

## FA 201 Helping Children be More Successful in School

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**Class Day/Time:** Wednesdays / 6:30-9:30  
**Dates:** 01/06/10 – 03/17/10  
**Location:** Naperville Campus

### **Course Description:**

This course takes a panoramic view of American education. We will examine the current issues that challenge public schools today, as well as look at a historic view of public education. We will explore various philosophies in adult and child learning and discover techniques used to enhance learning.

This course combines instructor presentation, discussion, small group work, hands on activities, student presentation, and student participation in class discussion.

**Writing assignments** must be typed and follow the APA 5<sup>th</sup> edition format. The instructor will uphold the University's guidelines on academic integrity found in the Student Handbook. Students are expected to produce their own writing except when collaborating with others. Students must consult sources outside the class when developing their assignments. When sources are used, students must cite any content they did not personally produce. Using the words of others as if they were your own is called plagiarism and is not acceptable work submitted for this course. Any late papers must be submitted prior to the last two weeks of the quarter.

**Required Texts:** None

### **Suggested Readings for all Competencies:**

U.S. Department of Education, Office of Communication and Outreach, Helping Your Child Succeed in School. Education Publication Center, Washington, D.C., 2005.

Hartman, Joan E., and Brereton, John C., The Norton Reader. W.W. Norton & Company, Inc. 1996.

### **Suggested Readings for A-3-X Competence:**

Armstrong, Thomas, In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences. Tarcher/Putnam 2000.

Gardner, Howard, Frames of Mind: The Theory of Multiple Intelligences. Basic Books 1993.

Taylor, Kathleen; Marienau, Catherine; and Fiddler, Morris, Developing Adult Learners. Jossey-Bass Inc. 2000.

### **Suggested Readings for H-3-X Competence:**

Armstrong, Thomas, In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences. Tarcher/Putnam 2000.

Gardner, Howard, Frames of Mind: The Theory of Multiple Intelligences. Basic Books 1993.

Freder, Gloria, Learning to Learn: Strengthening Study Skills and Brain Power. Incentive Publications 2004.

Taylor, Kathleen; Marienau, Catherine; and Fiddler, Morris, Developing Adult Learners. Jossey-Bass Inc. 2000.

Tyack, David and Cuban, Larry, Tinkering Toward Utopia: A Century of Public School Reform. Harvard University Press 1996.

Wirt, Frederick M. and Kirst, Michael W., The Political Dynamics of American Education. McCutchan Publishing Corporation 1997.

### **Suggested Reading for L-7 Competence:**

Senge, Peter, The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization. Double Day 1994.

**Attendance** is required. Students missing more than two classes throughout the quarter will not pass the course. Please see the instructor about any extenuating circumstances that may threaten your performance in this class.

**Evidence all Students will submit:**

1. Students will engage in large and small group discussions. (20 points total, 2 per class)
2. Students will give group and individual presentations on the content of their findings and research. (56+ points total, 28 with competence group, 28 individual per competence)
3. Students will produce seven reflections based on group class activities. Students must write about their learning as well as report on in class discussions and activities. (21 points total, 3 per reflection)
4. Students may write a 2-4 page paper centering on their competence area. The papers must be written in the APA 5<sup>th</sup> edition format. (32 points per competence)

**Competencies Offered:**

**A-3-X: Reflection and Meaning**

Can explore models of learning styles or learning disabilities and apply it to learning experiences of children.

**Evidence:**

1. Students will engage in large and small group discussions.
2. Students will produce seven reflections based on group class activities. Students must write about their learning as well as report on the activity.
3. As a group, students will be given a scenario to
  - ◆ Identify the problem and make observations
  - ◆ Answer questions and prescribe a remedy for success
  - ◆ Present findings to class in a 15-minute interactive presentation and relate it to their competence.

**Additional Evidence:**

1. Research a learning style, learning philosophy or learning disability.
  2. Write a 2-4 page paper and share what you have learned about that learning style/philosophy or learning disability. Summarize and give insight on its effect on learning.
  3. Give a 10-minute presentation to class on the disability or learning style or philosophy researched. Summarize what the learning style/philosophy or disability is, and based on your research give insight into how a student would successfully learn.
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### **H-3-X Individual Development**

Can use theories of learning styles to reflect on how they can approach learning differently based on one's own ability to process information.

