Program Overview:
NSED 100, Project-Based Instruction, is a required course for the NSED Minor in Education. With practical down-to-earth information, the course prepares students how to organize an appropriate classroom and how to plan units and lesson plans. Students will gain knowledge of classroom management strategies. Two important aspects of teaching will be emphasized: techniques necessary to effectively teach in multicultural and multilingual schools and project-based instruction. By the completion of NSED 100, students will have a portfolio with content important for admission into a credential program, including, but not limited to, lesson plans, unit plans, and classroom discipline plans. The portfolio will help students during their field practica in a teacher credential program and also during their first year of teaching.

Required Text:

Objectives:
At the conclusion of NSED 100, students will demonstrate:
• An introductory factual knowledge of fundamental principles, generalizations, theories, trends, and methods for teaching in multicultural and multilingual secondary schools including, but not limited to, demonstration of: presentation skills, principles of motivation, methods for increasing student involvement, and methods to build student cooperation and appropriate conduct. (SB 2042 Standards 1a, 1b, 1e, 3d, 3e, 4b, 4e, 5a, 5c, 5d, 5e, 5f, 8, 9, 10d)
• The ability to organize an appropriate learning environment in the classroom. (SB 2042 Standards 3d, 4e, 5a, 5c, 5d, 5e, 5f)
• The ability to design teaching units and lesson plans. (SB 2042 Standards 1a, 1c, 1d, 1e, 1g, 3b, 3e, 4d, 4e, 5f, 8, 9)
• An introductory knowledge of classroom management skills and the ability to design a classroom discipline plan. (SB 2042 Standards 5a, 5c, 5d, 5e, 5f, 10d)
• A sense of responsibility appropriate for a teaching professional. (SB 2042 Standards 1b, 2, 3c, 6a, 6b 12e, 12f, 17)

Please note: the numbers following each bullet point align with the California Standards for the Teaching Profession which are implemented by the California Commission on Teaching Credentialing.
Syllabus: continued

Homework Expectations:
Each week students complete group work and/or individual work.

1. The reading group assignments require each participant to read a portion of the material and share it with the rest of the group. There will be discussions within the group about the material and focus question(s) that each student will answer individually. Each student will then write a statement that is a reflection on the material and the focus question(s).

2. Online threaded discussions require students to read a specific article, write an essay in response to the article and respond to the essays of nine other students. The threaded discussion assignments are to be done over the course of a week. No more than 3 responses, after the initial essay, may be made in a 24 hour period. Although there is no in-class meeting for the week of a threaded discussion, attendance points will be given that week for completion of the threaded discussion. If a student does not make the appropriate number of responses, then attendance points will not be given that week.

3. All students will develop a professional portfolio that contains four parts and is an indication of the students’ ability to apply information learned either in class or from group assignments.

The total amount of time a student spends in non-instruction work is between 9-12 hours per week.

Assignments:

1. Attendance and participation: The value of this class is the group sharing of ideas, resources, and strategies as well as participation in the structured activities. Participation is defined as: contributing points of view to discussions, actively taking part in group activities, and timely participation in Threaded Discussion assignments.

Please note: If a student leaves before the class is over or arrives late, no attendance points will be given for that week. (10 points per week for 16 weeks for a total of 160 points. Attendance points are given for the weeks when there is an online assignment.)

2. Assigned weekly readings: Students will form small study groups (n=3-4). Each week, each group will divide the assigned reading, and each participant will be responsible for sharing the information, via discussion and a detailed outline that is turned into the week’s Point Person, that he/she read with the rest of the group. Each group will assign a point person for each week. This person will submit in the Assignment Box in CROPS the following: 1) a synopses of each participant’s reading, which may be in either a narrative or a detailed outline form; 2) a response from each student answering the focus questions (s) which includes information from the entire reading, not just the portion individuals read; and 3) a statement (a couple of sentences) from the Point Person what each participant contributed to the week’s assignment. If a group member is late turning in the work to the Point Person, then that student will not receive points for that week’s reading. Each group member will email the point person with any parts of the assignment. The point person will email everything as one package -
- one attachment - to the appropriate section under Assignments in CROPS. It is

Syllabus: continued

suggested that the point person change each week. Discussion among participants may take place in person or online. If you disagree with the information, please indicate why and what you will do in its place. The intention of this assignment is to do the readings, indicate to the instructor you have done the readings, and that you are engaging in a reflective process to apply the information. (30 points per week for 11 weeks for a total of 330 points.)

