As required by State of Texas HB 2504, this sample syllabus is provided prior to the beginning date of the courses to provide prospective registrants an overview of the course details. This document contains course content and requirements for a recent prior offering of the course but does not obligate the instructor to the content and requirements of future offerings. The official syllabus will be posted on the first day of class. Although the official syllabus will most likely include the main components of this sample, you will be able to view the official syllabus when you enter the class in eCollege for the first time. It is important to check into the class on the first official day to review requirements because assignments are normally due on the first day and during the first week.

**IMPORTANT NOTICE:** This online section of EDCI 538 begins on the first official day of class and ends on the last official day as stated in the Class Schedule. All assignments have specific due dates, late work is penalized, and all course work must be completed by the dates specified in the Schedule of Assignments. This is not a correspondence or self-paced course, there are no face-to-face classes, and all work is done through eCollege. If these expectations do not fit your learning style or you do not have a high speed reliable internet service, please consider taking a different course to meet your degree objectives.

**Instructor:** Dr. Elton Stetson  
**Office Location:** Room 111, Metroplex Center  
**Office Hours:** 24/7 Via Virtual Office, Email, & Phone  
**Home Phone:** 817-478-1817 (emergencies only)  
**Email Address:** Elton.Stetson@TAMUC.edu

---

**COURSE INFORMATION**

**Materials Needed for the course**

Two books are required for the course.


Both books should be available through the University online bookstore or via other outlets like Amazon.com. You can reach the bookstore using the URL link below. Once there, click on textbooks and use the codes to locate and purchase.

University Online Bookstore:  http://www.amcbookstore.com/home.aspx

Course Description

This course focuses on the study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

Student Learning Outcomes

By the completion of the course, you will be able to:

1. **Analyze** strengths and challenges in your own classroom management system to include your most and least effective practices, procedures, routines, rewards, consequences, etc.
2. Know and become familiar with current research on best practices in classroom management.
3. **Demonstrate** improved insight into the critical role of classroom management, rules and procedures, disciplinary interventions, teacher-student relationships, mental set, students’ responsibilities for management, and good management at the school level.
4. Become familiar with and form professional opinions about controversies of classroom management such as time out, token economies, corporal punishment, parent training, recess, grade retention, no-failure marking systems, sending to the office, class meetings, negotiated punishments, and managing bullies.
5. **Demonstrate**, via the Classroom Teaching Application Log, the ability to experiment with and analyze the effectiveness of innovative classroom discipline and management strategies based on new learning in the cohort class, outside reading, and/or staff development.
6. **Contribute** ideas toward the development of a Scrapbook of Classroom Management Ideas that Work to be distributed to all students in the cohort.
7. **Discuss** in detail the impact of your learning this semester on your thinking, beliefs, and classroom practices.

COURSE REQUIREMENTS

Overview of Instruction / Methods / Activities / and Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. The class is divided into five units of study, each about three weeks in length. During each unit you will be given a complete list of your assignments and activities that are required during that unit. An example of the assignments in a typical three-week unit might include the following:

1. Watch a Power Point slide show on one or two chapters in the main text, Classroom Management that Works: Research-Based Strategies for Very Teacher (Marzano, R., Marzano, J., & Pickering).
2. Read those same chapters and take a quiz online.
4. Participate in small group discussions using an eCollege feature called Threaded Discussion. This feature allows small groups of students to dialog about a particular topic. Topics are usually based on professional articles, provided by the instructor, that deal with some of the controversial topics about management and discipline such as recess, bullying, time out, corporal punishment, etc.
5. Other topics may be included but are not typically in every unit. Examples will include but not be limited to journal entries, super-duper management strategies, an analysis of your strengths and weakness in classroom management and discipline, etc.

Each unit is open for a specific period of time. For example, Unit 1 will be open on the first day of class and remain open for the entire semester. All other units are hidden until the date each is scheduled to begin. Once a unit is open, it remains open for the entire semester. On the first day of each unit you will see every assignment required in that unit and the date each assignment is due.