Can analyze how American public school education has evolved based on social needs and what impact it has had on human development.

#### **Evidence:**

1. Students will engage in large and small group discussions.
2. Students will produce seven reflections based on group class activities. Students must write about their learning as well as report on the activity.
3. As a group, students will be given a scenario to
  - ◆ Identify the problem and make observations
  - ◆ Answer questions and prescribe a remedy for success
  - ◆ Present findings to class in a 15-minute interactive presentation and relate it to their competence.

#### **Additional Evidence:**

1. In a 2-4 page paper, students will report on how children learn and process information. Using past learning experiences, students will reflect on how they or someone they know could approach their learning differently based on their ability and learning style.
2. Students will give a 10-minute presentation to class summarizing a past learning experience and give insight on how that learning experience could be approached another way.

OR

1. Analyze the impact of American public school education as a social institution.
  2. Write a 2-4 page paper on the impact American public education has had on human development and how public education has evolved based on social needs.
  3. Students will give a 10-minute presentation to class summarizing their research and findings. Students will give insight on the impact of American public school education.
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## **L-7: Collaborative Learning**

Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge. Understanding the distinctions between collaboration and cooperation is essential to this competence.

### **Evidence:**

1. Students will participate in a learning project with others.
2. Students will apply collaborative learning skills, such as communication skills, skills of group dynamics, etc.
3. Students will be given a scenario to
  - ◆ Identify the problem and make observations
  - ◆ Answer questions and prescribe a remedy for success
4. Students will give a 15-minute group presentation on their findings to the class.
5. Students will reflect on one's ability to contribute to the collaborative learning process. Students will produce seven reflections based on group class activities. Students must write about their learning as well as report on the activity.

### **Additional Evidence:**

1. Articulate the differences and similarities between collaboration and cooperation.
  2. Discuss the collaborative activities you engaged in during this class. Include in your discussion: how you have changed, what challenges you experienced working in a collaborative environment, how your group overcame these challenges, and what worked well within your collaborative setting.
  3. Write a 2-4 page paper including the 1 & 2 above and share your findings with class in a 10-minute presentation.
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**F-X: Focus Area**

Written by student/faculty

Given the classroom or related experience, the student will choose two of the assessments from the following list with the instructor. The assessments will connect to the student's everyday life to the techniques and strategies learned to help students become more successful in school.

Some Example F-X Competence Statements:

- Can analyze and use methods for a teaching unit to create lessons on the process of metamorphosis to elementary school children.
- Can create a teaching unit that teaches elementary students about sharing through the use of visual aids.
- Can identify an institutional problem and design a plan for change based on a specific model.

**Evidence:**

1. Students will engage in large and small group discussions.
2. Students will participate in group activities.
3. Students will produce seven reflections based on group class activities. Students must write about their learning as well as report on the activity.
4. As a group, students will be given a scenario to
  - ◆ Identify the problem and make observations
  - ◆ Answer questions and prescribe a remedy for success
  - ◆ Present findings to class in a 15-minute interactive presentation and relate it to their competence.

**Possible Additional Evidence:**

(Choose two from the following or create your own with the instructor.)

Hands on Project

Write a Paper

Responses to Exercises

Group Project

Presentation

Research

Experiment

Solve a Problem

Journal/Written Reflection

Interpret/Interview/Survey Findings

Case Study

Formulate Judgments

Construct a Model

Illustrate Something

Design a Plan

Analyze/Interpret Data or Information

**Assessment:**                      **Class Participation**    **20 Points**  
Students need to be actively engaged in class discussions as well as class activities.

**Individual Presentation of Papers/Projects**    **28 Points Each**  
Presentation of papers should include content of papers turned in for assessment. Also part of the presentation should be a reflective component where the student discusses how the he/she found meaning in the information  
See attached rubric.

**Content of Papers**    **32 Points Each**  
See attached SNL guidelines

**Content of Reflections**    **21 Points**

**Group Presentation**    **28 Points**  
See attached rubric.

- A**        90 – 100%
- B**        80-89%
- C**        70-79%
- D**        60-69%
- F**        less than 60%

**Week 1**

1. Instructors introduction
2. Introduction to syllabus
3. Introduction of students, competencies, and coursework
4. What is success in school?
5. What questions do you have coming into this course about helping children be successful in school? Be general or specific.
6. Panoramic view of American public school education
7. Over the next 5 weeks, bring in magazine and newspaper articles related to education for discussion.