3. Threaded Discussions: Students will take part in three threaded discussions. The required reading assignments are available as scanned documents. After reading the text or article, students will click onto Discussion Forum, Classroom Discussions, and post a new thread for the week’s Threaded Discussion that is a response to the reading, making references to parts in the text (approximately 1 page). Students will also post responses to submissions classmates wrote and posted previously. A total of 10 responses (your statement plus 9 responses to other students’ statements) are required for each article. If fewer than 10 responses are posted, the grade points will decrease. (Please note: Each topic has a start and end date. Postings made after the end date will not be accepted for credit. You may make no more than 3 postings per 24 hour period.) (Per topic: 100 points per topic for a grand total of 300 points for all three discussions.)

4. Portfolio: Students will develop a four-part portfolio for future use in their teaching. Part I: Preparing for the school year. Organizing the classroom and location of texts. What to do with classes the first day of school. Names and location of important school personnel. This is to be a detailed outline. (25 points) Part II: Beginning the school year. Introduction of yourself to your students’ parents/guardians in the form of a letter that would be sent home with your students. (10 points) Part III: Classroom management Explanation of your philosophy of classroom management. Evidence of a rudimentary classroom discipline plan and classroom rules (30 points). Part IV: Unit and lesson plans for one class (Five E Lesson Plan). (Unit 1, 30 points; Unit 2, 30 points; Unit 3, 60 points for a total of 120 points) (Part I, 25 points; Part II, 10 points; Part III, 30 points; Part IV, 120 points for a total of 185 points.)

Please note: Portfolio parts I, II, and III are to be done individually. Part IV: Units 1 and 2 are to be done in a group and Unit 3 is an individual effort that is partly in lieu of a final exam. See class schedule for due dates.

5. Teaching Demonstration: Students will form small groups (N=3-5) and demonstrate a mini-lesson that includes the active aspect of one lesson plan. The demonstration is not for the entire unit, only one lesson. It does not include a demonstration of assessment or reflection. The demonstration should take about 30 minutes and show mastery of the aspects of lesson planning. (55 points.)
Assignment Schedule: continued

Schedule:
Please note: Assigned reading chapters in the text are not done in the order they appear in the book. Please make sure you read the correct chapter for the assignment.

Please note: all assignments are due the NIGHT BEFORE the class each week.

August 29: First class meeting. Introductions. Review of course syllabus and expectations.
Good teaching/bad teaching.

August 29-September 4: Research and Teaching.
Assignment due: September 4
Reading Group: Learning and Teaching, Research-Based Methods, Chapter 1. Focus question: #8, page 29 in the text. (The point person for each group posts the group’s outlines/narratives and responses in Assignments for CROPS. This must be posted by 11:00 P.M. September 4.
Work on Portfolio, Part I.

September 5-September 11: Organizing the Classroom.
Assignment due: September 11
Reading: Fires in the Bathroom, Preface and Introduction. This is available as a scanned document in CROPS/Documents. Focus question: What are examples of too much “friendliness” from a teacher, and what are examples of when a teacher is not “friendly” enough? (The point person for each group posts the outlines/narratives and responses in Assignments for CROPS. This must be posted by 11:00 P.M. September 11.) Please note: The reading is short. ALL students read the ENTIRE preface, all create an outline, and all answer the FQ. Send the work to the Point Person for the week.
Work on Portfolio, Part I.

September 12-September 18: The First Days of School
Assignments due: September 18
Reading Group: Learning and Teaching, Research-Based Methods, Chapter 4. Focus question: #1, page 139 (Discussion Questions) in the text. (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for Crops. This must be posted by 11:00 P.M. September 18.)
Portfolio: Part I. Post in Assignments in Crops.

Please note: There is no class meeting for September 19. Students will take part in an online Threaded Discussion. All postings are due by 11:00 P.M. on September
Threaded Discussion #1: Should Public Schooling Be Redefined? The article, which lists the pros and cons of the issue is available under course documents in CROPS. Read the article and write a 1 page response that gives your perspectives on the issue. Then make 9 responses –each about 1/2 page in length – to responses your classmates have submitted.

September 26-October 2: Classroom Management.
Assignment due: October 2
Reading Group: Classroom Management for Middle and High School Teachers.
Chapter 4. This is available as a scanned document for this course in CROPS/documents.
Focus questions: What goals are most important to you for your teaching? What are your goals for your students? How can your classroom management plan contribute to these goals? (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for Crops. This must be posted by 11:00 P.M. October 2.)
Work on Portfolio, Part II.

October 3-October 9: The First Days of School.
Assignments due: October 9
Reading Group: Learning and Teaching, Research-Based Methods, Chapter 3. Focus question: #1, page 102 (Discussion Questions) in the text. (The point person for each group posts the groups’ outlines/narratives and responses in the drop box in Assignments for Crops. This must be posted by 11:00 P.M. October 9.)
Portfolio: Part II: Post in Assignments for CROPS.