One of the important documents to guide you through each unit is the Schedule of Assignments which is the official calendar of due dates. All assignments and their due dates are posted in this document. Most students will print a copy of the Schedule of Assignments and post it in their personal calendars so dates are not overlooked. The due date for an assignment is the last possible date that assignment can be completed or submitted. Most assignments can be submitted before the due date but not after the due date without a penalty. See the section on late assignment in this syllabus.

**Requirements**

1. **Assess your strengths and challenges with classroom management and discipline. 10 Points (7% of the total course grade.)**

   **Student Learning Outcome #1:** Analyze strengths and challenges in your own classroom management system to include your most and least effective practices, procedures, routines, rewards, consequences, etc.

   To accomplish this outcome you will reflection on strengths and challenges to your management and discipline system. You will convey your reflections on a document titled: Plus Delta Self-Assessment. You will also share your reflections with others in the class and get an opportunity to modify your lists as you become enlightened by the comments of your colleagues. During the semester you will be asked to identify three of those challenges and design a plan to address them directly.

   **Assessment Method:** Your Plus Delta Self Assessment will be word processes and submitted to the eCollege dropbox for evaluation, comments, and grading.
2. **Read the assigned textbook and take a short quiz on each chapter. 40 Points (30% of the total course grade).**

   **Student Learning Outcome #2:** Know and become familiar with current research on best practices in classroom management.

   To accomplish this outcome you will participant in eight lessons based on the text by Marzano, R., Marzano, P., et al. (2004), *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.* New York: Prentice Hall. Each lesson addresses one chapter in the text. We will cover one or two chapters in each unit. Lessons begin with a slide show overview of the chapter. Once you view the slide show, you will then be directed to read the chapter. Following your reading, you will take a short Quiz on the chapter.

   **Assessment Method:** Following each lesson you will take a short quiz over the slide show and chapter in the text. Quizzes are untimed and open book. There are eight quizzes, one for each chapter. Each quiz is worth 5 Points.

3. **Develop your management and discipline plans for the coming year. 40 Points (30% of the total course grade).**

   **Student Learning Outcome #3.** Demonstrate improved insight into the critical role of classroom management, rules and procedures, disciplinary interventions, teacher-student relationships, mental set, students’ responsibilities for management, and good management at the school level.

   To achieve this outcome you will participate in a series of worksheets that will require you to create specific plans for your management and discipline program for the coming year. For some of you, this will be a reality in that you have a classroom where you will be able to implement your plans. For some of you who do not have a teaching position, these plans will become a blueprint for you to use once you secure your teaching position. These activities are based on Marzano’s *the Handbook for Classroom Management that Works.*

   **Assessment Method.** Each assigned activity will be submitted via the Dropbox, evaluated by the instructor, and sent back to the student with comments and a grade.

4. **Participate in small-group discussions about controversial topics in classroom management. 20-25 Points (19% of the total course grade.)**

   **Student Learning Outcome #4:** Become familiar with and form professional opinions about controversies of classroom management such as time out, token economies, corporal punishment, parent training, recess, grade retention, no-failure marking systems, sending to the office, class meetings, negotiated punishments, and managing bullies.
During each of the five units you will be assigned to a small group of students so you can discuss a variety of topics. In some cases you will react to an article about classroom management. In other cases you will be given a topic about which you will interact. We use Threaded Discussion as a way to share what you are learning, interact with your group members, and provide a forum for you to agree, disagree, take sides, support your position, add more information to the discussion, etc.

Assessment Method: Threaded discussions are evaluated against a rubric designed to assess both the quantity and quality of your contributions. Your responses are evaluated using the following rubric: (1) Quantity of your initial response; (2) Quality of your initial response; (3) Quantity of your responses to your team members; (4) Quality of your responses to your team members; and (5) Overall quantity and quality.

