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EDU 275
Artifact #1

*Prepare a diagram depicting a classroom arrangement appropriate for the subject area/grade you will be teaching.*

The computer classroom below seats 26 students, the number accommodated by my practicum classroom, although the two rooms are very different.  There are five pairs of in and out baskets on the corner tables in the back, one for each class that uses the room.  Teacher and students face the same direction for most computer work so that the teacher can easily observe students' screens for both progress and off-task activity, especially unauthorized internet use.  The projector in the middle aisle is attached to the ceiling and displays at the front of the room.  Its input is provided by the video signal from the computer at the lectern, the document projector beside it, the VCR/DVD player between the two, or the cable TV connection fed through the ceiling.  Other equipment includes a printer, scanner, copier, fax, and telephone.  Computer cables for power and networking are routed through the floor.  Placement of the tables facilitates pair or trio work at the computers or discussions among groups of three or four at students' seats.  Larger groups form around the perimeter where there is substantial room to display student work and to draw out ideas on the boards.  Wheelchair seating is in the last row on the teacher's right.
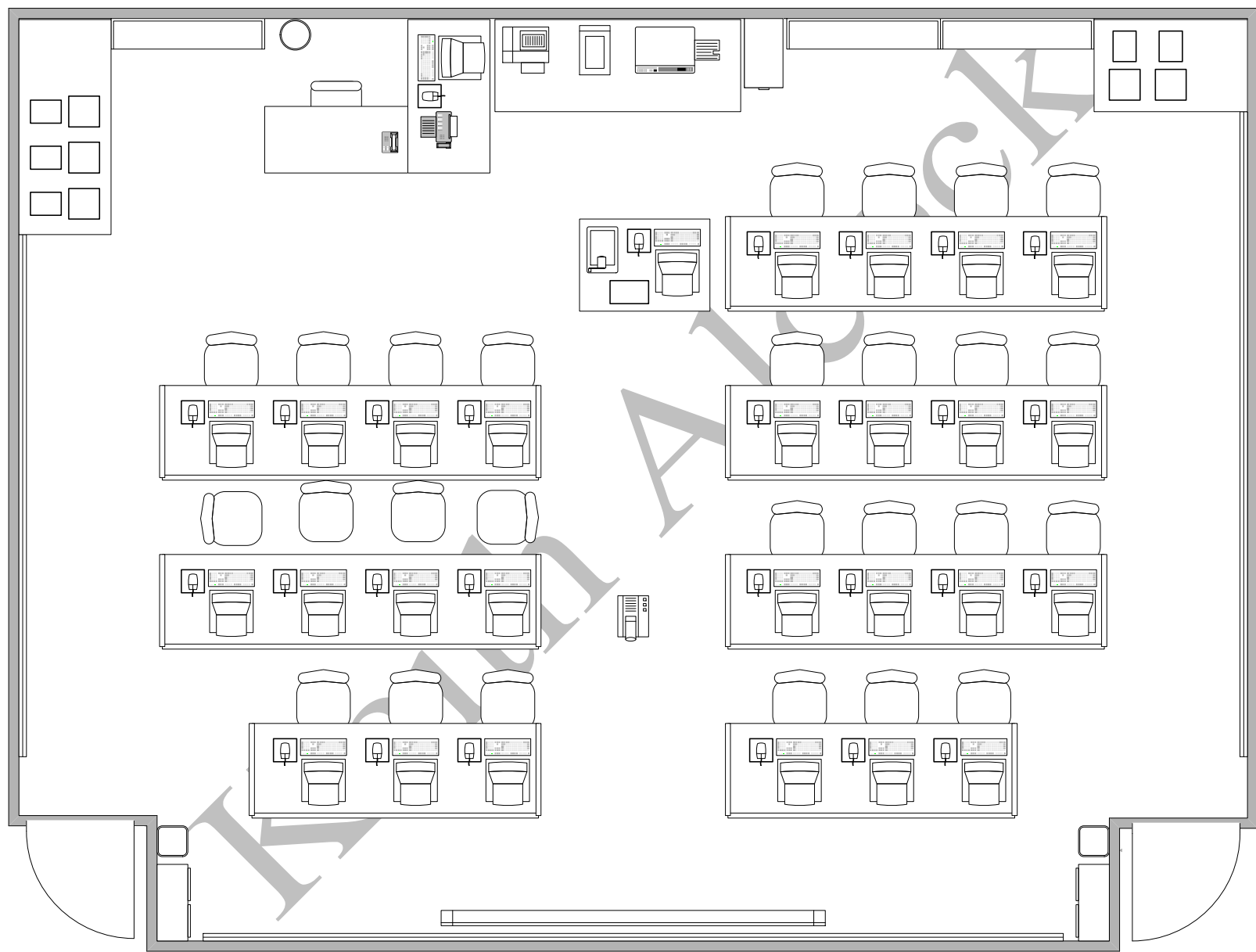
*Include corresponding documentation that details your classroom rules related to 1) academic work and 2) conduct.*

