

EDMS 5020
Educating Young Adolescents
Fall 2002

Instructor: *Dr. Brenda Manning*
1995 UGA Highest Teaching Award (Meigs)
1998 Aderhold Distinguished Professor
2000 UGA Senior Teaching Fellow
2000 UGA Peer Consultation Team for Teaching Excellence
2002 UGA Lilly Mentor for Teaching Excellence

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Office Hours: *By appointment*

Class Meetings: *Thursday mornings, 8:00-10:45 and*
some Tuesday mornings 8:00-10:45
(see calendar for specific times B attached)

Field Experiences: *Field Experience: Monday-Friday, October 14 - Friday, November 15*
(for no less than two hours daily from first thing in the morning until 10:30am)

Course Description: This is the first of three semester courses, including student teaching that provides an opportunity to think integratively about teaching, learning, and schooling in the middle grades. In EDMS 5020, four themes will overarch our study of teaching and optimal learning in middle grades. The following questions will be addressed:

THEME ONE The Person Inside the Middle School Teacher: Impact of Personal Experiences, Attitudes, Beliefs, and Habits Upon Your Teaching
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- How do teacher strengths impact middle school relationships and teaching/learning processes?
- How is learning to teach a personal, as well as an intellectual activity?
- What is the role of self-guiding speech on prospective middle school teachers= professional development?

EDMS 5020: Student-Generated Questions Related to Theme One

THEME TWO Understanding the Middle School Learner and the Middle School Concept

- Trace development from childhood into adolescence.
- What are the unique characteristics of middle school learners based on physical, intellectual, and social-emotional development?

- Connect young adolescent development to the middle school concept.

EDMS 5020: Student-Generated Questions Related to Theme Two

THEME THREE Planning Best Practices and Strategies to Optimize Student Learning in Middle Schools

- How do middle school teachers identify research-based practices and strategies for their classrooms?
- What are the current best practices and strategies to optimize middle school teaching and learning processes and to foster value and celebration of diversity?
- Why is it important to use a multimodality, large variety of best practices and strategies when we teach?

EDMS 5020: Student-Generated Questions Related to Theme Three

THEME FOUR Guiding, Coaching, and Supporting the Development and Learning of Middle School Students

- What differentiates prevention and intervention strategies in the classrooms?
- How do we analyze teacher and student needs for organization and guidance within an academic curriculum?
- What are the three psychological frames for guiding, coaching, and supporting middle school students= development and learning?

EDMS 5020: Student-Generated Questions Related to Theme 4

We believe that this thematic, integrated overview of curriculum and instruction will enable you to examine your conceptions about teaching, learning, and school life. During this course, you will be engaged in many different learning experiences. You will (a) learn new information, (b) prepare information to teach others, teach self and others, and (c) experience assessment both independently as a learner and cooperatively/collaboratively as a team member. Throughout the semester you will observe

and teach in the schools every morning of the following weeks (Monday, October 14 - Friday, November 15 mornings). Your teaching experiences will include tutoring one or two students, co-teaching with the Mentor Teacher, and independently teaching lessons.

You will add to or prepare a professional portfolio that will include assignments for each of our four themes and other information and artifacts from your teaching experiences, other classes, etc. that will reflect who you are as a teacher. It is our hope that your learning experiences; important, revised and new knowledge and skills; examination and re-examination of your thinking; and new insights into what teaching enterprises foster optimal learning will benefit you as a prospective middle school teacher.

This is a very rigorous, demanding course because we are committed to the preparation of an exemplary middle school teacher who is knowledgeable, caring, well-informed, current, skilled, innovative, and creative: a leader in your field. In order to do this, many long hours of study and preparation are required.

Resources/Books for EDMS 5030

George, P., Lawrence, G., & Bushnell, D. (1998). *Handbook of middle school teaching* (2nd ed.). New York: Longman.

