EDU626 SYLLABUS
“let us...go on to maturity.” Heb.6:1

Winter 2012  T 5:55-9:45 on-line enhanced  Fai 103

Course:      EDU626 Cooperative Learning
Instructor:  Dr. J. Hornsby: 318-6140  e-mail: jhornsby@wmcarey.edu
            Fax: 601- 318-6185 Office hours posted (office)

Course Description and Rationale:
We cannot prepare the citizens of tomorrow for full participation in a democracy if classrooms are structured autocratically. Our democratic educational system has accepted an autocratic social organization in the classroom. This course is designed to present cooperative structures, designs and activities in order to change teacher’s methods of teaching. Students will learn the positive outcomes of utilizing cooperative learning in their classroom through research and through participation.

In 1970 there were 20 million new jobs created. Five percent of these jobs were in manufacturing and ninety percent were in information, knowledge or service. Today more than two-thirds of the work force deals primarily with information and/or other people. Because of the radical shift in the economic and social world, the structure of our classrooms must change. The aim of this course is to prepare teachers to maximize the potential of each student in their classroom.

Learning Outcomes:
Upon completion of this course, the students will be able to:
1.  discuss the advantages of using cooperative learning in the classroom, INTASC,1&9
2.  state the rationale for the need for cooperative learning, INTASC, 7
3.  explain from research why cooperative learning produces positive outcomes, INTASC, 2 & 3
4.  list and discuss the six key concepts of cooperative learning, INTASC, 1, 6 & 7
5.  discuss the advantages of cooperative learning with the principal, teachers & parents, INTASC, 9 & 10
6.  use heterogeneous teams to maximize the potential for cross-ability, tutoring, positive race relations, improved cross sex relations and student assisted classroom management, INTASC,4, 5, 7, & 8
7.  utilize management skills when complex projects are assigned to teams,INTASC,5&6
8.  promote teambuilding and classbuilding to improve social relations in the classroom, INTASC, 2,3 & 5
9.  utilize mastery structures and designs in the classroom to effectively produce mastery of academic content skills, INTASC, 2, 3 & 4
10 coordinate students to complete a cooperative project and use scoring and recognition to maximize the potential of each student. INTASC, 8

Assignments and requirements:
1. Assignments are given on the assignment sheet that includes information from the assigned chapters each week and two videos of cooperative learning in the the student’s classroom and an explanation of each video is required.

Evaluation: 93-100 = A  85-92= B  76-84= C  70-75= D Below  70% = F
**AMERICANS WITH DISABILITIES ACT STATEMENT**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

**COLLEGE POLICY & ACADEMIC INTEGRITY**
William Carey College seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey College’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures manual and in the student handbook, The Lance.

**Catastrophic Event Plan**
In case of a catastrophic event, the following procedures will be maintained:

- In case of a closed campus with internet access, all courses will shift to D2L delivery of assignments. Follow all assignments in the syllabus and send them via D2L or email to your professor.
- In case of a closed campus with no internet access, follow all syllabus’ directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.
CLASS SCHEDULE
EDU 626 Cooperative Learning
Summer 2012, May 29-June 28
Fairchild 109  TR 8-12

Week 1
Introduction
Ch. 1  Frequent Questions
Ch. 2  The Need for Cooperative Learning
Ch. 3  Research & Cooperative Learning

Week 2
Ch. 4  The Reasons Cooperative Learning Works
Ch. 6  Structures
Ch. 7  Teams
Ch. 8  Management

Week 3
Mid-Term Exam
1/2 journal articles due
Ch. 10  Teambuilding
No class meeting: D2L “discussion.” Ch. 11 Social Skills

Week 4
Ch. 9  Classbuilding
Ch. 10 Teambuilding
Ch. 12 Basic Principles
Ch. 16 Assessment & Grading

Week 5
Student Presentations
1/2 Journal articles & units due
Final Exam