1a) Grades.  Quarter grades are calculated by taking the weighted average of scores in six categories using the proportions specified in the table on the left.  The result is mapped to a letter grade according to the conversion table on the right.

| Activity | Weight |
|---|---|
| Classroom assignments | 40% |
| Weekly quizzes | 20% |
| Monthly unit exam | 15% |
| Homework | 10% |
| Portfolio | 10% |
| Class participation | 5% |

| Min. | Grade | Max. |
|---|---|---|
| 90% | A | - |
| 80% | B | 89% |
| 70% | C | 79% |
| 60% | D | 69% |
| - | F | 59% |

Since this is a computer course, we will be recording our scores on the computer and updating our projected grade with each new data point.  This should clarify the grading policy.

One classroom assignment and one weekly quiz score may be dropped per quarter.  Work receiving an F grade must be revised.  This prevents one failing grade from dragging down subsequent scores.  When necessary, subject material is re-taught.  Students earning As with time to spare are rewarded with interesting enrichment work.

1b) Late work.  Late work loses 10 percentage points, one letter grade, per day.  A grade that would otherwise earn 75% on the due date receives only 65% one day later.  In some cases it may be in the student's best interest to turn in an assignment late, but complete, rather than on time and incomplete or poorly prepared.  Reserve this option for emergency situations.  Assignments are not generally due the very next day so that you have more scheduling flexibility.  However, it is a good policy to complete them as soon as possible.

1c) Excused absences.  Due dates for classroom assignments and homework are pushed back one day for each day of excused absence.  This is not how the real world works; being young has its advantages.  If you are in the school building for any part of the day on which a homework assignment is due, it must be turned in or be considered late.  If a single absence falls on the day of a quiz or exam, the test will be taken on the day the student returns.  This make-up test differs from the regularly scheduled test and is likely more difficult.  If a test falls in the middle of an absence, the test is delayed.  For example, if a student is absent the day before and the day of the test, the student has one day to make up missed work and should take the test on the second day.  Assignments are usually posted to the class web site, so in many instances it will be possible to complete missed work on time.  This will help you follow the next day's discussion and reduce the amount of double time required to catch up in all classes.

1d) Unexcused absences.  On the other hand, unexcused absences result in scores of zeros and no change in schedule.  Some, but very few, scores may be dropped.  It is a much better plan to reserve the drop option for bad scores rather than avoidable zeros.

1e) Quizzes and exams.  Quizzes are open note, but closed book.  You can use any notes written with your own hands and your handwritten classroom assignments.  There will be a time limit, so it is essential that you understand your notes or have the information in your head in

order to finish on time.  It is from these notes and other materials that you can prepare for the closed notes, closed book exams.

1f) Plagiarism.  There will be ample opportunity in this course to observe and learn from the work of others.  Using someone else's work as your own without acknowledging the source is plagiarism and a grave academic misstep with severe consequences as determined at the district level.  Do not copy work from your classmates, the Internet, or anywhere else.  We will learn specific, acceptable techniques for building upon the work of others in this class.

1g) Paperwork.  Hardcopy documents being turned in should include the student's name, teacher's name, course number and period, and title.  When a teacher or your boss has to spend time figuring out what it is that you have turned in, your work undergoes additional scrutiny.  Graded work will be returned with the teacher's signature, a score, and comments.  Please save your work until quarter grades have appeared in case computers malfunction and grades need to be reentered.

1h) Class materials.  Students are expected to bring a pencil and eraser, pen, paper, and textbook (if issued) to class each day.  There is space in the classroom for materials related to ongoing projects, such as the portfolio, which can be used if the student so desires.  Otherwise, bring the materials along.

2) Conduct in your classroom is governed by rules and procedures at levels ranging from the laws of physics and software engineering practices to school district and department rules and finally classroom procedure.  The few below are written in stone.  Others we will formulate ourselves during the first week of class.  In this classroom we practice both making and following rules and procedures, including the business rules that go into our software.

2a) District rules.  The school district's rules are published in a booklet called *Student Rights and Responsibilities* and you agreed to abide by these rules when you enrolled in school and entered the building.  Copies of the booklet are available in class and from the course web site.  We will discuss the issues that are especially pertinent to a computer classroom.  Many also apply to your future workplaces.  Do not allow the lightheartedness of this document to distract you from the heavy handed consequences of breaking district rules; infractions result in severe consequences.