Wong, H. K., & Wong, R. T. (1998). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Class Workbook/Reader

Overview of Themes

- | | |
|---------|---|
| Theme 1 | The Person Inside the Middle School Teacher: Impact of Personal Experiences, Attitudes, Beliefs, and Habits Upon Teaching |
| Theme 2 | Understanding the Middle School Learner and the Middle School Concept |
| Theme 3 | Planning Best Practices and Strategies to Optimize Learning in Middle Schools |
| Theme 4 | Guiding, Coaching, and Supporting the Development and Learning of Middle School Students |

Course Requirements/Evaluation by Themes and Summative Evaluations

NOTE: All course assignments must be included in your Professional Portfolio.

- | | | |
|----------------|---|-----------|
| Theme 1 | Impact of Personal Experiences, Attitudes, Beliefs, and Habits Upon Your Teaching | |
| | 1. Cognitive, social, emotional, and physical strengths and how these strengths will impact your teaching | 25 points |
| | 2. Write a letter of introduction to your field placement teacher(s). Include your philosophy of teaching. You might also add interests, hobbies, and concerns related to teaching in middle schools. | 25 points |
| Theme 2 | Understanding the Middle School Learner and the Middle School Concept | |

3. Choose one child (ages 10-14) and describe his or her physical, intellectual, and social-emotional development (based on pages 27-123 of the *Handbook for Middle School Teaching*). Interview the child informally if possible. 50 points

Theme 3 Planning Best Practices and Strategies to Optimize Learning in Middle Schools

4. Daily Lesson Plan following the process used in EDMS 5020. 50 points
5. Poster, poster presentation, and written summary of a recent, research-based practice, strategy, method that has been shown in the literature to improve learning in middle school students
 - 5a Poster 50 points
 - 5b Poster presentation 50 points
 - 5c Poster reading/written summary 25 points

(take pictures, video of posters, and include each person=s summary in your portfolio)

Theme 4 Guiding, Coaching, and Supporting the Development and Learning of Middle School Students

6. Develop your own classroom guidance philosophy and plans 75 points
7. Develop an example of a classroom aid (e.g., procedure, posters, checklists, self-assessment folder) 50 points

Summative Evaluations

8. Field Journal Entries: As your learn about and have experiences related to Themes 1-4, be sure that this knowledge, new insights, etc., are reflected in your weekly email entries during the 5 weeks of field experiences (2 entries per student) 50 points
9. Midterm 200 points
10. Cumulative Professional Portfolio 100 points
11. Final 200 points
12. Attendance/Punctuality 15 points
13. Initiative and Exemplary Participation in Small Group Work 15 points

- | | |
|--|-----------|
| 14. Respect of self and others | 10 points |
| 15. Courtesy, tact, and kindness in large and small group work | 10 points |

**Course requirements will be explained further in classBAsk questions!

Evaluation (Self-Assessment Sheet)

<u>Assignments</u>	<u>Date Due</u>	<u>Points Possible</u>	<u>Points Earned</u>
THEME 1			
1. Strengths/Impact on Teaching (In Portfolio)	September 12	25 points	_____
2. Philosophy of Teaching (Pre & Post) Letter of introduction/Can also be used for job applications (In Portfolio)	September 26 and December 12	25 points	_____
THEME 2			
3. Case Study of a Middle School Learner and His/Her School (In Portfolio)	November 21	50 points	_____
THEME 3			
4. Daily Lesson Plan (see p. 16 optional)	October 10	50 points	_____
5a. Poster of Recent Strategy (Pictures in Portfolio) (Work in Pairs)	2 October 24 2 November 7	50 points	_____
5b. Poster presentation (Present in Pairs)	2 October 24 2 November 7	50 points	_____
5c. Written summary of RRR (In Portfolio) (Write in Pairs)	2 October 24 2 November 7	25 points	_____
THEME 4			
6. Classroom Guidance Philosophy and Plan (In Portfolio)	December 5	75 points	_____
7. Example of a Classroom Tool/Resource/ Material/Aid (Picture of this in Portfolio)	December 5	50 points	_____
INTEGRATION OF FOUR THEMES/Summative Evaluation			
8. Field Journal Entries (In Portfolio) (2@25 points each)		50 points	_____
Last Names	A-G N-S	October 24 and November 7 October 30 and November 13	H-M T-Z
			October 28 and November 11 November 4 and November 15
9. Midterm	October 3	200 points	_____
10. Portfolio	December 12	100 points	_____
11. Final	December 12	200 points	_____
12. Attendance/Punctuality Unannounced Quizzes	every class and field day	15 points	_____
13. Initiative/Exemplary Participation (Peer assessed)	every class and field day	15 points	_____
14. Respect of Self and Others (Instructor, Self, and Peer assessed)	every class and field day	10 points	_____
15. Courtesy, Tact, and Kindness in Large and Small Group Work (Instructor and Peer assessed)	every class and field day	10 points	_____
TOTALS		1000 points	_____

