Syllabus for ELED355: Student Diversity in the Classroom

General Information
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Class/field hours: T/TH (IVS) 1-3 pm CT
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Pre-requisites: EDU250, PSY310, and ELED345 with a grade of “C” or better, 2.5 overall GPA and admission to teacher education. Co-requisites- ELED365, ELED407.

For this course you will need:
Required text, crayons or colored pencils or markers (8-count is fine), writing instrument for note taking, notebook or paper, folder to keep work, computer w/printer and internet access (or access to WKU lab).

Required Texts:

Recommended texts:

Learning Descriptions and research on children’s learning and development (this is a handbook sometimes in a course pack for strategies classes). It is a component of KELP, Kentucky Elementary Learning Profile. I strongly recommend you have this one, it is required for 365


Marzano, R.J., Pickering, D.J., Pollock, J.E. (2001). Classroom instruction that works: research based strategies for increasing student achievement. ASCD (Association for Supervision and Curriculum Development). Alexandria, VA. This is required for Block II


Materials and Extra Resources:
The Educational Resource Center (ERC) located on the third floor of Tate Page Hall has a multitude of resources for teaching. From social studies kits and games to trade books, toys and videos, you may find the extra item you need in developing or delivering a lesson. Off campus may use this service as well. You may access the ERC on the WKU web to see if they have what you need. Contact Roxanne Spencer (roxanne.spencer@wku.edu). The off campus contact is
Course Description: Focus will be on the range of student diversity and identification of characteristics of children in an integrated elementary classroom. Field experiences in public schools away from campus are required.

Special Needs Accommodation: In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Requirements and Grading Scale

Disclaimer: Instructor retains the right to modify or adjust requirements with advance notice during the course.

Auditing this class: If a student audits this class, the student will be responsible for attendance and participation just as in any other class. All assignments are to be completed and will be graded, but scores will not be officially recorded. Tests and quizzes are optional. Audit may be changed to enrollment by the last day to add a class in the semester. If this is done, then a new grade will be posted at the completion of the course. Those who audit do not have access to Blackboard and course materials, so be sure to notify the instructor so that arrangements may be made. It is advisable to get a buddy who will forward emails and information.

Attendance and Participation: This course is based on a student-centered approach and is a preparation for your professional responsibilities as a future educator. Attendance in class and in the field is expected. Arriving on time, remaining on task, being prepared, and participating in the learning community are all part of your professional development responsibilities. Please make doctor or other appointments on days other than field days. Lack of the above preparedness whether in class or in the field will negatively affect your professionalism score. You may refer to the professionalism rubric for this course.

Communication: This course is web enhanced. It is recommended that you check your email often, especially the night before class or field, and check for announcements on the Blackboard course site. Many questions may be answered by searching the blackboard site. Use the 1-2-3 rule if you do not recall something: 1-look in course documents and notes. 2-ask a friend. 3-ask site instructor.

When you have questions via email: Identify yourself, your site, and your subject in the subject line. Example: Bertke, Owensboro, contextual factors.

Cell Phones and Pagers: Be courteous. It is rude as well as unprofessional to interrupt class unless you have an extreme emergency. Please turn off phones, or leave by the door set on silent. If you need to take a call, leave the room to have your conversation.
Submission of Assignments:
Projects and assignments are to be completed by the beginning of the class period on the due date. There will be a 5 point grade reduction for each class period an assignment is late and will detract from your professionalism score (field days count as a class period). Assignments should be word processed, size 12 point font, preferably Times New Roman, or other easy to read font, black ink on white paper, and use one inch margins. Assignments are expected to be well written, use standard American English, be free of grammatical and typographical errors, and be neat in appearance, as well as show competence in your content area. Students have access to computer labs at each campus site, as well as the privilege to print up to 20 pages per day. You will be asked to upload critical performances to the electronic portfolio. Failure to upload will result in point deductions from the assignment grade, and a grade of incomplete for the course. Refer to the Critical Performances and Electronic Portfolio section of syllabus.

Plagiarism is not tolerated. See the University policy on plagiarism.

Keep electronic copies of all work submitted. It is recommended that each student have a portable (thumb, or stick) drive with work easily accessible in the event that an assignment is lost. If you are missing a grade, it is your responsibility to bring the graded work to the instructor as proof and the grade will be amended. Crashing computers and lost work are not viable excuses for late work, penalties will incur until the work is submitted. All students have access to computer labs at all WKU locations and affiliations.

Professionalism:
This is a field based course and one of three in the Block I experience. As such, it is expected that you conduct yourself in a manner fitting that of a classroom teacher and a professional educator. Participation, behavior, assignment completion and submission, and conduct during class and in the field are considered in awarding points for professionalism. Please see the professionalism rubric for more details.

Field Experiences:
ELED355 is a field based course. Field experiences will take place in Public schools or other qualified locations. Instructors will make placements, but students are responsible for their own transportation to assigned sites. Prior to entering field placement, students are responsible to have completed a background check, physical, and a negative TB test. You may obtain the necessary forms and information from the Office of Teacher Admissions or your Instructor. Failure to complete this necessary step will keep a student from field experience and could result in a grade of “incomplete” for the course.

Critical Performances and Electronic Portfolio:
Completion of critical performances will be evidenced in the electronic portfolio. Students are expected to upload the critical performances to their corresponding location in the electronic portfolio. Work should be created in Microsoft Word, Excel, Power point, or WordPerfect as the electronic portfolio only accepts these formats. Works is not compatible. If a critical performance cannot be accessed in the electronic portfolio, a grade of “incomplete” may result until corrected. Critical performances may be uploaded as they are turned in. Location of E.P. is http://edtech2.wku.edu/portfolio/. There are posted check dates for each critical performance on the calendar. A five point penalty will incur after each week the posting is late. Students have access to computer labs at every campus site.

Critical Performances for ELED 355:
Contextual Factors Assignment – (Standard II) This assignment will be completed for your field placement. It is important that you understand the factors that influence teaching and learning. Completing this assignment will make you aware of how you gather information as well as what information qualifies as a factor that will affect lesson planning. Emphasis will be placed on the classroom environment and student learning.

Planning for Student Diversity – (Standard II) - Planning for the learning needs of students provides a better opportunity for all students to succeed. This assignment allows the pre-service teacher to demonstrate how careful planning will meet the needs of all learners in the classroom.

Tests- There will be online quizzes from the readings and discussions. Assessment will be geared to the theory and practice of diversity as it pertains to this course. The final exam is a comprehensive take home performance task.

Assignments:
An assignment and task sheet will appear as a separate document.

Grading Scale: calculated by points NOT percentage
463- 500 points = A
423- 462 points = B
383- 422 points = C
348- 382 points = D
347 points or below = F

Teacher standards:
I- Demonstrates applied content knowledge
II- Designs and plans instruction
III- Creates and maintains learning climate
IV- Implements and manages instruction
V- Assesses and communicates learning results
VI- Demonstrates implementation of technology
VII- Reflects and evaluates teaching and learning
VIII- Collaborates with colleagues, parents, and others
IX- Evaluates teaching and implements professional development
X - Provides leadership within school/community/profession

Standards addressed in this course:
I, II- identify legal issues related to student diversity
I, II, V, VIII- contextual factors
I, VII, IX- journal prompts, web assignment, field experience
I, VII- identify and explain trends and methodologies related to student diversity, exams
VI- web assignments, assignment creation and submission, quizzes
II, IV- KTIP lesson taught with modifications
I, II, III, VII, VIII- differentiated instruction