assignment description and grading criteria.

Critical Reflections: 10 points each for a total of 20 points

- You will write two critical reflections, which will build upon your field notes.
- Please see the Course Schedule for due dates of critical reflections.
- Please see Critical Reflection Directions for assignment description and grading criteria.

Routines Handbook Group Presentation: 15 points possible

- You will be a member of a group that presents a selection of routines researched by your group members and prepares a chapter for our class routine handbook.
- Please see Course Schedule for due dates for the various parts of the assignment.
- Please see Routines Handbook Group Presentation for assignment description and grading criteria.

Learning Community Plan and Green Sheet: 20 points possible

- You will write a final paper describing your plan to create a productive learning community in your future classroom.

- You will write a green sheet for your Phase II student teaching placement.
- You will present your draft green sheet to a selection of your classmates for consultations.
- Please see the Course Schedule for due dates.
- Please see the Learning Community Plan and Green Sheet Directions for assignment description and grading criteria.

Grading Scale:

A = 94-100, A- = 90-93, B+ = 88-89, B = 84-87, B- = 80-83, C+ = 78-79, C = 74-77, C- = 70-73
(Based on % of total points possible)

Mission Statement:

The philosophy of the Secondary Education Department at San Jose State University is based on a vision of professional educators who can function effectively and sensitively in the multicultural, multilingual, and technologically complex environment of today's secondary schools. The faculty is committed to preparing teachers who are critical and reflective practitioners who are prepared to:

- 1) make informed and thoughtful decisions in their daily practice,
- 2) serve in diverse educational contexts,
- 3) promote equity, respect for person, and social justice, and
- 4) provide fair-minded and responsive instruction for ethnically and linguistically diverse populations.

These teachers must also be aware of uses of technology for learning, and they must be well-prepared in current education theory, research, methods, and practices.

University Policies:

Academic Integrity Statement From the Office of Student Conduct and Ethical Development:

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at www.sa.sjsu.edu/student_conduct.

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy F06-1 requires approval by instructors. You are further expected to appropriately credit all sources for any materials you consult in completing work for this course. For a more detailed description of this, please visit: http://sa.sjsu.edu/judicial_affairs/students/student_code_of_conduct.html

Campus policy regarding Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

One textbook required: *Conscious Classroom Management*, by Rick Smith (2004).

All other readings are available via course reader.

Classes	Date	Topics	Essential Questions	Readings & Assignments Due
1	Feb. 1	Get to know course & each other	<i>What does a successful learning community look like?</i>	<ul style="list-style-type: none"> • Purchase textbook online by Feb. 20 • Purchase reader in class Feb. 8
2	Feb. 8	Learning communities	<i>What is culture & how does a cultural community affect & impact learning?</i>	<ul style="list-style-type: none"> • <i>Cultural Nature of Human Development</i>, by Rogoff, chs. 1-2 <p><u>NOTE</u>: Optional selections are annotated on reading; entire article is recommended.</p>
	Feb. 15	*****NO CLASS *****PRESIDENTS' DAY*****		
3	Feb. 22	Teacher presence and introduction to classroom management strategies	<i>What is the teacher's role in building a learning community?</i>	<ul style="list-style-type: none"> • <i>The Heart of a Teacher</i> by Palmer • Smith, chs. 2 -3 • Recommended: Smith, chs. 4-5 <p>DUE: Field Notes #1 – Teacher Presence <i>(Bring hard copy to class.)</i></p>
4	Feb. 29	Adolescent development	<i>What must we understand about the lives of our students?</i>	<ul style="list-style-type: none"> • <i>I Won't Learn from You</i> by Kohl • <i>Students' multiple worlds</i> by Davidson & Phelan
5	Mar. 7	Managing and leveraging the rich diversity of our classrooms	<i>How are students marginalized by race, class and language status? How can we work to de-marginalize them?</i>	<ul style="list-style-type: none"> • <i>Joaquin's Dilemma</i> by Noguera • <i>Bad boys</i> by Ferguson, chs. 1-2 • <i>Suspended Education in California</i> by Losen, Martinez and Gillespie <p>DUE: Field Notes #2 – Student Success <i>(Bring hard copy to class.)</i></p>
6	Mar. 14	Domains of classroom management	<i>What are we teaching students when we build a learning community?</i>	<ul style="list-style-type: none"> • Selection from <i>We Make the Road by Walking: Conversations on Education and Social Change</i> by Horton and Freire • <i>Golden Rule Days: American Schoolrooms</i> by Henry <p><u>NOTE</u>: optional selections are annotated on reading.</p>
7	Mar. 21	Learning communities	<i>How do we build learning communities?</i>	<ul style="list-style-type: none"> • <i>Beyond Discipline: from Compliance to Community</i> by Kohn, chs. 1, 2 & 7 • <i>Praise in the Classroom</i> by Hitz & Driscoll • <i>Group Grade Grubbing versus Cooperative Learning</i> by Kohn <p>DUE: Critical Reflection #1 –</p>

				Classroom as A Learning Community <i>(Bring hard copy to class.)</i>
	Mar. 28	*****NO CLASS ***** <i>SPRING BREAK</i> *****		
8	Apr. 4	Classroom routines	<i>How do we establish productive class routines?</i>	<ul style="list-style-type: none"> Smith, chapter 8 Selections from <i>The First Days of School: How to be an Effective Teacher</i>, by Wong & Wong
9	Apr. 11	Classroom routines: Part II	<i>How do we establish productive class routines?</i> Creation of groups for Routines Handbook Presentation	<ul style="list-style-type: none"> Smith, chapter 9 <i>Teach Like a Champion</i> by Lemov & Atkins, chs. 1, 5 & 6 (Jigsaw) DUE: Critical Reflection #2- Classroom Routines <i>(Bring hard copy to class.)</i>
10	Apr. 18	<i>Classroom routines group work day & individual consultancies</i>	You will have the class period to work with your group and develop your presentation. Each of you will also meet with me for feedback on Critical Reflection #2.	DUE: Draft of Routines Handbook pages <i>(Bring enough hard copies for group)</i>
11	Apr. 25	Routines presentations	<i>What makes a productive classroom routine?</i>	DUE: Routines Handbook Group Presentation DUE: Routines Handbook <i>(Each group should email one file with all group handbook pages to nicky.ramosbeban@sjsu.edu before class.)</i>
12	May 2	Rules and interventions	<i>How do we establish productive rules and interventions?</i> Creation of groups for Learning Plan Group Consultancy.	<ul style="list-style-type: none"> Smith, chs. 6 -7 <i>Assertive Discipline</i> by Canter and Canter, chs. 7, 11 & 12
13	May 9	Rules and interventions: Part II	<i>How do we establish productive rules and interventions?</i>	<ul style="list-style-type: none"> Smith, chs. 12 -13 <i>Win-Win discipline</i> by Kagan, Kyle & Scott, chapter 15
14	May 16	Learning Community Plan Group Consultancies	<i>What can be improved upon in our green sheets?</i> NOTE: A “green sheet” is the one-page handout given to students on the first day of class explaining	DUE: Green Sheet Rough Draft <i>(Bring enough hard copies for group)</i> Sign up for Final Grade Conferences.

			curricular and behavioral course expectations.	
15	Week of May 23	Final Grade Conferences	<i>15-minute final grade conferences held at Santa Clara County Office of Education, 1290 Ridder Park Drive, San Jose on third floor in Student Services in Nicky's office.</i>	DUE: Learning Community Plan and Green Sheet emailed to nicky.ramosbeban@sjsu.edu by 11:59 PM on Monday, May 23, 2016