



EDCI 538: Classroom Management for Teachers Course Syllabus for Summer 2014

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course itself provided that (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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COURSE INFORMATION

Text Required for this Course:

Rhode, G., Jenson, W. & Reavis, H. (2010). *The Tough Kid Book* (2nd ed.). Eugene, OR: Pacific Northwest Publishing. ISBN: 978-1-59909-042-9.

Optional Text to Purchase for this Course:

Marzano, R., Marzano, J. & Pickering, D. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 978-0-87120-793-7.

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. Demonstrate, via the *Classroom Teaching Application Log*, the ability to design an experiment 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. This includes writing goals for new classroom innovations that meet the criteria established in Ken Blanchard's SMART goals evaluation system.

5. Discuss in detail the impact of your learning this semester on your thinking, beliefs, and classroom practices.

COURSE REQUIREMENTS

Instructional / Methods / Activities 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. During each of the units, you will work on various combinations of assignments; worksheets, activities, threaded discussions, readings, etc. Below are more specific details about each of these components.

1. **Class Attendance.** Our class will meet face-to-face three times during the semester. See the Course calendar for those dates. Attendance at all class meetings is required and essential to your success in this experience. Students are expected to be on time and actively participate. The rules of the University regarding class attendance will be followed in this course. The university policy on excused absences is explained in the current University Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by individual faculty to be excusable. Although you are urged to notify faculty in advance, in the event you are not able to attend class, such notification does not constitute an excused absence. The consequence of one absence is a reduction of one letter grade in the course; two absences will result in a reduction of two letter grades; missing all three classes will result in an “F” in the course. In the event of any absence, you are responsible for obtaining class materials/assignments/notes from your colleagues and/or via *eCollege*.
2. **Complete a self-assessment of your strengths and challenges with regard to your classroom management program.**

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.

During the first night of class you will spend some self-reflection time thinking about your strengths and challenges to your management and discipline system. You will convey your reflections onto a document titled: Plus Delta Self-Assessment and Current Beliefs. 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.

3. **Participate in online mini-lectures on the topic: research on effective classroom management.**

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

To accomplish this outcome you will participate in four online mini-lectures based on the text by Marzano, R., et.al. (2003). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. New York: Prentice Hall.

The faculty will present mini-lectures based in part on Marzano’s extensive research on best practices in classroom management and discipline. Each mini-lecture will be scheduled in eCollege with print materials, slide shows and other supporting documents.

4. Participate in a small-group book threaded discussions throughout the semester.

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.

During the first class meeting you will be divided into small groups. We will use the Threaded Discussion feature for you to meet with your group members to share what you are learning and make decisions about what is most important for you to share with the class during our second and third class sessions. Your responses will be 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. Submit one classroom teaching Application Log.

Student Learning Outcome #4: Demonstrate, via the *Classroom Teaching Application Log*, the ability to design and experiment 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.

To accomplish this outcome you will complete and submit one classroom teaching application log this semester. The *Classroom Teaching Application Log* is the form on which you will document the techniques and strategies you are trying in your classroom. Specific expectations for this assignment will be provided. The focus of your application log will be on management issues you identified in your Delta exercise on the first night of class. The idea of the application log is to try strategies that have not been done before in order to experiment on strategies that have promise of being successful or more successful than those you typically use now.

6. Contribute examples of a Successful Management Strategies from a Source other than yourself.

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

During the course you will complete a Scavenger Hunt of innovative classroom management ideas and strategies. You will collect your ideas from your campus, magazines or online research. Assignment specifics will be provided.

6. Reflections on Your Learning.

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

During the semester you complete the cohort program you will be asked to write a reflection essay about the impact of your learning on your thinking, beliefs about management and discipline, and the improvements you have made in your classroom practices over the course of your graduate program. Those who evaluate your essay will be looking for evidence of clear course impact on your effectiveness as a teacher.

GRADING

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 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.
- 1 – Unacceptable -- 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.
- 0 - Not Submitted or Not Accepted By Instructor.**

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. Some assignments carry more weight than others. Once the final grade is calculated, it is then adjusted by (1) absence and (2) classroom participation. Assignments, along with weights and final point values, include the following:

Activity	# of Assignments	Points Each	Total Pts.
4 Quizzes on Course Lessons	4	5	20
Small Group Threaded Discussion Topics	4	5	20
Scavenger Hunt & Presentation	1	20	20
Class Activities & Homework: (Plus-Delta, Self-Assessment, Admin. Interview, Class Assessment, etc.)	1-5	varies	25
Classroom Application Log & Course Reflections	1	15	15
Total Points			100 Pts

TECHNOLOGY REQUIREMENTS

Internet Connection. Internet access/connection – high speed recommended.

Word Processor. MS Word is the recommended word processor for eCollege

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, Chrome or Firefox. **eCollege is not compatible with Safari.**

Browser 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.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

How is the eCollege Course Organized? This course is organized around three live class meetings and eCollege units of study. If you look on the left side of screen when you go to the course, you will see a link for Unit 1 and Unit 2. If you click on Unit 1, several other links will appear. Each link under Unit 1 is an assignment that is due sometime during that unit. You can click on any of the links and you will be able to read all of the details for each assignment.

What is the Schedule of Assignments?

The Schedule of Assignments is a link by that name located above the Unit 1 link in a separate section titled “Course Home.” If you click on Schedule of Assignments, you will see every assignment and its due date.

COMMUNICATION AND SUPPORT

Questions about the course, assignments, syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday.

Office Hours

I am available most days to meet with students either at my office in Commerce or at the MPLX Center. Email or call me to make an appointment.

Submitting Assignments:

Most 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.

Emergencies

Call me at home. I will announce my home number during the first night of class.

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/Department Specific Procedures/Policies:

Late Work

Specific dates and times are established for every assignment. Grades for work not submitted when due are automatically reduced beginning immediately upon exceeding the deadline. For example, assignments typically have a midnight deadline. If you exceed that midnight deadline, your work is automatically reduced. No work is accepted 24 hours past the due date at midnight and a grade of "0" will be recorded. Work cannot be made up and extra work is not allowed to compensate for missing or later work. The final authority on time is the time recorded on your assignment by the eCollege clock. Extenuating circumstances may allow for late work at the discretion of the instructor.

Appeal of the Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation)

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:

- a) some basis other than performance, or
- b) standards different from those applied to other students in the same course section, or
- c) 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 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/Honest 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.

University Specific Procedures:

ADA Statement

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 132**

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

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). **Use of cell phones, texting or email devices during class is not allowed.** In the event of an emergency, students should excuse themselves from the classroom to receive/make a communication and should return to class as soon as possible.