Grade Distribution*

A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = Below 600

*In order to receive a C or above in EDMS 5020, students must first pass the field experience. If the field experience practicum is not satisfactory, the EDMS 5020 coursework must also be repeated. In order to progress to EDMS 5030, a grade of C or above must be received indicating at least a satisfactory field experience and at least a satisfactory course performance.

Course Policies

1. The University of Georgia's policies on academic honesty are strictly adhered to in this course. It is your responsibility to familiarize yourself with this policy. *A Culture of Honesty at UGA* pamphlet is available from Student Services, UGA. Please read it.
2. As you continue your professional coursework and begin to build your professional reputation; attendance, punctuality, participation, initiative, respect, and courtesy take on a new meaning. All classes and all field experience days are required.

Attendance/Punctuality Policy

1. In order to receive all of the 25 points for exemplary attendance/punctuality, students must be present and punctual at every class, including all the field experience days.
2. After 2 missed classes, students' final grade will be dropped one letter grade.
3. After 3 classes before the midterm, students will be assigned a grade of "withdraw passing W". If students miss 4 or more class sessions before the end of the semester, you will be assigned a "withdraw failing WF."
4. Doctors' notes will be accepted to excuse absences; however, dates must match dates absent from class.
5. Any other absences that reflect student emergencies and other occurrences such as death in the family, serious illness, etc. should be discussed with the instructor. In addition, such absences must also be verified through the customary route. i.e., the UGA Office of Student Affairs, Dr. Richard Rose (Assistant Vice President for Student Affairs) or Ms. Linda Edge (in the UGA Office of Student Affairs - 201 Holmes-Hunter Academic Building, 542-3564) before absences will be considered "excused" in this class.
6. In addition, students are excused for religious holidays. However, it is required that students notify the instructor in advance, in writing (email is acceptable) of this absence.
7. If students are absent when work is due or an examination is given, students will receive a "0" for the assignment or examination unless special arrangements have been approved in writing by Dr. Manning prior to the absence.
8. Promptness is also expected. Late arrivers disrupt the learning of everyone. Please be considerate

of others. If you are late to class three times, you will receive a notation of one absence. Repeated tardiness (more than 5) will necessitate one or all of the following depending on the situation: reduction of your grade, lock outs, or withdrawal from class.

9. Missing more than 30 minutes of a class will be considered an absence.
10. If you are absent or late, you are responsible for all materials distributed or discussed.

Respect/Courtesy Policy

In the last five to 10 years, a serious concern about the lack of respect and common courtesy in college/university classrooms has been growing. This unfortunate trend is nationwide and certainly not just at the University of Georgia. Many universities have developed strict policies against student rudeness. More and more students are being withdrawn from classes due to this disruption of learning....theirs and others. I know that none of you would intentionally be disruptive or rude. But in all fairness to you, I believe it is important to let you know that this institution no longer tolerates student or instructor rudeness. I cannot allow anyone to disrupt the learning of others in my classes. What we have to learn is too important to your education and to the education of the middle school students you will educate. Even if the importance is not readily apparent to you, this still does constitute a license to be inattentive and rude.