2b) Department rules.  Computer department rules are detailed in a *Student User Contract* that you and your adults must sign before you are allowed to use the classroom computers.  These rules are posted in the room and available from the course web site.  To help learn and understand these rules, we will conduct a small group activity in which mock companies formulate guidelines for their own computer use and justify them.

Classroom rules/procedures

2c) Tardiness.  The classroom does not function on flex time.  The door closes at the bell and late students must retrieve the appropriate documentation from administration and present it to the bouncer at the classroom door before being admitted.  Unexcused tardiness will costs your class participation points for the day.

2d) Passes.  Students are allowed three hall passes per quarter not to be used during the first or last ten minutes of class.  Use the passes wisely and plan ahead.  After you run out of passes, hall privileges cost class participation points, a whole day's supply.

2e) Electronic devices.  Electronic devices must be stowed for the duration of the class or be subjected to temporary confiscation, as per school rules.  The one exception is during the extra five minute oral presentation to the class about the device which is required in order for the student to recoup the week's lost participation points that accompany the confiscation.  Voluntary presentations for extra credit are permitted when time allows.

*Prepare a document that [describes] how you will handle 1) attendance, 2) tardy slips, and 3) excuses.*

For attendance, see items 1c) and 1d) above.  As soon as student names and faces are memorized, attendance will be taken silently during bell work or seat work when possible.  Barcode readers are fairly cheap and easy to use, so I would like to involve students in automating the taking of attendance based on student ID cards, which they are required to wear at my practicum school.

For tardy slips, see 2c) above.

If anyone is excused from graded work by administration, because of an IEP, by virtue of extended absence, etc., then the number of possible points for the particular kind of activity is reduced.  The student effectively receives 0 out of 0.  This is a written policy, but I hope to have so few excuses that it does not need to be printout out and distributed to every student.

*Prepare a document that shows how you will handle 1) distributing materials, 2) turning in homework, 3) doing seatwork, 4) forming cooperative learning groups, and 5) returning materials and supplies at the end of the [period].*

1) Distributing materials.  When students enter the room, they proceed to the back corners to collect materials needed for the period.  The list of materials can be found on the whiteboard next to the rectangular tables.  The tables hold in-boxes and folders that students use for ongoing projects.  When a student is absent, the folders are also used for materials being distributed and for graded work being returned.  New printed materials can be found on the table, especially if they relate to bell work, so that students can begin immediately.  Next to each table is a bookcase containing textbooks needed in class when students don't have individual copies.  Pencil sharpeners are located nearby.  Papers are distributed in class from the lectern by handing 11 to the right and 15 to the left.  The closest student takes one, sends the appropriate number left or right, and sends the rest forward.

In a computer classroom, many documents are distributed electronically.  These documents can be found in my shared folder under the course name and period number.  File names appear on the whiteboard or job sheet with any other necessary instructions.  Students transfer working copies to their own directories.  Some materials are also available via the class web site, although not solely from this source.  For the most part, these will be documents that are headed to students' homes like permission slips and the classroom newsletter.

2) Turning in homework.  Paper homework that is turned in by everyone at once is collected at the lectern using the distribution process in reverse.  Individual submissions can be placed directly into the in-boxes on the tables in the corners, where staplers are also available.  Students will need to print out some of their work before it can be turned in and they can pick up that work at the printer on the table behind the lectern on their way to the in-boxes.

Other documents are submitted electronically.  Each student has a personal directory under the course name and period number where they can deposit completed files and projects.  Document and folder names are specified with the assignment so that work can be easily found and graded.  Software prints out a report of missing work.

3) Doing seatwork.  Students are expected to be in their seats except when retrieving work from the printer, en route to or from the hall, visiting the teacher's desk, or involved in group work.  Students are allowed to ask each other questions and should have consulted two other sources before consulting the teacher (e.g., textbook or help file and one other student, two other students, etc.).  Internet access is not allowed without prior approval and is normally disabled by firewall.

4) Forming cooperative learning groups.  High school work, especially in math and computer courses, is almost exclusively a solo activity.  I plan to change this with pair programming, code reviews, formation of small departments within the class, project management exercises, and the like.  In the end, everyone should have worked with everyone else at least once.  Selection of group members is automated and randomized unless known problems exist.  Groups are given time for introductions and group work early in the quarter includes a group building activity.  Students may be rewarded with chances to form their own groups, but it will be treated as a privilege.

5) Returning materials.  Books are returned at the end of the period by individual students; they are too heavy to carry very many at a time.  After dropping off books, students turn in work or

place ongoing project materials in their folders before returning to their seats.  There they collect anything that needs to be thrown away and pack their bags.  Wastebaskets are located next to the doors and can be used on the way out.