5. **Share one Super-Duper Classroom Management Strategy from a Source Other Than Your Own. 10 Points (7% of the total course grade)**

**Student Learning Outcome #6: Contribute** ideas toward the development of a *Scrapbook of Classroom Management Ideas that Work* to be distributed to all students in cohort.

During the course of the semester you will identify one “highly super successful” classroom management strategy that works and write that up in one or two pages using a template provided. This idea must come from a teacher on your campus, other campus, or some other professional in your organization. The focus areas you might consider include rules and procedures, disciplinary action that works, teacher-student relationships, a campus-level strategy, a motivational strategy, successful parent-teacher or parent-child strategy, or even “what to do when you are through” strategy. The vehicle for sharing your strategy is a template on which you will record the following: (1) Name of strategy, (2) Source of your idea; (3) Primary purpose and appropriate uses; (4) materials needed; (5) Step-by-step procedures to follow; and (6) Additional uses or comments.

**Assessment Method:** Your idea will be submitted to the eCollege Dropbox in a folder that will be available to every other student in the class.

6. **Present your significant learning during the semester. 10 Points. (7% of the total course grade.)** Using Power Point, prepare 8-12 slides to summarize your learning during the semester. 10 Points

**Student Learning Outcome #6: Discuss** in detail the impact of your learning this semester on your thinking, beliefs, and classroom practices.

To achieve this outcome you will prepare a slide show presentation to be submitted to me for evaluation. You will be provided with a list of possible topics about which you could focus your presentation. The topics listed below are suggested talking points only. You could use one of more of these topics or create your own.

- WHAT, SO WHAT, and NOW WHAT: a way to share the most significant learning in the courses (WHAT), why it was so important to you (SO WHAT), and how you
are going to use that information to improve your teaching effectiveness (NOW WHAT).

- One or two things you learned this semester that was significance for you.
- A current practice you want to change, why, and what you want to do different.
- A chapter in the text/handbook that was meaningful to you, why, and what you want to do about it?
- Reflections on the articles you read (one was about home visits; one was about domestic violence and its impact on achievement and behavior of other classmates), what you learned, and what you want to do about it.
- Share a story about a particular child or group of children that are challenging to you and what you learned this semester that you are trying out now or in the future to get a better handle on the situation.
- Marzano talks a lot about the importance of relationships. What are you thinking about doing to strengthen your relationship with students and families?
- We had several worksheets. Perhaps one of them was particularly valuable to you. What was it? What did you learn? What will you be doing in the future as a result?
- Actions your administration could or should take to make campuses a happier and more positive place to work?
- Add your own idea.

Assessment Method:
Your power point presentation will be evaluated based on a rubric that will be provided to you during the semester, one you can use to develop your slide show and the one I will use to evaluate the finished product.

GRADING
All assignments are graded on a scale of from 5 (highest grade) to 0 (lowest grade) based on the criteria in table 1:

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Exceptional</td>
<td><strong>Exceeds Minimum Expectations in All Areas Addressed:</strong> Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors</td>
</tr>
<tr>
<td>4 Above Average</td>
<td><strong>Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.</strong> In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors</td>
</tr>
</tbody>
</table>
| 3 Average        | **Adequate In some Areas and Inadequate in Others.** Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in
need of instruction.

<table>
<thead>
<tr>
<th>2</th>
<th>Below Average</th>
<th>Inadequate in Several Areas. Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
<td>Inadequate in Many Areas. Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.</td>
</tr>
<tr>
<td>0</td>
<td>No Credit</td>
<td>Not Turned In or Not Accepted By Instructor.</td>
</tr>
</tbody>
</table>

**Late Work (Please read carefully)**

It is critical that all assignments are turned in on time. Grades on late assignments are penalized severely. Assignments more than 24 hours late are not accepted or evaluated. Please read the details below so there is no question about late work.