Please be aware that I will treat you with respect and courtesy and expect the same from each of you, toward each other and toward me. Accordingly the following behaviors will not be tolerated and after one warning (in private), if the behavior is repeated, such students will be dismissed from class.

Specifically example behaviors that are not tolerated are as follows:

1. Talking in class while others are talking.
 - *No cell phones.
 - *Please do not talk to each other or aloud to yourself during the lectures or any other presentations by peers or the instructor. Beyond being rude, others' learning will be disturbed.
 - *Please do not talk during questions from your peers and the subsequent answers.
2. Working on assignments unrelated to EDMS 5020, reading newspapers, and any other non-attending behaviors are not permitted in this class.
 - *The classes are fast-moving; we have lots to learn. Participate actively, listen carefully, make relevant comments, ask relevant questions, cooperate during large and small group work. Your time to demonstrate mastery of 5020 course material will come, and your close attention and active participation will be rewarded.
3. Arriving late or leaving early are highly discouraged.

*Either of these behaviors is very disruptive to other learners in the class.

4. Other behaviors that are considered rude - being sarcastic, laughing at a peers' questions, answers, or presentations, etc. You know what it means to behave rudely and I am sure that none of you would think of behaving inappropriately toward yourself, peers, visitors, or the instructor. You will be teachers yourselves in a very short while, and you will expect your own students to behave respectfully and courteously. Model what you will expect in your own classroom.

Assignments

1. All assignments are due at the beginning of class of the due date. No late assignments will be accepted. A AO@ will result in any assignment not handed in on the due date/beginning of class.
2. All assignments must be typed and look professionally completed. Keep copies of every assignment and put them in your portfolio.
3. There is no extra credit coursework allowed in this course.
4. If you are absent when work is due or an examination is given, you will receive a AO@ for the assignment or examination unless special arrangements have been approved in writing by Dr. Manning.
5. Any student with a documented disability should see Dr. Manning immediately so that appropriate accommodations can be made.
6. The syllabus serves as a general guide. Deviations may occur as needed. Changes will be given to you in advance in writing should they be necessary.
7. If you haven=t taken the PRAXIS II exam, please do so. You are more likely to be offered employment if you have PRAXIS II scores.

***Proposed Class Schedule/Readings/Assignment Due Dates
(ALL classes are in Room 409/412 from 8:00am to 10:45am on Thursdays and some Tuesdays, as noted on your calendar and below)***

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignment*</u>
Thurs., 8/22	Introduction to Teaching Review of Syllabus/Course Expectations Orientation to EDMS Program: Being a Professional		Read Wong, pp. 3-31
Thurs., 8/29 THEME 1	Teaching as a Personal Activity: Self-Awareness, Self-Acceptance, and Self-Control a) Teacher Strengths b) Intra to Interpsychological Functioning c) Vygotsky=s Theory of Verbal Self-Regulation d) A great teacher from your past	Wong, pp. 3-31	Read Wong, pp. 34-78
Thurs., 9/5 THEME 1	Teaching as a Personal Activity (continued) Communication Skills: Gordon=s Language of Acceptance/I-Messages	Wong, pp. 34-78	Read Wong, pp. 268-323
Tues., 9/10 THEME 1	Teaching as a Personal Activity (continued) Communication Skills: TA for Teachers	Wong, pp. 268-323	Read <i>Handbook, Ch 1&2</i>
Thurs., 9/12 THEME 2	Childhood Into Adolescence Physical Development	<i>Handbook, Ch 1-2</i>	Read <i>Handbook, Ch 3&4</i> Hand in Assignment #1
Thurs., 9/19 THEME 2	Intellectual Development Social-Emotional Development	<i>Handbook, Ch 3-4</i>	Read <i>Handbook, Ch 6</i>
Tues., 9/24 THEME 2	Home, Community, & Middle School	<i>Handbook, Ch 6</i>	Read <i>Handbook, Ch 7,8,9</i>
Thurs., 9/26 THEME 2	Understanding the Middle School Concept Review for Midterm	<i>Handbook, Ch 7,8,9</i>	Hand in Assignment #2 Study for Midterm
Thurs., 10/3 THEMES 1 & 2	MIDTERM (Assignment #9) Optional Partner Test Taking Experience	All previous readings and class discussions	Read Wong, pp. 194-267
Tues., 10/8 THEME 3	Return Midterm Overview of Planning: Writing a Daily Lesson Plan	Wong, pp. 194-267	Read Wong, pp. 194-267
Thurs., 10/10 THEME 3	Lesson Mastery Teaching Strategies Overview Field Experience Orientation	Wong, pp. 194-267 (Continued)	Hand in Assignment #4
October 14- November 15	FIELD EXPERIENCE #2 (5 Weeks)		Journal Entries (See pp. 6 and 11) One informal drop-in One formal observation
Thurs., 10/24 THEME 3	Teaching Strategies POSTER SESSIONS	28 Student Tchg Posters (in pairs) (7/7)	Read <i>Handbook, Ch 13 & 14</i> 2 Assignments 5a, 5b, 5c