**Week 2**

1. Understanding NCLB
2. Ways we learn - Bloom
3. Learning Styles- Kolb, Jung, MBTI, VAK
4. Multiple Intelligences- Gardner
5. Putting the style together

6. Discuss an article(s).
7. Complete a Reflection.

### **Week 3**

1. Turn in Reflections.
2. Discuss MI Results
3. Collaboration and Cooperation, what's the difference?
4. Working cooperatively (taking part) and working collaboratively (being a part of the process) with school personnel
5. What is needed in a collaborative environment?
6. What can cause collaborative efforts to break down?
7. Homework/Study Techniques
8. Discuss an article.
9. Complete a Reflection.
10. F-X Students meet with instructor to write Competence Statement.

### **Week 4**

1. Turn in Reflections.
2. Organizational Strategies
3. Work with Competence Group. Given a scenario, identify the problem, make observations, answer & ask questions, and prescribe a remedy for success. Do you want to know more info? What do you want to know? Report Findings in Group Presentation Later.
4. Discuss an article(s)
5. E-mail the instructor with questions for our Week 8 Panel.
6. Complete a Reflection.

### **Week 5**

1. Turn in Reflections.
2. Learning Strategies
2. Test Taking Strategies
3. Create more questions for a Panel Discussion Week 8.
4. Discuss an article
5. Complete a Reflection.

### **Week 6**

1. Turn in Reflections.
2. Visuals/Games to Create and Play  
Share with class, later (week 9).
3. Bullying and violence in schools and the effects on learning
4. Discuss an article
5. Complete a Reflection.

### **Week 7**

1. Turn in Reflections.
2. Understanding the Child
3. Understanding Standardized Tests
4. \*Go to computer lab to check out web sites. See Hand out.
5. Looking at data over time
6. Work with Competence Group. Look back to Week 4s scenario. How do you think your child is doing? What more would you do for this child? Did you identify the problem correctly? Would you prescribe another remedy for success? What other information would you like to know?  
Report Findings from Week 4 & 7 in Group Presentation later.
7. Complete a Reflection.

### **Week 8**

1. Turn in Reflections.
2. Guest Speakers –Panel Discussion
3. Work in Scenario Groups and make final preparations for Presentations Week 9 & 10.
4. Getting additional assistance

### **Week 9**

1. Do Class Evals.
2. Individual Class Presentations (Papers & Game/Project)

### **Week 10**

1. Group Class Presentations (Scenarios)
2. Complete a Final Reflection.  
After taking this course, what will you do differently to help your child or yourself be more successful and why?

Δ The Plan May Change

### Oral Presentation Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	Total Points
<b>Eye Contact</b>	Holds attention of the entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience. Reliance on note cards.	No eye contact with audience. Complete reliance on note cards.	
<b>Clarity</b>	Speech is well understood throughout the entire presentation.	Speech is understood, but not throughout the entire presentation.	Only half of the presentation is able to be understood.	The ability to understand speech is minimal.	
<b>Loudness/Speed</b>	Speech is at a comfortable volume, and is set at a natural speaking speed.	The volume level is not natural, and the speed of the speech is not consistent.	The volume is too quiet or too loud, or the speech is too fast or too slow.	Volume control and/or a consistent speed have not been achieved.	
<b>Position/Movement</b>	Speaker is positioned for the audience to see and hear them, and movement is natural.	Speaker's position is starting to distract from the speech, and is becoming unnatural.	Speaker's position is taking away from the speech, and the movements have become repetitive.	Speaker's position and movement took away from the presentation .	
<b>Logical Sequence</b>	Speaker presents information in a way that makes sense to the audience.	Speaker's sequence deviates from the topic.	Speaker's sequence inhibits the audience from grasping main concepts.	Speaker's sequence denies the audience knowledge of the topic.	
<b>Knowledge Of Content</b>	Speaker exhibits command of the material.	Speaker exhibits a working knowledge of the material.	Speaker exhibits a general idea of the material.	Speaker lacks knowledge of the material.	
<b>Fluidity of Presentation</b>	Presentation flows naturally.	Presentation flows, but not completely.	Presentation has minimal flow.	Presentation does not flow.	