



Framingham
State University

Syllabus

*Continuing Education for Educational
Professionals*

Course Title: **Teaching OUTSIDE the BOX: How to Grab Your Students by
Their Brains**

Credit Hours: **1 Grad**

Course Format: **Online self-paced**

Instructor Name & Contact Information:

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CATALOG DESCRIPTION:

This course explores all aspects of student motivation from the psychology of seating to motivating reluctant learners. This course provides concrete action steps such as checklists, strategies for preventing misbehavior, activities for positive student-teacher connections, ideas for addressing brain-dominance and learning preferences, tips for incorporating higher-order thinking skills into lessons and more! This course centers around the ideal of when students believe that success is possible, they will try!

LEARNING GOALS and OUTCOMES:

- ◆ Gain strategies for effective classroom management
- ◆ Understand the impact of creating life-altering relationships with students and families
- ◆ Learning how to use an empowered mindset to develop a positive classroom culture
- ◆ Analyze and apply top twelve motivational strategies
- ◆ Complete reflection activities to reinforce learning
- ◆ Discover how to use the elements of routines and rituals to make classroom positive, meaningful experience
- ◆ Gather information from several sources on supporting and reaching various student populations in the classroom
- ◆ Discuss patterns of classroom interactions that are friendly and demonstrate general caring and respect
- ◆ Discuss what motivates children to do well in school and in the outside world

- ◆ Employ constructive use of consequences and practice empathy in classroom role-play situations
- ◆ Employ twelve steps to better discipline in classroom situations
- ◆ Analyze and apply strategies for preparation for classroom: physical space, paperwork and self

Text(s) and Other Materials:

Optional text:

Johnson, LouAnne. 2015. *Teaching outside the box: how to grab your students by their brains*. Third Edition. San Francisco: Jossey-Bass.

Link on website to purchase:

https://www.amazon.com/Teaching-Outside-Box-Students-Brains/dp/1119089271/ref=sr_1_2?dc_hlid=1&keywords=Teaching+outside+of+the+box&qid=1606923810&sr=8-2 (We will be using the 2015 version. Contact instructor if this is hardship or delivery issues) It is the 3rd edition. If you have previous versions of the book on-hand we will make it work!

Optional supplemental text (excerpts will be provided in coursework)

Lemov, Doug, 1967-. (2015). *Teach like a champion 2.0 : 62 techniques that put students on the path to college*. San Francisco :Jossey-Bass,

Other supplemental materials and reproducible provided by instructor

Teaching/Learning Activities:

Chapter discussions, video clips, multimedia presentations, graphic organizers, teaching tools, classroom discussion, lecture, etc. will all be implemented to facilitate content mastery.

EVALUATION METHODS:

1. Online Discussions: Participants are asked to discuss assignments. These discussions can include meaningful questions, stories, examples, concerns, ideas, etc. To get complete credit for these discussions, a participant must post a response, question, story, experience at least once during the assigned content.
2. One Page Response Journals

Course Outline/Content:

TOPICAL OUTLINE

Instructional Activity	Description of Activity
<p>Module One:</p> <ul style="list-style-type: none"> ● Review Syllabus ● Topics covered in posted lecture notes, articles, content presentation and websites: <p>Required Reading: Johnson, LouAnne. 2015. <i>Teaching outside the box: how to grab your students by their brains</i>. Third Edition. San Francisco: Jossey-Bass. (1-44)</p> <p>Other Assignments: One-page written response</p>	<p>Posted lecture notes, articles, presentations, websites, discussion board and written response</p> <ol style="list-style-type: none"> 1. Dear Teacher: An Open Letter (p. 1-3) *Annotation exercise 2. Do Your Homework (Self-Reflection) <ol style="list-style-type: none"> a. Choose your Persona b. Dress the Part c. Train those Little Puppies d. Control your classroom, not your students e. Plan for bathroom breaks f. Face your own prejudices g. Respect yourself h. Grades i. Covering curriculum is not teaching j. NOTE TO SELF 3. Module Reflection Questions: <ol style="list-style-type: none"> a. Quote from the book “There is no such thing as a casual statement to a child.” Discuss this with 4-5 supporting statements b. Discussion Points pg. 15 (choose 2 of the 4) c. Discussion Points pg. 44 (choose 3 of the 6) d. Read and respond thoughtfully and critically to another learner e. The author wrote a note to herself and taped it to her desk that read, “Be careful. Everything you say, every single day, may be recorded in your students’ heart forever.” Try this for the duration of this course.
<p>Module Two:</p> <ul style="list-style-type: none"> ● Topics covered in posted lecture notes, articles, content presentation and websites: <p>The Big Three: Preparation, Preparation, Preparation *Room *Paperwork</p>	<p>Posted lecture notes, articles, presentations, websites, discussion board and written response</p> <p>Create a personalized checklist. You may reference the examples given in the course. Include classroom, paperwork, and yourself</p>