All work is due by midnight on the date stated in the Schedule of Assignments. The clock inside eCollege is the only official clock used for this course. The penalties for late work are outlined below:

1. All assignments have strict deadlines. The official list of deadlines is the Schedule of Assignments.
2. A 15 minute grace period is allowed, i.e., assignments posted between the deadline and 15 minutes past the deadline are not penalized.
3. Assignments posted after the 15 minute grace period but within 24 hours of the posted deadline are docked 40% of the grade that would have been earned had it been submitted on time. For example, a grade of 5 will be changed to 3; a grade of 4 will be changed to 2.4; and grade of 10 will be changed to 6; etc.
4. Assignments submitted to the Drop box more than 24 hours after the posted deadline are not accepted, are not evaluated, and a grade of zero is posted.

**Make-up Work and Extra Credit Work.**

Work cannot be made up and extra work to compensate for missing or late work is not allowed.

**Weighted Assignments**

Some assignments carry more weight than others. For example, while all assignments are grades on a scale of from 5 (highest possible) to 0 (lowest possible), all assignments are given a “weight” factor based on the value of that assignment as determined by the instructor. Examples are provided in Table 2.

<table>
<thead>
<tr>
<th>Grade on</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
</table>

Table 2. Examples of How Weight Factors Affect Grades
### Assignment Factor Recorded

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Factor</th>
<th>Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>X1</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>X2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>X4</td>
<td>20</td>
</tr>
</tbody>
</table>

### Point Values

Assignments and maximum points possible for each are listed below in Table 3.

<table>
<thead>
<tr>
<th>Activity</th>
<th># of Assignments</th>
<th>Weight of Assigned</th>
<th>Total Pts.</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plus-Delta Self-Assessment</td>
<td>1</td>
<td>X2</td>
<td>10 Pts.</td>
<td>7%</td>
</tr>
<tr>
<td>8 Quizzes on Course Mini - Lessons</td>
<td>8</td>
<td>X1</td>
<td>40 Pts.</td>
<td>30%</td>
</tr>
<tr>
<td>8 Worksheets on Planning Your Management Program</td>
<td>8</td>
<td>X1</td>
<td>40 Pts.</td>
<td>30%</td>
</tr>
<tr>
<td>5 Small Group Threaded Discussions</td>
<td>5</td>
<td>X1</td>
<td>25 Pts.</td>
<td>19%</td>
</tr>
<tr>
<td>Super-Duper Classroom Management Strategies That Work</td>
<td>1</td>
<td>X2</td>
<td>10 Pts.</td>
<td>7%</td>
</tr>
<tr>
<td>Power Point slide show on significant learning</td>
<td>1</td>
<td>X2</td>
<td>10 Pts</td>
<td>7%</td>
</tr>
<tr>
<td>Total Points</td>
<td>N/A</td>
<td>N/A</td>
<td>135 Pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Recording Grades

When assignments are graded and sent back to you, that grade is immediately posted in the grade book inside the eCollege course. To view your grades, go to the course, click on the grade book tab at the top of the page, and you will see your grade for each assignment that has been graded.

You will see the following information:

1. Points earned on your assignment. Example: 4/5 Pts means you earned 4 Pts out of a possible 5 Pts.
2. Course Points to Date: Example: 92/115 Pts. Means you have earned 92 Pts thus far out of a possible 115.
3. Course Average to Date: This is the average calculated by dividing the total points earned to date by the total possible points to date. Example: 92/115 = 80%.

### Calculating Final Grade

At the end of the semester the grade book calculates a final Course Average. The Course Average is a percent score based on a range of from 0% to 100%. The Course Average is then converted to a letter grade based on the following criteria:

91% to 100% = A
81% to 90% = B
71% to 80% = C
61% to 70% = D
0% to 60% = F

**TECHNOLOGY REQUIREMENTS**

**Internet Connection.** An internet connected is necessary. Internet access/connection – high speed recommended (not dial-up)

**Word Processor.** Microsoft Office Word – 2003 or 2007 is the recommended word processor for eCollege. Word Perfect and Microsoft WORKS will not work.

