



# Social Emotional SCHOOLHOUSE

## Course Syllabus

**Course Title:** Facilitating PEACE in the Classroom

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

### **COURSE DESCRIPTION:**

This course will teach participants about Facilitating PEACE in the Classroom. Participants will learn how to infuse the principles of social, emotional, and academic learning for classroom management and instructional practices. Participants will learn the components of the PEACE behavioral intervention and academic lesson plan. Specifically, the course will teach about the PEACE lesson plan which is grounded in research-based best practice principles of social emotional learning and emotional intelligence. Participants will learn to use the methodologies of PEACE to infuse social emotional learning standards into classroom routines, norms, content areas, academic assessment, and processing of unexpected behaviors.

Course Prerequisites: None

*Participants taking this course for CEUs are required to complete the Discussion Board Post and the Course Reflection assignments only.*

### **LEARNING GOALS:**

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of Social Emotional Learning to student behavior
2. Discuss, evaluate, and apply theories of Social Emotional Learning to student academic instruction
3. Apply the components of Social Emotional Learning to already existing school structures
4. Apply the components of Emotional Intelligence to classroom practices

INSTRUCTIONAL OBJECTIVES:

1. Evaluate and implement components of Social Emotional Learning as it applies to student behavior
2. Apply understandings of Social Emotional Learning as it applies to student behavior to develop classroom routines and management plans
3. Design and implement techniques of emotional intelligence for academic lesson planning
4. Design and implement techniques of emotional intelligence for experiential learning lesson planning
5. Design and implement techniques of social emotional learning to student debriefing
6. Execute techniques to design and implement Social Emotional Learning standards within the curriculum

### **TEACHING/LEARNING ACTIVITIES:**

Video clips, digital presentations, readings, graphic organizers, resource links, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

### **REQUIRED READINGS:**

Immordino-Yang, M.H. Darling-Hammond, L. & Krone, C.R. (2019) Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education, *Educational Psychologist*, 54:3, 185-204, DOI: 10.1080/00461520.2019.1633924

Immordino-Yang, M. H., Darling-Hammond, L., and Krone, C. (2018). *The brain basis for integrated social, emotional, and academic development: How emotions and social relationships drive learning*. Aspen Institute.

Daryl Dugas (2017) Group Dynamics and Individual Roles: A Differentiated Approach to Social-Emotional Learning, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 90:2, 41-47, DOI: 10.1080/00098655.2016.1256156

## **EVALUATION METHODS:**

1. **Discussion Board Posts:** Our Course Discussion Board serves as an extension of the face-to-face classroom in a traditional class. It is an important part of the online learning experience and should be maximized by all participants. Participants are required to post to the Course Discussion Board at least 2 times before the end of the course. Course Discussion Board posts should be meaningful and reflective of course content.

### **Discussion Board Posts Rubric**

**Integration:** post incorporates the course's topic(s) (30 pts)

**Critical Thinking:** post expresses a critical analysis of course's topic(s); not just recitation of facts (30 pts)

**Learning Community Contribution:** post contributes meaningfully to the discussion and assists to further participant learning (20 pts)

**Requirements:** post has a minimum of a 100 word count and uses correct spelling, punctuation, and grammar (20 pts)

2. **Course Reflection:** Participants will be provided with required readings. After reading the assigned articles, participants will be asked to respond to a given related prompt. Participants should write a three to five page response to the given prompt.

### **Course Reflection Rubric**

The Course Reflection must include...

**An Answer to the Given Prompt** that is thoughtful, insightful, and analytical (40 pts)

**Required Reading Content** incorporated and cited into the written response (20 pts)

**Integration of Course Concepts** (20 pts)

**A Description of Course Content's Application** to the participant's professional practice (10 pts)

**Assignment Requirements:** 3-5 page written response, 12 pt Times New Roman, double spaced (10 pts)

3. **Topic Quizzes:** Quizzes are assigned on Weeks Two and Four. Quizzes check participants' understanding of the course topics. These will be multiple choice in format. Quizzes will include an assessment of newly presented information from the current week's topic and previously learned content from previous weeks' topics.
4. **Final Assignment:** For the final assignment, participants will design and implement a PEACE Lesson Plan. The PEACE Lesson Plan template will be provided to participants. Using the template provided, participants will write a PEACE lesson plan, teach it to an audience of choice, and reflect upon the delivered lesson in a 2 page written reflection (12 pt Times New Roman, double spaced). Participants should include course content within the PEACE Lesson Plan.

Participants' intervention plans should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

**Final Assignment Required Elements and Rubric:**

- Completion of provided PEACE Lesson Plan (60 points)
- Integration of course content within the PEACE Lesson Plan (20 points)
- Reflection of PEACE Lesson Plan delivered meets requirements (2 page written reflection; 12 pt Times New Roman, double spaced) AND reflects upon the delivery of the lesson, outcome of student learning from the lesson, and implications to future teaching instruction (20 points)

**TESTING AND GRADING:**

- 30% Course Reflection
- 10% Discussion Board Posts
- 20% Quizzes
- 40% Final Assignment

Final Grading:

A = 4.0 (93-100)	C = 2.0 (73-76)
A- = 3.7 (90-92)	C- = 1.7 (70-72)
B+ = 3.3 (87-89)	D+ = 1.3 (67-69)
B = 3.0 (83-86)	D = 1.0 (63-66)
B- = 2.7 (80-82)	D- = 0.7 (60-62)
C+ = 2.3 (77-79)	F = 0.0 (Below 60)
	IN = Incomplete

This course will follow CSU-Pueblo's policy for incomplete grades.

The Social Emotional Schoolhouse will process and evaluate your work within 2 business days of receipt. Once evaluated, grades will be sent to CSU-Pueblo for processing. Grades may be posted sooner than 7 days depending on the time in the term and the volume of work being submitted to the instructor. After the grades have been entered into the system by the CSU-Pueblo, you can check your grades through your PAWS account. You may also request an official transcript to be sent from your PAWS account. If taking more than one course, it is recommended to wait until all grade reports are received from CSU-Pueblo before requesting transcripts. CSU-Pueblo transcript information can be found at <https://www.csupueblo.edu/registrar/transcripts.html>

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a

failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)). Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU-Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

### Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for tests and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

## TOPICAL TIMELINE

### Week One

- Topic(s) Covered:
  - Overview of facilitating PEACE in the Classroom
  - Classroom Routines

### **Ongoing Assignments** (due by the end of the course):

- Course Reflection
- Discussion Board Posts

### Week Two

- Topic(s) Covered:
  - Classroom Management
  - Classroom Norms

### **Assignment:**

- Week Two Quiz

### **Ongoing Assignments** (due by the end of the course):

- Course Reflection
- Discussion Board Posts

### Week Three

- Topic(s) Covered:
  - Embedding SEL into the Already Existing Content

**Ongoing Assignments** (due by the end of the course):

- Course Reflection
- Discussion Board Posts

**Week Four**

- Topic(s) Covered:
  - Experiential vs Academic Learning

**Assignment:**

- Week Four Quiz

**Ongoing Assignments** (due by the end of the course):

- Course Reflection
- Discussion Board Posts

**Week Five**

- Topic(s) Covered:
  - PEACE Lesson Plan

**Ongoing Assignments** (due by the end of the course):

- Course Reflection
- Discussion Board Posts

**Week Six**

- Topic(s) Covered:
  - Assessment
  - Debriefing
  - Processing
  - Generalizing skills

**Assignment** due before the course closes:

- Final Assignment

**Other Assignments** due before the course closes:

Course Reflection

Discussion Board Posts

*\* Syllabus is subject to change.*