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Fall 2015

## EDUC 2200

Lena Nuccio-Lee  
*University of New Orleans*

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### Recommended Citation

Nuccio-Lee, Lena, "EDUC 2200" (2015). *University of New Orleans Syllabi*. Paper 294.  
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**EDUC 2200**  
**Principles of Teaching, Learning & Assessment**  
**Fall 2015**

<b>Professor:</b>	Dr. Lena Nuccio-Lee	<b>Class Time:</b>	TTh 11:00-12:15
<b>Phone:</b>	280-6655	<b>Classroom:</b>	ED 205
<b>Office:</b>	ED 250	<b>E-mail:</b>	<a href="mailto:nuccio.lee@uno.edu">nuccio.lee@uno.edu</a>

 **Office Hours:**  
**Tuesday: 9:15-12:15**                      **Thursday 9:15-12:15**                      **Or by appointment**

**MISSION STATEMENT**

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning and promote health and wellness through enhanced community partnerships.

**Course Goals:**

The purpose of this course is to address the interaction of theory and practice through application of theoretical study in classroom situations. The College of Education and Human Development recognizes its mission to prepare professionals who practice in culturally diverse settings in metropolitan area schools. This course is designed to facilitate disciplined, reflective inquiry. Field activities will be incorporated and are mandatory for successful completion of this course.

**Course Objectives**

Candidates will:

OBJECTIVES	UNIT STANDARDS	STATE STANDARDS
Design effective and developmentally appropriate lessons that meet the needs of a variety of learners.	II-A-1-9, B 1-2 III-A 1-3, B-1-2, C-1-3, D-1-3	1c, 2c, 3b, 3c, 3d
Design effective and appropriate student assessments and evaluations.	III-C-1-3, D-1-3	3d
Access information and model lessons from a variety of professional journals and Internet resources.	II-A-1-9, B 1-2 III-A-1-3, B-1-2, C-1-3, D-1-3 IV-A-1-2 B-1-5 C-1-2	1c, 3d
Discuss appropriate accommodations for children and adolescents with special needs.	II-A-1-9, B 1-2 III-A 1-3, B-1-2, C-1-3, D-1-3	1c, 3d
Demonstrate various teaching techniques related to set induction, critical thinking, lesson reinforcement, cooperative learning, small group and inquiry strategies, interdisciplinary planning, and classroom management.	II-A-1-9, B 1-2 III-A 1-3, B-1-2, C-1-3, D-1-3	1c, 2c, 3b, 3c, 3d

## Required Textbook:

Schoenfeldt, M. K. & Salsbury, D. E. (2009). Lesson Planning: A research-based model for k-12 classrooms. Pearson ISBN: 0-13-173594-2

This text is available in the UNO Bookstore. Please purchase it there in order to have it in time to begin the readings and homework for this class. If you do not have a text, because it has not arrived yet from a source other than the UNO Bookstore, late work will not be excused.

LiveText is considered one of your textbooks for this course. It must be purchased before the first CFA piece is due. Visit the COE homepage for the link or click on the link below.  
<https://c1.livetext>

## Course Requirements:

**Participation in Discussion of Assigned Readings for the Course:** Each student will be expected to read the required assignments and be prepared to actively engage in classroom discussions.

**Moodle:** You are expected to log onto Moodle daily to check for assignments. We will use Moodle to respond to conferencing topics, post web site links, submit assignments and reflections, and to communicate with class members.

**The Conceptual Framework Assessment is your FIELD EXPERIENCE for this class— (6 hours)--Observations:** Each student will conduct **six (6) hours** of school observations to observe various aspects of teaching and learning. Each observation must be a minimum of 90 minutes. You will choose a grade or content area based on your certification level. It is your responsibility to secure the schools for this assignment. You may choose private or public schools; **you must have:**

- ❖ **Four different teachers**...one for each teacher role
- ❖ **At least two different schools**

This assignment will be discussed further in class.

**NO PAPER WILL BE ACCEPTED WITHOUT THE VISITOR'S PASS OR A PICTURE OF THE PASS USED SIGNED BY THE SECRETARY OR AN ADMINISTRATOR. YOU MUST ALSO INCLUDE THE SIGNED LOG FOR EACH SUBMITTED PIECE OF THE CFA.**

**Conceptual Framework Assessment (CFA):** This course includes a mandatory candidate assessment requirement that aligns with the UNO Themes expressed in the College of Education and Human Development Conceptual Framework. Students **MUST** complete all required field experience and submit all documentation for the **CFA in class, on Moodle and on LiveText**. The CFA is embedded in the course requirements, further stressing the necessity of passing the assessment in order to pass the course. You must achieve a passing score in order to exit Tier II and register for 3000 level courses.