October 31 - November 1	FALL BREAK		
Thurs., 11/7 THEME 3	POSTER SESSIONS	28 Student Tchg Posters (in pairs) (7/7)	Read <i>Handbook, Ch 15 & 16</i> Read Wong, pp. 79-100 2 Assignments 5a, 5b, 5c
Thurs., 11/21 THEME 4	Classroom Management	Wong, pp. 79-193	Read Wong, pp. 100-193 Hand-In Case Study Assignment #3
11/27 B 11/29	THANKSGIVING BREAK		
Thurs., 12/5 THEME 4	Classroom Management	Wong, pp. 79-193	Hand-In Clsrn Mgmt Phil Assignment #6, #7
Thurs., 12/12 THEMES 1-4	FINAL EXAM (Assignment #11)	All readings and class notes	Hand-In Portfolio, Assn #10 Hand in 2nd version of Philosophy of Teaching (in portfolio)

*Other Assignments, e.g., Class Reader, will be provided at each class.

Other Assignments and Due Dates

Assignment #8

Field Journal for 5 week field experience

<u>Focus</u>		<u>For</u>	<u>For Week Ending</u>
Teacher Strengths		Week 1	October 18
Middle School Learners	Week 2		October 25
Middle School Concept	Week 3		November 1
Planning and Best Practices	Week 4		November 8
Classroom Organization and Management		Week 5	November 15

The field journal is like a diary/log in which you self-question, predict, clarify your thinking, and summarize your thinking about what you see, hear, feel, believe, experience related to the topic focus provided, as well as other topics you wish to discuss. Go beyond (1) describing a series of events to (2) analyzing, synthesizing, and evaluating what these events mean to you. You may use a double-column technique if this is helpful: Divide your paper into two halves lengthwise. On the left side describe the event, happening, experience, insight, etc. and on the right side write your Athink-along,@ reflections, mental deliberations. These are due according to the schedule on the syllabus, page 7. These weekly entries will be evaluated on clarity, interest, depth, creativity, and how well you make connections to previous class readings and discussions. Each week=s entry is worth 25 points for a sum of 50 points total. Send these as an attachment to my email address or in narrative form if you prefer. Even though you will only send me two of your entries, all five weeks must be included in your portfolio that is due on December 12.

Assignment #9

Midterm will be Thursday, October 3rd from 8:00am-11:00am in room 409/412. You may choose to take the examination alone or with a partner. A discussion of partner-taking test policies (p. 14 syllabus) follows to aid your decision about this.

Assignment #10

PortfolioB This is a creative collection of assignments from this class and others, photographs, teaching plans, samples of teaching materials you develop, etc.