<p>* Lesson Plan format * Welcome Handouts Prepare Yourself (5 checklists)</p> <p>Required Reading: Johnson, LouAnne. 2015. <i>Teaching outside the box: how to grab your students by their brains</i>. Third Edition. San Francisco: Jossey-Bass. (pages 45-89)</p> <p>Other Assignments: One page written response</p>	<p>Module Reflection Questions: a. Quote from the book “If you don’t get your ducks all in a row well ahead of time, you may find yourself with stray quakers all year long, because once the school year begins, even experienced, effective teachers find themselves running at top speed on the teaching treadmill” Discuss this with 4-5 supporting statements b. Discussion Points pg. 89 (choose 3 of the 5) c. Read and respond thoughtfully and critically to another learner</p>
<p>Module Three:</p> <ul style="list-style-type: none"> ● Topics covered in posted lecture notes, articles, content presentation and websites: ● Start with a smile ● Choose an engaging opening activity ● Provide Clear Instructions ● Grab Students by Their Brains ● Stop the teacher v. student attitude in its tracks ● Teach your procedure for oral responses and expectations of students ● Be prepared for “test the teacher” ● Have students get to know each other ● Show your gratitude <p>Required Reading: Johnson, LouAnne. 2015. <i>Teaching outside the box: how to grab your students by their brains</i>. Third Edition. San Francisco: Jossey-Bass. (pg. 91-134)</p> <p>Other Assignments: Online discussion Activity collection</p>	<p>Posted lecture notes, articles, presentations, websites, discussion board and written response</p> <p>In this module you will create a collection of opening activities. Beg, steal and borrow! You can reference the examples given on page 94-95, use some of your own from previous experiences or post your request for new activities in a social media platform and see what you like! Collect at least 15-25.</p> <p>Module Reflection Questions: a. Quote from the book “How you choose to greet your group is up to you, but keep in mind that human beings are naturally inclined to respond to a genuine smile with a smile in return.” Discuss this with 4-5 supporting statements. Create 2-3 options for greeting students based on your educational situation. b. Discussion Points pg. 89 (choose 3 of the 6) c. Read and respond thoughtfully and critically to another learner</p>
<p>Module Four:</p> <ul style="list-style-type: none"> ● Topics covered in posted lecture notes, articles, content presentation and websites: 	<p>Posted lecture notes, articles, presentations, websites, discussion board and written response</p>

<p>Discipline is not a dirty word Define your philosophy Rules vs. procedures Rules for creating rules Characteristics of successful discipline policies Consider cultural differences</p> <p>Required Reading: Johnson, LouAnne. 2015. <i>Teaching outside the box: how to grab your students by their brains</i>. Third Edition. San Francisco: Jossey-Bass. (pg. 135-170)</p> <p>Other Assignments: Reflection activities (discipline philosophy self-reflection page 137) Online discussion Daily Do-Now Activity</p>	<p>Read page 137 and off-the-cuff do the activity with the response to a police officer. How you would honestly respond will help in creating your own philosophy of discipline in the classroom</p> <p>In this module you will create a sample of a DAILY DO-NOW activity. Again, beg, steal and borrow! You can reference the examples given on page 108), use some of your own from previous experiences or post your request for new activities in a social media platform and see what you like! Collect at least 10-15.</p> <p>Module Reflection Questions: a. Quote from the book(p. 147)“I actually had an experience a few years ago with a Korean exchange student who would smile when disciplined in class. I was initially enraged until it was explained to me that that has his method of showing shame under chastisement. It was this newfound understanding that opened my eyes to individualization of discipline and the concept of respecting the individual student” Discuss this with 4-5 supporting statements. Create 2-3 options for greeting students based on your educational situation. b. Discussion Points pg. 170 (choose 2 of the 5) c. Read and respond thoughtfully and critically to another learner</p>
<p>FINAL PROJECT/ASSIGNMENT</p> <ul style="list-style-type: none"> • Topics covered in posted lecture notes, articles, content presentation and websites: <p>Putting it all Together: What does that look like to you?</p> <p>Food for Thought (pg. 215)</p> <p>Ethics Exercises (pg. 258)</p> <p>Required Reading: Johnson, LouAnne. 2015. <i>Teaching outside the box: how to grab your students by their brains</i>. Third Edition. San Francisco: Jossey-Bass. (pg 215-279)</p> <p>Other Assignments:</p>	<p>Pre-planning, brainstorming, compiling, researching, initial composition of reflection, revisions and final composition of reflection of work.</p> <p>Final Module Reflection Questions:</p> <ol style="list-style-type: none"> 1. For the final quote reflection you will pick your OWN QUOTE FROM THE BOOK. It can be from any part of the text. Discuss this with 4-5 supporting statements. Create 2-3 options for greeting students based on your educational situation. b. Discussion Points pg. 229 (choose 2 of the 4) c. Discussion Points pg. 259 (choose 2 of the 5) d. Read and respond thoughtfully and critically to another learner 2. You will also create an overarching Summary of Learning. This summary should contain skills, content learned and learning experiences throughout the course and text experiences.