**Lesson Plan Assignment:** As educators, we are expected to write detailed lesson plans and to collaborate with our peers. This assignment requires you to demonstrate those skills by working in a small group to write a detailed lesson plan referring to the Louisiana Common Core Curriculum, your observations, prior experiences, and information presented in class. Your group will “teach” a portion of the lesson.

**Homework:** You will complete the lesson plan writing activities at the end of each of your chapters in your textbook. I will check these in class. If you are absent, you will need to show me your homework upon your return.

**Live Text (E-Portfolio)** All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the data in the Live Text portfolio. Thus, it is necessary that all candidates in school career programs register for Live Text.

**LiveText Artifact Requirement for this course:** You will upload your complete CFA, in one continuous document, including the log of visits to the schools. You must also upload your field experience hours.

**YOU MUST PURCHASE LIVETEXT BEFORE THE FIRST CFA PIECE IS DUE.**

(In order to advance to Tier III, you are required to complete an application. Applications can be obtained in the College of Education office. Secondary math majors are advised to obtain a copy of the Tier III assessment and the History of Math Portfolio assessment.)

**PROFESSIONALISM**

Each student is to demonstrate professionalism while communicating in any way with his/her classmates and the instructor. This includes your written language and tone in discussion board posts and any email messages. Be courteous.

**Attendance and Participation** – You are expected to attend and **actively participate** in all class sessions. You are allowed two absences without penalty; there is no need for a doctor’s note at any time. The only documents that may be considered are hospital release papers. Anyone with three absences needs to meet with me during my office hours to discuss attendance.

1<sup>st</sup> absence-100

2<sup>nd</sup> absence-100

3<sup>rd</sup> absence- 90

4<sup>th</sup> absence-70

5<sup>th</sup> absence-50- A disposition form will be completed, signed by the students and placed on file in the college office.

6<sup>th</sup> absence-You cannot pass this course

Minutes tardy do add up to an absence.

I do understand that things happen and people get very sick and have special circumstances. If this happens to you during this semester, you need to drop this course. Attendance is expected and anything that keeps you from attending class needs to be addressed. Excessive absences cannot be allowed, even with a doctor’s note. Nothing can replace time spent in the classroom.

**Professional Demeanor** – Each student is expected to behave professionally in the university classroom and dress and behave professionally while observing in elementary and secondary school classrooms.

**Cell phones** should be placed on **silent** while class is in session.

- ❖ Please have them either on your person (pocket, case, etc.) or in book bag or purse.
- ❖ DO NOT have them out on your desk or table.
- ❖ DO NOT check email or text during class. If a message comes through during class that you deem needs your immediate attention, please quietly leave the classroom to reply. This should be a VERY rare occurrence.
- ❖ Laptops should not be in use during class.

**Late assignments are unacceptable! I will not accept** an assignment **more than one week late**, and **10 points will be deducted from your possible points for each day the assignment is late.**

- ❖ Plan wisely and do assignments ahead of time to avoid problems.
- ❖ Computers and printers do act up, but this is not an excuse for turning in a late paper.
- ❖ Prepare ahead of time to avoid the stress of this problem.
- ❖ You must bring a hard copy to class on the date it is due. All pieces of the CFA must be uploaded to Moodle and LiveText.
- ❖ **MOST IMPORANTLY...Do not put either of us on the spot by asking for special preference to submit a paper beyond one week. There will be no exceptions to this policy!**

**Email Correspondence**

You must use your university assigned, UNO email account. Please do not send email from personal email accounts, such as AOL, Yahoo, etc. E-mail to your instructor should use the following as the subject line: **Your Last Name, Your First Name EDUC 3110. This heading is automatically added to emails sent through Moodle.**

### **Academic Integrity**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>

### **Accommodations for Students with Disabilities**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet the course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>

### **GRADING AND EVALUATION:**

<b>Assignment</b>	<b>Percentage of Grade</b>
CFA: Observations	45%
Lesson Plan Assignment	20%
In class and homework Assignments	15%
Attendance	20%

### **Grading Scale:**

A	94-100
B	87-93
C	80-86
D	73-79
F	73 and below

A professor reserves the right to alter the contents of his/her syllabus during the course of the semester.

