



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 penalize, 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.

Only for Those Graduating this Semester

Master's Comp. Exams. Register by January 21st. If your major is ECE, ELED, C&I, RDG or SED, click on the two links below.

[Comprehensive Exam Info](#)

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Graduation. Apply by January 25th. Click on the link below for information

[Apply for Graduation](#)

Instructor

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Course Catalog Description

EDCI 538: Classroom Management

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

Required Textbooks

Two books are required for the course.

Marzano, R., Marzano, J. S., & Pickering, D. J. (2003). Classroom Management that Works: Research-Based Strategies for Every Teacher. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-10: 0871207931

Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, J. S. (2008). A Handbook for Classroom Management that Works. New York: Prentice Hall. [Paperback]. ISBN-10: 0135035813.

Both books are available at Amazon.com or the University bookstore at:

<http://www.amcbookstore.com/CourseMaterials.aspx>

Please have the books available the first week of class because you will have reading assignments right away. If your master's degree is in Curriculum and Instruction, you should not rent your textbook because you may be responsible for the content of this course on your master's comprehensive examination.

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 ability to experiment with and analyze the effectiveness of innovative classroom discipline and management strategies based on new learning.
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 on your thinking, beliefs, and classroom practices.

Course Requirements and Assessment Methods

1. Assess your strengths and challenges with classroom management and discipline. 10 Points (6% 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 five quizzes on the content. 40 Points (24% 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 read the main text by Marzano, R., Marzano, P., et.al. (2004), *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. New York: Prentice Hall. You will cover one or two chapters in each unit. Before reading each chapter you will view a short slide show synopsis of that chapter.

Assessment Method: At the end of each unit you will take a short quiz over the slide shows and chapters covered in that unit. Quizzes are objective and open book. There are five quizzes, one in each unit. Quizzes covering two chapters are worth 10 Pts. each and those covering only one chapter are worth 5 Pts. Each.

3. Develop your management and discipline plans for the coming year. 60 Points (34% 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 lessons followed by worksheets that require you to create specific plans for your management and discipline program for the coming year. For most of you, this will be reality because you have a classroom where you will be able to implement your plans. For those who do not have a teaching position, these worksheet s will become a

blueprint for use once you secure your teaching position. In other words you will base your plan on a hypothetical grade and classroom that you hope to have in the future. These activities are based on Marzano's ***the Handbook for Classroom Management that Works*** and additional lessons written and produced by the instructor.

Assessment Method. Each assigned worksheet 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. 40 Points (24% 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 (6% 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. **Presentation of your significant learning during the semester. 10 Points. (6% of the total course grade.)** Using Power Point, prepare a slide show of 8-12 slides that summary of 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.

Assessment Method:

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

Grading Policies

Grading Rubric

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

- 5 - Exceptional – Exceeds Minimum Expectations in All Areas Addressed:** 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.
- 4 - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas.** 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.
- 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.

2 – Below Average. Inadequate in Many 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.

1 - Unacceptable. Inadequate in Most 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.

0 - Not turned in, turned in too late or, not accepted by instructor.

Late Work (Please read carefully)

All assignments are turned in on time. After a 15 minute grace period, assignments are penalized 40%. After 24 hours late, assignments are penalized 100% and is not accepted or evaluated. There are no exceptions. Please read the details below so there is no question about late work.

Unless otherwise announced, all work is due by midnight on the date stated in the **Schedule of Assignments**. The eCollege clock is the only official clock for documenting when assignments are turned in. The policy is outlined below:

1. All assignments and deadlines are contained in the **Schedule of Assignments**. This is the only official source for assignment due dates and supersedes any other information.
2. Assignments submitted up to and including 15 minutes past the posted deadline are not penalized.
3. Assignments submitted between 16 minutes and 24 hours past the posted deadline carry a 40% penalty. For example, a grade of 5 is recorded as 3; a grade of 4 is recorded as 2.4; a grade of 10 is recorded as 6.
4. Assignments submitted more than 24 hours after the posted deadline are penalized 100%, are not accepted, are not evaluated, and a grade of zero is recorded.
5. Work cannot be made up and extra credit work is not allowed. Technical difficulties of the student's equipment or internet provider are not excused. When such difficulties occur, students are expected to locate an alternative source for submitting assignments, e.g., neighbor, work place, public library, etc. Technical difficulties caused by the University or eCollege can be excused provided the student obtains documentation from technical support. Students should always have a back-up in mind for unexpected glitches in technology.

Attaching Assignments to the Dropbox

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

Summary of Assignments and Points Assigned

Course Activity	Number of Assignments	Weight of Assigned	Total Pts.	Percent of Total
Quizzes on Textbook Reading	3	X2	30 Pts.	24%
	2	X1	10 Pts	
Worksheets	6	X2	60 Pts.	34%
Small Group Discussions	4	X2	40 Pts.	24%
Super-Duper Management Strategy	1	X2	10 Pts.	6%
Power Point slide show on significant learning	1	X2	10 Pts	6%
Total Points	N/A	N/A	160 Pts	100 %

Recording Grades in Grade Book

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 possible to date. Example: $92/115 = 80\%$.

Determining Your Final Grade in the Course

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. At the end of the term a percentage score is computed automatically by dividing (a) the total points you earned on all of your assignments by (b) the total points possible in the course. This percentage score is then converted to a letter grade based on the following scale:

Percentage Score	Final Grade
91% - 100%	A
81% - 90%	B
71% - 80%	C
61% - 70%	D
0% - 60%	F

Communications

NOTE: It is very important to go online 2-3 times each week to: (1) read new announcements, (2) check your MyLeo-Mail, (3) review assignments, (4) check the **Schedule of Assignments**, and (5) communicate as needed with your instructor and class members.