Evaluation will be based on creativity, clarity, completeness, etc. (We will discuss in class). Ask questions if you do not understand. Your portfolio must include:

1. Strengths and Impact on Teaching Paper
2. Letter of Introduction to Your Teacher, Teaching Philosophy 1, Teaching Philosophy 2
3. Case Study
4. Daily Lesson Plan
5. Poster drawing or picture, written summary
6. Classroom guidance philosophy and plans
7. Classroom guidance tool/aid (drawing, explanation, and/or picture)
8. Field journals for five weeks
9. MRQs for each day=s readings
10. Class Activities that you wish to include (at least 2 of them)

Assignment #11

Final Examination will be Thursday, December 12th from 8:00am-11:00am., room TBA. The final is cumulative and will hold you responsible for all readings and discussions of this semester.

Assignment #12

Attendance and Punctuality. (See discussion on page 8, syllabus, Course Policies)

Assignment #13

Initiative/Exemplary Participation during small group work. We will discuss in class on the first day. Ask questions if you do not understand.

Assignment # 14

Respect of self and others at all times. We will discuss in class on the first day. Ask questions if you do not understand.

Assignment #15

Courtesy, tact, and kindness in large and small group work. We will discuss in class on the first day. Ask questions if you do not understand.

EDMS 5020
RECENT RELATED READING (RRR) SUMMARY

Name
Title of Reading
Author(s)
Bibliographic Information
Main Purpose of Reading
Highlights/Key Points
Conclusions
Application Ideas for EDMS
Recommendations for Other Teachers about this Reading

EDMS 5020
Testing Options
Dr. Brenda H. Manning

You may choose whether you want to take the midterm independently or with one other person. If you decide to team-take the test there are certain guidelines to which you must agree. These guidelines are as follows:

1. You must come to consensus on each of the items. In other words, the two of you must arrive at the same response for each item.
2. Because of number one above, you will only have one answer sheet with both your names on the sheet.
3. You and your partner will receive the same score on the midterm.
4. You may use any strategies you wish, such as both taking the best, comparing your answers, and then discussing the questions that you disagree about until you arrive at agreement. Another option is to discuss each item as you progress through the test together.
5. Each individual should be thoroughly prepared so as not to let your partner or yourself down.
6. Pairs of test-takers will work in a separate classroom from the independent test-takers. You will be subjected to a mild noise level in this shared test-taking experience. If you do not concentrate well if there is some noise, you may wish to opt for the quieter independent test-taking environment. We will all begin together for general overview of test and any announcements. Then the dyadic testing situation will occur in another room. Monitors will be available in each room to clarify items for you, if you find this necessary.
7. We must know your decision by the end of class day on Thursday, October 5 and we will need to know who the partners will be.
8. There is no psychological advantage from my perspective as an instructor. In other words, the choice of taking the midterm independently or with a partner is really yours. . . . I do not favor one structure more than the other. It is an individual preference.
9. I assume no responsibility for working this out for partners. You should make this decision yourself and work out the details. If however, you wish to take the test with a partner and are having a difficult time locating a partner, you may give me your name and I will facilitate a match if others have given me their name.
10. If the numbers do not work and someone really wishes to have this experience, we will under this circumstance only, entertain the idea of a three-person team.

PERSONAL GOAL-SETTING WORKSHEET
EDMS 5020
Dr. Brenda H. Manning

Name _____ Date _____

GOAL

Objectives

Activities

Self-Evaluation

Reflections

CONSENT FORM

I give permission for Dr. Brenda Manning to keep copies of all my work during EDMS 5020 for potential educational research including publications and presentations. I understand that this participation is entirely voluntary; I can withdraw my consent at any time without penalty and have my work, to the extent that it can be identified as mine, returned to me, or destroyed. Dr. Manning can be reached at (706) 542-4244 to answer any questions regarding this request.

B I understand that the work collected is a natural part of the completed coursework for EDMS 5030.

B I understand that the results of my participation will be confidential, and will not be released in any individually identifiable form without my prior consent. Pseudonyms will be used unless otherwise requested.