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Join the College of Education and Human Development Group on Facebook:  
<https://www.facebook.com/groups/UNOCOEHD/>

Like our page on Facebook:  
<https://www.facebook.com/pages/UNO-College-of-Education-and-Human-Development/759973844093398>

### Tentative Course Schedule

<b>Month</b>	<b>Date</b>	<b>Topic/Chapter(s)</b>	<b>Assignment Due</b>
August	20	Go over syllabus  Written Expectations	<b>Study syllabus; come with any questions to next class. START CONTACTING SCHOOLS</b>
	25	Get to Know You <i>Final date to drop course(s) and receive 100% refund. After this date, there is no refund for drops.</i>	
	27	<b>CFA Part 1: Manage Classroom Contexts and Environments</b>	Print & Read Case Study posted on Moodle and bring to class.
September	1	<i>Chapter 1: Planning is Necessary</i> Class Numbers & Group Assignments	<b>Submit School and teacher contact information on Moodle</b> Your Turn pg 17 Due
	3	Continue with activity from chapter 1 <b>Final date to drop course(s) or resign and not have course(s) recorded.</b>	
	8	<i>Chapter 2: Teaching is Informed Decision Making</i>	Your Turn page 29 Due
	10	Discuss CFA Part 1	<b>CFA: Manage Classroom...due on LiveText, Moodle and in class.</b>
	15	<b>CFA Part 2: Design curriculum and instruction</b>	<b>HOMEWORK:</b> <b>Begin looking at the Common Core &amp; GLE for the chosen grade level for your lesson plan.</b> <a href="http://www.doe.state.la.us/lde/saa/1915.html">http://www.doe.state.la.us/lde/saa/1915.html</a> Print out Common Core GLEs for your chosen grade level and subject.
	16	<i>50% REFUND. Final date to resign (withdraw from all courses) and receive 50% refund (less appropriate non-refundable fees). No refunds made for partial reduction in course enrollment.</i>	
	17	Comprehensive Curriculum (CC) Common Core GLEs And Comprehensive curriculum & Common Core	
	22	<i>Chapter 3: Identifying a topic and academic standards</i>	Your Turn page 41-42 Due
	24	Discuss CFA Part 2	<b>CFA: Design Curriculum due on LiveText, Moodle and in class.</b>
	29	Continue discussion from 9/24 or in-class activity.	
October	1	<i>Chapter 4: Writing Lesson Goals and Objectives</i>	Your Turn page 55-57 Due

	6	CFA Part 3: Deliver instruction and assess learning	
	8	S&S Chapter 5: <i>Designing formative and summative assessments</i>	Your Turn page 70-75. Bring to next class
	13	Discuss CFA Part 3	CFA: Deliver instruction due on LiveText, Moodle and in class.
	14	Final date for dropping courses or resigning from the University (11:59 P.M.)	
	15-16	MID-SEMESTER BREAK	
	20	Video	
	22	Chapter 6: <i>Choosing the lesson content and instructional strategies</i>	Your Turn page 93-96 Due
	27	CFA Part 4: Participate in Professional Responsibilities	
	29	Chapter 7: Selecting lesson materials	Your Turn page 109-112 Due
November	3	Chapter 8: Creating a Lesson Plan	Your Turn page 129-130 Due
	5	Discuss CFA: Teacher Roles	CFA: Participate in Professional Responsibilities
	10	Group Work Day	Lesson Plan and Reflections Due <b>Group 1 PRESENTATION 4-8-20-25</b>
	12	Presentations	<b>Group 2 PRESENTATION 5-14-19-26</b>
	17	Presentations	<b>Group 3 PRESENTATION 3-9-18-24</b>
	19	Presentations	<b>Group 4 PRESENTATION 1-10-21-23</b>
	24	Presentations	<b>Group 5 PRESENTATION 6-13-15-27</b>
	26-27	Thanksgiving Holidays	<b>Group 6 PRESENTATION 2-11-17-28-30</b>
December	1	Presentations	<b>Group 7 PRESENTATION 7-12-16-22-29</b>
	3	Presentations Last Day of Class	Course Eval
	15	Final grades available on WebSTAR (9 A.M.).	