**Power Point.** You must have access to the Microsoft Power Point application to prepare your slide show presentation at the end of the course.

**Operating Systems.** Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

**Browser Testing.** It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log in to eCollege, click on the ‘my Courses’ tab, and then select the “Browser Test” link under Support Services.

**ACCESS AND NAVIGATION**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

**How is the eCollege Course Organized?**

This course is organized around five units of study. If you look on the left side of screen when you go to the course, you will see a link to each of the five units. If you click on the link itself, each assignment for that unit will appear below. When you click on each of the individual assignments, you will be able to read all of the details for each of those assignments.

**What is the Schedule of Assignments?**
All assignments have specific due dates. However, you will not find due dates on the assignments themselves. You must go to the “Schedule of Assignments” to see due dates. The Schedule of Assignments is a link on the left margin under “Course Home.” If you click on Schedule of Assignments, you will see every assignment and its due date. It is a good idea to print out the schedule and place it somewhere handy.

How Do I Access the Course?

Because of university policy, you are not able to access our course until the first official day of the University semester. On that first day, you should:
1. Go the main TAMU-Commerce website: http://www.tamu-commerce.edu/home/
2. Scroll to the gold band at the very bottom of the Home page and click on “MyLeo.”
3. Enter your USER Name (Campus-wide ID No.) and your PASSWORD (PIN). These are the same numbers you use to go to Webtrax to register.
4. At the top of the page, click on the “eCollege” link.
5. Click on “My Courses” tab located at the top-left of the page.
6. Locate the “My Course List” in the middle of the page. Click on the + sign next to the appropriate term, and then click on EDCI 538 01W and that will take you to the home page of our class.

COMMUNICATION AND SUPPORT

Questions about the course, assignments, syllabus, etc.

Contact me via Virtual Office any time 24/7. When you have a question about the course or particular assignments, use Virtual Office. It is a great way to ask questions that others might need to ask as well and I don’t have to answer the questions multiple times. I check Virtual Office daily.

Office Hours

Virtual Office: You can visit Virtual Office anytime 24/7. Post your questions or concerns and I will respond to you as soon as I see it – typically within 24 hours.

LIVE: At the beginning of the term I will announce office hours via LIVE, a great online feature of eCollege. During these times I will be available to anyone who wishes to talk with me about any matter related to the course.

Submitting assignments:

All assignments are submitted through the eCollege Dropbox. Pay close attention to due dates. All assignments have due dates and penalties are assessed for late work. I use a document called “Schedule of Assignments” to record every assignment along with the date and time each is due.

Announcements:
Announcements are posted often during the semester. They are posted on the home page when you go to the course. In some cases I will also send the same announcement to you via the eCollege email system inside of the course.

**Email Correspondence**

**From me to you:** all emails from me will be sent to your University email account, not your work or home email. Therefore, it is important to go to Leo Mail every day.

**From you to me:** Always send emails through the course email system. If you don’t have access to that, send it to me at Elton_Stetson@TAMU-Commerce.edu. Both addresses are the same.

**Emergencies**

Call me at Home: 817-478-1817

**eCollege Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on 'Live Support’ on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Appeal of the Final Grade (13.99.99.R0.05 Student’s Appeal of Instructor’s Evaluation, Effective September 1, 1996. Revised May 30, 2011)

The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor’s judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.

1. Students who believe their grade to be unfair must first discuss the matter with the instructor.

2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student’s appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.

3. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle that the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

ACADEMIC INTEGRITY/HONESTY STATEMENT

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in
question, receive an "F" in the course, or brought before a higher level of governance for possible dismissal from the university.

### STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132. Phone (903) 886-5150 or (903) 886-5835. Fax (903) 468-8148. Email address, StudentDisabilityServices@tamu-commerce.edu

### STUDENT CONDUCT

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).