One page written reflection Journal collection	
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Attendance/Participation:

Student Expectations:

- ◆ The discussion board is a crucial part of this class. Not only will you be asked to respond to questions from each module, but you will also need to read and respond to others to fully benefit from this learning experience.
- ◆ Stay on task and answer the question being addressed
- ◆ Be respectful and polite at all times when responding to your fellow classmates even if you do not share the same opinion
- ◆ Read all posts so you do not repeat what someone else has written
- ◆ No cursing
- ◆ Please be thoughtful and use complete sentences.
- ◆ All discussion comments should be made before the start of the next Module.
- ◆ Complete all four sections showing a competent understanding of the material presented in each section
- ◆ Complete all course journal article and essay writing assignments with the minimum word count.
- ◆ Complete course evaluation form at the end of the course

Grading:

<i>Percentage</i>	<i>Grade Level</i>	<i>GPA</i>
<i>100% to 94%</i>	<i>A</i>	<i>4.0</i>
<i>93% to 90%</i>	<i>A-</i>	<i>3.7</i>
<i>89% to 87%</i>	<i>B+</i>	<i>3.3</i>
<i>86% to 84%</i>	<i>B</i>	<i>3.0</i>
<i>83% to 80%</i>	<i>B-</i>	<i>2.7</i>
<i>79% to 77%</i>	<i>C+</i>	<i>2.3</i>
<i>76% to 70%</i>	<i>C</i>	<i>2.0</i>
<i>69% to 67%</i>	<i>D+</i>	<i>1.3</i>

66% to 64%	D	1.0
63% to 60%	D-	0.7
59% and below	F	0.0

ACADEMIC HONESTY POLICY:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.

Academic Accommodations Policy:

Please refer to the FSU handbook found here:

https://www.framingham.edu/Assets/uploads/academics/center-for-academic-success-and-advising/_documents/disability-services/Accessing%20Academic%20Accommodations.pdf

EVALUATION TOOLS:

Discussion Board (online board entries)

You will receive a participation grade for each module. The scoring is as follows:

- 3 You participated in all components of the module.
- 2 You participated in most components of the module.
- 1 You participated in some components of the module.
- 0 You did not participate in the module.

The sum of your participation grades will be included as a % of final grade.

Discussion Rubric:

Score:

- 3 You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed & keep the conversation moving.
- 2 You participated in the discussion (2 posts). Your contributions were relevant to the posted topic(s) & helped keep the conversation moving.
- 1 You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).
- 0 You did not participate in the discussion.

ONE-PAGE RESPONSES:

As the module prescribes, participants will write a one-page response to the article. Participants should respond to the content, not summarize it. How does it affect you as an educator? How might you respond to students differently next time? What is one small step you will take to shift

your mindset? How can you implement this in your own educational setting? Would you want to implement it? (these are possible questions to guide writing)

FINAL ASSIGNMENT:

Participants will complete the following:

1. One-page written reflection
2. Journal collection of “Dear Teacher” letters
3. Record your thoughts

Participants should submit a one to three page written response with double spacing using Times New Roman in 12 point font. Responses should incorporate course content. Participants should respond to the content, not summarize it. How does it affect you as an educator? How might you respond to students differently next time? What is one small step you will take to shift mindset? How can you implement this in your own educational setting? Would you want to implement it? (these are possible questions to guide writing)

Final Assignment will be scored based upon the following expectations:

Article content has been incorporated written response is mindful of article’s content _____/25

Reflection: Written response demonstrates participant reaction to the article’s content _____/25

Course Concepts have been integrated – response is reflective of course content. _____/25

Response Requirements have been met: minimum of one page _____/25

Recording your Thoughts: Students will record 90-120 seconds on approved medium _____/25