### **Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

### **Objectives Alignment with Unit and State Standards**

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

#### **I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS**

##### **A. They establish a culture for learning by:**

1. Managing classroom procedures (**COMPASS 2c**)
2. Managing student behavior
3. Organizing physical space
4. Organizing classrooms to integrate technology
5. Maintaining accurate records using available technology

##### **B. They create an environment of respect and rapport by:**

1. Using cultural contexts in the classroom
2. Demonstrating knowledge of diversity among students
3. Presenting rationales for change to meet students needs

#### **II. EFFECTIVE TEACHERS DESIGN CURRICULUM AND INSTRUCTION**

##### **A. They understand and use curriculum and instruction by:**

1. Knowing content

2. Knowing pedagogy
3. Setting instructional outcomes (**COMPASS 1c**)
4. Designing coherent instruction
5. Designing student assessments
6. Incorporating knowledge of diversity in the classroom
7. Planning for the use of technologies in curriculum and instruction
8. Demonstrating knowledge of resources, including technologies
9. Planning for the use of collaborative group practices in the classroom

**B. They communicate effectively by:**

1. Incorporating effective written communication in the classroom
2. Incorporating effective oral communication in the classroom

**III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING***

**A. They engage students in active learning (COMPASS 3c) by:**

1. Interacting effectively with students
2. Demonstrating flexibility and responsiveness
3. Integrating technology and other resources

**B. They integrate disciplines into instruction by:**

1. Applying connections to multiple disciplines
2. Demonstrating connections to real life

**C. They use assessment in instruction by:**

1. Incorporating performance tasks in the classroom
2. Using questioning and discussion techniques (**COMPASS 3b**)
3. Using pre-assessment, formative assessment, and summative assessment appropriately

**(COMPASS 3d)**

**D. They embed diversity in decision-making by:**

1. Selecting resources
2. Delivering instruction
3. Assessing learning

**IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES***

**A. They advocate for children, in terms of services and supports by:**

1. Communicating with families
2. Demonstrating knowledge of resources in school and the community

**B. They collaborate to improve professional practice by:**

1. Engaging in a professional community
2. Participating in professional development
3. Collaborating with teachers and mentors
4. Developing goals for social justice
5. Using research-based practices that include current available technology

**C. They reflect on teaching and learning by:**

1. Focusing on cultural contexts and social justice
2. Collecting and analyzing data to improve practice

**DETACH AND SUBMIT THIS PAGE TO DR. NUCCIO-LEE**

\_\_\_\_\_  
**Student's Name (print)**

\_\_\_\_\_  
**Semester**

I have read the syllabus for Dr. Nuccio-Lee's EDUC 2200 class and I understand the course expectations, policies and procedures.

I understand the attendance and participation policy contained in the course syllabus and listed below.

If I find myself in a situation that requires me to miss numerous classes, I understand that it is not the best semester to complete this class.

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

**Attendance and Participation** – You are expected to attend and **actively participate** in all class sessions. You are allowed two absences without penalty; there is no need for a doctor's note at any time. The only documents that may be considered are hospital release papers. Anyone with three absences needs to meet with me during my office hours to discuss attendance.

1<sup>st</sup> absence-100

2<sup>nd</sup> absence-100

3<sup>rd</sup> absence- 90

4<sup>th</sup> absence-70

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## Syllabus Attachment

Fall 2015

### Important Dates\*

Last day to adjust schedule w/out fee .....	08/18/2015
Semester Classes Begin .....	08/19/2015
Last day to adjust schedule w/fee, or withdraw with 100% refund .....	08/25/2015
Last day to apply for December commencement .....	09/25/2015
Final day to drop a course or resign .....	10/14/2015
Mid-semester examinations .....	10/05-10/09/2015
Final examinations .....	12/07-12/11/2015
Commencement .....	12/18/2015

\*Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: <http://www.registrar.uno.edu>

### Fall Semester Holidays

Labor Day .....	09/07/2015
Mid-semester break .....	10/15-10/16/2015
Thanksgiving .....	11/26-11/27/2015

### Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

### Incomplete Policy – Undergraduate only

The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

### Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

### Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

### Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

### Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

### UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/tye/uno-cares.aspx>.

### Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

### Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

### Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in IA 334, or learn more at <http://www.uno.edu/lrc/>.

### Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>