Fundamentals of Education: 56:300:510

Required Texts & Resources:

- TEXT 1: Borich, G. (201). Effective Teaching Methods: Research-Based Practice (Subscription) (9th ed) Boston: Pearson; etext ISBN-13: 978-0-13-405614-2.

- TEXT 2: An additional text is needed for an Educational Research Project. See list of book choices below.

Course Overview*:* An examination of the foundations of teaching and instruction. Students will explore current topics in modern education and classroom methodologies. The completion and documentation of the 50-hour clinical experience is a course requirement. **(NJPST 2,3,7,8)**

* ***The 50 Hour clinical experience requirement.*** *See below for more details.*

Course Format: This is an asynchronous, online course on Canvas.

<u>***Course LEARNING GOALS***</u>***:*** By the end of this course, students will be able to:

- Explain the components of lesson plans using a diversity of teaching methods and approaches.

- Create a lesson plan using the Rutgers Camden lesson plan format.

- Explain the factors that educators must account for when planning for lessons and teaching students in the modern classroom.

- Identify methods and approaches for effective pedagogy.

Accommodations for Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at https://webapps.rutgers.edu/student-ods/forms/registration.

Academic Integrity Statement: *Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Community Standards.*

Academic dishonesty includes (but is not limited to): cheating, plagiarism, aiding others in committing a violation or allowing others to use your work, failure to cite sources correctly, fabrication, using another person's ideas or words without attribution, re-using a previous assignment, unauthorized collaboration, and sabotaging another student's work. If in doubt, please consult the instructor. Please review the Academic Integrity Policy..

<u>**COURSE POLICIES**</u>

You are responsible for all information in this syllabus, on the course site, including deadlines as posted. Read the syllabus and the requirements for each unit and assignment on the Course site. ***If you have any questions, do not hesitate to ask.***

Participation is essential for you to succeed in this course and to maximize your learning. All of us in the course depend on you to contribute to online discussions, provide feedback to your peers, share your experiences, and so on. You are expected to participate in a range of ways throughout the semester, and your various assignments in the individual units on our course site will comprise a large percentage of your final grade.

Online courses are a unique learning opportunity and *may require* a shift in your approach as compared to face-to-face courses. Reading all information carefully is even more essential for an online course.

All work for this course must be original– you are NOT permitted to use any assignment that you have previously submitted for another course or this one taken at a different time.

ONLINE PARTICIPATION POLICY

- **Log into the class** to access your assignments. A summary of the activities and due dates will be outlined on each **module overview page**. For more detailed assignment instructions, click on the individual assignments**.**

- To give you the most flexibility to complete the assignments, this course is set up in an **asynchronous format**. You will not be required to be online at a certain time; rather, you have until a final due date and time to submit the required work.

- Because you have full access to all assignments and quizzes from the start of the course, **deadlines are firm.** Everyone in this class has many obligations, unexpected illnesses, family to take care of, and a variety of other responsibilities, so please manage your time accordingly. *Due dates can be found both in the module overview and on the individual assignments and tests.

- All assignments are programmed to close at the time given by 11:59pm. **You will not be able to access the assignment after the deadline.**

- Check the directions for each assignment. If you submit an assignment incorrectly, do not follow the directions, or put it in the wrong spot, you will not receive credit. Check your work before you submit it.

- For each module, you are expected to read, watch, and/ or listen to all the material to be covered. Online education is dependent largely on self-directed, independent mastery of textbook material and other presentations.

- *IF* you have any issues accessing the course site, course technological features, or tests, you must contact Tech Support to assist you.

- Each test is open-book and made up of questions taken from the designated textbook reading. Recognizing that an unforeseen work, family, or other life issue may interfere with your reading for a given unit, I urge you to give yourself plenty of time to prepare for your tests.

ONLINE ETIQUETTE: Please remember that communicating online should not be any different from communicating in a face-to-face class. **All communications should be courteous and professional**. Although some of your assignments do allow for more informal conversations, please refrain from using internet slang, inappropriate language, abbreviations, and acronyms. It is also important that you treat every member of our online community with respect and kindness. You are not required to agree with everyone, but you must conduct yourself in a professional and courteous manner. Your assignments will be graded on your etiquette as well as content.

TECHNOLOGY POLICY

- **It is your responsibility to ensure that you have the appropriate technological capabilities to allow successful completion of assignments and activities**. Check with the computing help desk if you need assistance.

- File formats: Canvas supports a limited number of file types. For this class, you should use: .doc, .docx, .rtf, .txt, .pdf

- **If you have technology questions or issues, contact Tech Support**. *Call the toll-free number: 833-OIT-HELP or email: help@camden.rutgers.edu*

I encourage you to do the following:

- Test any websites or open documents assigned.