Questions about course, syllabus, and assignments

You should post all of your questions about the syllabus, requirements, or assignments in **Virtual Office** any time 24/7. I will respond as soon as I see them – typically within 24 hours. Do not email me about these issues as I will return them and ask you to post them in Virtual Office. It is important that post in Virtual Office because (1) your concerns are probably concerns of other students in the class and (2) my response to your concern can be read by all other students. This saves me answering questions multiple times via email.

Submitting assignments

You are responsible for attaching the correct assignment to the correct folder in the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. You can tell if it is attached in at least two ways: (1) touch the little document icon (symbol for an attachment) with your cursor and the name of your document will appear or (2) click on the little icon and actually open and view the document. Submitting an incorrect document, a blank document, or no document is counted as failure to complete the assignment on time.

Announcements

Announcements are posted often in the course. When you go to the course, you should first read any announcements that have been posted since you were last in the class.

Email Correspondence

From me to you: Email from me is sent to your University MyLeo account. It is important to go to MyLeo mail regularly to check for messages.

From you to me: If you have a personal or confidential issue to discuss, click n the “email” tab in eCollege, click on my name to place it in the address box, and send your message. You can also email any or all students in the class if you like. Since I have 100 or more students in my classes, please end your message with your first and last name so I know who you are.

Emergencies

Call me at Home: 817-478-1817

Technology Requirements

The following information has been provided to assist you in preparing to use technology in your online course.

1. **Internet connection** – high speed internet connection needed. Dial up connections are so slow that students tend to get timed out on a regular basis. This tends to be too frustrating for use in online courses.
2. **Microphone and Speaker Capabilities.** One features of this class is called **LIVE** where you can enter a chat room and talk live with me or other students. I never require everyone to come to **LIVE** at the same time because some students live in different time zones or work during the day while others work at night. However, I may be available on occasion if you wish to come and chat about the course or other issues. This is strictly voluntary, never required, and I always post an announcement in advance.

If you only care about coming to LIVE to listen, all you need are your computer speakers. If you wish to also participate by talking Live, you will also need a microphone. Some of you have microphones built into your computers. If not, go to a local provider and purchase an inexpensive headset that has both earphones and a microphone so you can have hands free access to **LIVE**. I bought mine for \$15.00.

3. System Requirements

Windows Users	Mac OS User
Windows 7, XP or Vista 56K modem or higher Soundcard & Speakers Firefox, Chrome or Microsoft Internet Explorer	Mac OS X or higher (in classic mode) 56K modem or higher Soundcard & Speakers Apple Safari

4. Browser Requirements

Windows Users	Mac OS User
Mozilla Firefox	Apple Safari
Google Chrome	Google Chrome
Microsoft Internet Explorer	Mozilla Firefox

- 5. Word processor.** Microsoft **WORD** is the preferred word processor. **Do not use Word Perfect or Microsoft WORKS.** If WORD is not possible, you can convert most documents to Rich Text Format (RTF) which is a universal word processor that is recognized by most operating systems. **I will only accept documents in WORD or Rich Text Format (RTF).**
- 6. Power Point Capability.** There are a number of lessons that include Power Point slide presentations with audio voice-over. Therefore you need Power Point capabilities.
- 7. Brower testing.** It is *strongly recommended* that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘My Courses’ tab, and then select the “Browser Test” link under Support Services.

Login and Trouble Shooting

Logging Into the Course. This course is delivered through eCollege, the official Learning Management System used by A&M-Commerce. You should go to the class on the first possible date it is available. Follow these steps:

1. Go the main TAMU-Commerce website: <http://www.tamu-commerce.edu/home/>
2. Scroll to the gold band at the bottom of the Home page and click on “MyLeo.”
3. Enter your USER Name (Campus-wide ID No.) and 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 to get to the home page of our class.

You should print the trouble shooting information below and keep available on your desk in case you are unable to access the course.

Trouble Shooting. Texas A&M University-Commerce provides 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. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

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 Button: 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 Policies & Procedures

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*).

Academic Honesty

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: a) 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; b) turning in another person's work, in part or in whole, as your own; c) copying from professional works without citing them; and d) 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, and/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

StudentDisabilityServices@tamuc.edu

Appeal of 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 is 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 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.

Tentative List of Assignments By Units

This list is strictly tentative and not official. The official list of assignments will be available the first day of class in a document titled the Schedule of Assignments

Unit	Weeks	Tentative Assignments
1	1 -3	Textbook Chapters 1 & 2
		Worksheet #1 – Plus Delta
		Handbook Activities: Section 1 & 2
		Threaded Discussions
		Quiz #1; Chapters 1 &2
2	4 - 6	Textbook Chapters 3 & 4
		Worksheet #2 – Rules & Procedures
		Worksheet #3 – Discipline Interventions
		Handbook Activities: Section 3 & 4
		Threaded Discussions
		Quiz #2; Chapters 3 & 4
3	7-10	Textbook Chapters 5 & 6
		Worksheet #4 – Teacher-Student Relationships
		Handbook Activities: Section 5 & 6
		Threaded Discussions
		Quiz #3; Chapters 5 & 6
4	11 - 13	Textbook Chapters 7
		Worksheet #5 – SMART Goals
		Handbook Activities: Section 7
		Threaded Discussions
		Quiz #4; Chapter 7
5	14 – 16	Textbook Chapters 8
		Worksheet #6 – MAPs
		Handbook Activities: Section 8
		Threaded Discussions
		Quiz #5; Chapter 87