October 10-October 16: Classroom Management.
Assignments due: October 16
Reading Group: Learning and Teaching, Research-Based Methods, Chapter 5. Focus question: #1, (Discussion Questions) page 171 from the text. (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for CROPS. This must be posted by 11:00 P.M. October 16.)

October 17-October 23: Classroom Management.
Assignments due: October 23
Reading Group: Learning and Teaching, Research-Based Methods, Chapter 2. Focus question: #1, page 67 and #7, page 68 (Discussion Questions) from the text. (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for CROPS. This must be posted by 11:00 P.M. October 23.)
Portfolio IV, Unit 1: Post in Assignments for CROPS

October 24-October 30: Classroom Management.
Assignments due: October 30
Please note: There is no class meeting on October 24. Threaded discussion #2 will be completed. All postings must be received by 11:00 PM by October 30 to receive
Schedule: continued

credit. **You may make no more than 3 responses in a 24 hour period.**

**Threaded Discussion #2:** Is Class Size Crucial to School Improvement? The article, which lists the pros and cons of the issue is available under course documents in CROPS. Read the article and write a 1 page response that gives your perspectives on the issue. Then make at least 9 responses – each about 1/2 page in length – to responses your classmates submitted.

**Portfolio: Part III:** Post in Assignments for CROPS.

**October 31-November 6: Classroom Management.**  
**Assignments due: November 6**  
**Reading Group: Learning and Teaching, Research-Based Methods, Chapters 7 & 8.**  
Focus Question: #3, page 243 and #7, page 276 (Discussion Questions) from the text. (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for CROPS. This must be posted by 11:00 P.M. November 6.)

**November 7-November 13: Unit and Lesson Planning.**  
**Assignment due: November 13 (Portfolio IV, Unit 2)**  
**Reading Group: Learning and Teaching Research-Based Methods, Chapter 6.** Focus question: #2, page 202 (Discussion Questions) from the text. (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for CROPS. **Please note: the reading group assignment will be completed in class on November 6. If you are absent that day, you must do the assignment on your own.**  
**Portfolio: Part IV:** Unit 2 with Lessons 6-10. Post in Assignments for CROPS. This may be a group effort, with groups organized by subject areas. Make sure each person in a group is identified. (30 Points) (Due by 11PM November 13.)  
Work on Portfolio, Part IV and Teaching Demonstration.

**November 14-November 20: Classroom Management.**  
**Assignments due: November 20**  
**Reading Group: Learning and Teaching Research-Based Methods, Chapter 9.** Focus question: #1, page 304 (Discussion Questions) from the text. (The point person for each group posts the groups’ responses in the drop box in Assignments for CROPS. This must be posted by 11:00 P.M. November 20.)

**November 21-November 27: Unit and Lesson Planning.**  
**Students take part in a threaded discussion online. Please note that November 27 is Thanksgiving. You are encouraged to complete the assignment early in order to have a Thanksgiving break.**  
**Assignment due: November 27**
Threaded Discussion #3: Should Homework Be Abolished? The article, which lists the pros and cons of the issue is available under course documents in CROPS. Read the article and write a 1 page response that gives your perspectives on the issue. Then make 9 responses – about ½ page in length – to responses your classmates have submitted.

Work on Teaching Demonstration. (Please note: the demonstration is in lieu of a final exam.)

November 28-December 4: Unit and Lesson Planning.
Assignment due: December 4
Reading Group: Learning and Teaching, Research-Based Methods, Chapter 11. Focus question: #2, page 375 from the text. (The point person for each group posts the groups’ outlines/narratives and responses in Assignments for CROPS. This must be posted by 11:00 P.M. December 4)

December 5-December 11: Unit and Lesson Planning/Classroom Management.
Assignments due: December 12
Teaching Demonstration: Groups complete teaching demonstrations in class on December 12. (Please note: the demonstration is presented in lieu of a final exam.) (55 Points.)
Portfolio: Part IV: Unit 3 with Lessons 11-15. Post in Assignments for CROPS by 11 PM December 12. This will be an individual effort. (60 points.)

December 12 – Demonstration Lessons

Please note: The syllabus may be changed due to extenuating circumstances. All due effort will be made to notify students of any changes well in advance of due dates.

Class meeting dates: No class meeting dates:
August 29 September 19
September 5 October 24
September 12 November 28 (Thanksgiving break)
September 26
October 3
October 10
October 17
October 31
November 7
November 14
November 21
December 5
December 12