B I understand that if I decide that I don't want Dr. Manning to keep a portion or all of my work, I can request that any part of my work be returned after grades are submitted. Participation or non-participation in this project will not in any way affect my course grade. Mrs. Stephanie Bales, Office Manager in the Department of Elementary Education, has a form that I can sign if I want to withdraw my participation.

Signature of Participant

Date

Attendance/Punctuality Policy
EDMS 5020
Dr. Brenda H. Manning

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13. After 3 classes before the midterm, students will be assigned a grade of "withdraw passing W". If students miss 4 or more class sessions before the end of the semester, you will be assigned a "withdraw failing WF."
14. Doctors' notes will be accepted to excuse absences; however, dates must match dates absent from class.
15. Any other absences that reflect student emergencies and other occurrences such as death in the family, serious illness, etc. should be discussed with the instructor. In addition, such absences must also be verified through the customary route. i.e., the UGA Office of Student Affairs, Dr. Richard Rose (Assistant Vice President for Student Affairs) or Ms. Linda Edge (in the UGA Office of Student Affairs - 201 Holmes-Hunter Academic Building, 542-3564) before absences will be considered "excused" in this class.
16. In addition, students are excused for religious holidays. However, it is required that students notify the instructor in advance, in writing (email is acceptable) of this absence.
17. If students are absent when work is due or an examination is given, students will receive a "0" for the assignment or examination unless special arrangements have been approved in writing by Dr. Manning prior to the absence.
18. Promptness is also expected. Late arrivers disrupt the learning of everyone. Please be considerate of others. If you are late to class three times, you will receive a notation of one absence. Repeated tardiness (more than 5) will necessitate one or all of the following depending on the situation: reduction of your grade, lock outs, or withdrawal from class.
19. Missing more than 30 minutes of a class will be considered an absence.
20. If you are absent or late, you are responsible for all materials distributed or discussed.

By signing below, I am indicating that I have read and I understand the Attendance/Punctuality Policy of EDMS 5020.

Student _____

Date _____

Instructor _____

Date _____

Respect/Courtesy Policy
EDMS 5020
Dr. Brenda H. Manning

In the last five to 10 years, a serious concern about the lack of respect and common courtesy in college/university classrooms has been growing. This unfortunate trend is nationwide and certainly not just at the University of Georgia. Many universities have developed strict policies against student rudeness. More and more students are being withdrawn from classes due to this disruption of learning...theirs and others. I know that none of you would intentionally be disruptive or rude. But in all fairness to you, I believe it is important to let you know that this institution no longer tolerates student or instructor rudeness. I cannot allow anyone to disrupt the learning of others in my classes. What we have to learn is too important to your education and to the education of the middle school students you will educate. Even if the importance is not readily apparent to you, this still does constitute a license to be inattentive and rude.

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Specifically example behaviors that are not tolerated are as follows:

2. Talking in class while others are talking.

- *No cell phones.

- *Please do not talk to each other or aloud to yourself during the lectures or any other presentations by peers or the instructor. Beyond being rude, others' learning will be disturbed.

- *Please do not talk during questions from your peers and the subsequent answers.

2. Working on assignments unrelated to EDMS 5020, reading newspapers, and any other non-attending behaviors are not permitted in this class.

- *The classes are fast-moving; we have lots to learn. Participate actively, listen carefully, make relevant comments, ask relevant questions, cooperate during large and small group work. Your time to demonstrate mastery of 5020 course material will come, and your close attention and active participation will be rewarded.

3. Arriving late or leaving early are highly discouraged.

- *Either of these behaviors is very disruptive to other learners in the class.

4. Other behaviors that are considered rude - being sarcastic, laughing at a peers' questions, answers, or presentations, etc. You know what it means to behave rudely and I am sure that none of you would think of behaving inappropriately toward yourself, peers, visitors, or the instructor. You will be teachers yourselves in a very short while, and you will expect your own students to behave respectfully and courteously. Model what you will expect in your own classroom.

By signing below, I am indicating that I have read and I understand the Respect/Courtesy Policy of EDMS 5020.

Student _____

Date _____

Instructor _____

Date _____