- Create back-up copies of your work.

- Double-check your submitted work. Make sure assignments are uploaded and posts are submitted according to the directions given for an assignment. After an assignment is completed and submitted, log back in and check that it is showing in the correct space according to the directions.

- Contact TECH SUPPORT with any technological issues or questions.

ASSIGNMENT SUBMISSION & GRADING POLICY

- Assignments are due as indicated in the modules. You are responsible for knowing all due dates and for completing the work as assigned and for any information that is posted on our Course site. There is no extra credit given in this course.

- Post your assignments in the correct format and at the locations indicated in the directions.

- Grades earned will reflect both mastery of content and the ability to convey the content in Standard English. Students should be aware that considerations related to mechanics of the written word such as spelling, grammar, organization, as well as style and usage, will play a significant role in the determination of grades on all assignments.

Course Components: The course is divided into modules – be sure to pay close attention to the specific due dates within each (on the site).

Course grades based on the following categories AND the completion of the 50 Hour Clinical Experience requirement:

Module Assignments	Ed Research Project	Quizzes	Final Exam
65%	10%	15%	10%

*** 50 Hour Clinical Experience (50%) **; Failure to complete or document per guidelines will result in a loss of 50% of your overall course grade and will result in failing this course. Complete description of Clinical Experience- see below.*

Final course letter grades assigned with following percentage scale:

100 to 90%	89-88%	87 to 80%	79-78%	77 to 70%	69 to 0 %
A	B+	B	C+	C	F

Educational Research Project Book List- Text Required

***What We Say And How We Say It Matter: Teacher Talk That Improves Student Learning and Behavior*:** **Mike Anderson**
***Multiple Intelligences In The Classroom*:** **Thomas Armstrong**
***Mindsets in the Classroom: Building A Culture Of Success And Student Achievement*:** **Mary Kay Ricci**
***Cultivating Curiosity In K-12 Classrooms*:** **Wendy Ostroff**
***Learning To Choose, Choosing To Learn: The Key To Student Motivation And Achievement*:** **Mike Anderson**
Br@in-Based Teaching In The Digital Age: **Mairlee Springer**
***Engage The Brain: How To Design Learning That Taps Into The Power Of Emotion*:** **Allison Posey**
***Teaching In The Fast Lane: How To Create Active Learning Experiences*:** **Suzy Pepper Rollins**
***Now That's A Good Question! How To Promote Cognitive Rigor Through Classroom Questioning*:** **Erik M. Francis**
***How To Give Effective Feedback to Your Students* :** **Susan Brookhart**
***Project Based Teaching: How To Create Rigorous And Engaging Learning Experiences*:** **Suzie Boss, John Larmer**

Clinical Experience 50 HOUR Requirement for Fundamentals of Education: *https://www.state.nj.us/education/code/current/title6a/chap9a.pdf* .

6A:9A-4.4 Clinical component and candidate supervision for CEAS educator preparation programs (a) CEAS educator preparation programs shall assign to clinical practice candidates in the preparation program who have completed the following minimum clinical experience requirements:

1. All candidates starting clinical practice in academic year 2018-2019, or thereafter, shall have completed at least 50 hours of clinical experiences in a preschool, elementary, middle, and/or secondary school setting prior to clinical practice.

2. The clinical experiences shall:

   o Be incorporated into any higher education course taken prior to the start of clinical practice;

   o Include at least two different classroom settings, with at least one in a special education setting, consisting of a classroom where students with IEPs are educated: either an inclusive setting, resource room, or a special classroom; and

   o Increase in intensity, or control of the students, and duration as the candidate advances through the program.

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Per the MAT, you must complete 50 hours in at least two different classrooms*, one of which must be where special education children are being taught and provide official documentation of these clinical experiences.

Of the total 50 hours you complete, 45 can be completed in one setting and at least 5 hours must be in a different classroom. If your experiences have only been with one group of students,

special education students for example, at least 5 hours must be completed with "other" (general education) students.

DOCUMENTATION REQUIRED: You need an official letter (i.e. letterhead) or some other official documentation that you have completed the specified minimum number of hours and in at least two types of placement types (regular education/ special education classroom, classroom that has both regular education and special education students). Include a cover sheet to summarize that summarizes how the hours are broken down (regular ed/ inclusion/ special ed/ etc.) if your documentation is a chart of list of dates/ placements.

As stated above, you need a total of 50 classroom hours in total, with at least 5 hours in a second classroom and you must have experience with both special and regular students.

Currently, documentation of your 50 hours is due to your instructor no later than **the end of the semester.** Failure to complete the clinical experience requirement or to provide approved documentation of the clinical experience component will result in failing this course.