Please read the syllabus carefully!

This is an Hybrid blended course. We will meet several times in a university classroom over the semester. For the other sessions, you will need your NET ID to log into the course on Blackboard. There is a student tutorial available on the Island Online website. If you have any problems logging in, the Blackboard help desk phone number is 825-2825. Each student is advised to check their Blackboard account every other day for announcements, due dates in the course calendar, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please click the Adobe Reader link located in the Course Content tab of your Blackboard account.

The course is organized in eight (8) units. The units can be accessed through the Course Content link in Blackboard. **Begin with Unit 1 and continue through Unit 8.** You may also access the tasks by using the Assignment Tab, Chapter Discussions Tab, or Assessment Tab.

I. COURSE DESCRIPTION
**EDUC 4311/12/13/14 Classroom Management**
A study of classroom organization and management as related to basic principles of human development and learning. Preventative discipline techniques utilizing both group and individual processes are emphasized. This course is to be taken concurrently in a field-based setting.
Prerequisite: EDUC 4605/6/7/8 and teacher education department approval
The four variations of the Classroom Management course are based upon the distinctive levels of teacher certification in the State of Texas. Each of these courses require field experiences and assignments in their respective levels of teacher certification. Every section of the Classroom Management course may include a mix of preservice teachers seeking any level of teacher certification. However, the student teaching assignments required will match the preservice teacher’s level of teacher certification.

II. RATIONALE
Beginning teachers must have some basic skills in classroom organization and management to survive and thrive in the classroom. Development of these skills is dependent on an understanding the principles of human growth and development and an understanding of management theories and practices that work for successful teachers.

III. STATE ADOPTED PROFICIENCIES:
**LEARNER-CENTERED KNOWLEDGE:** The teacher possesses and draws on a rich
knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

**LEARNER-CENTERED INSTRUCTION:** The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

**EQUITY IN EXCELLENCE FOR ALL LEARNERS:** The teacher respects, addresses, and validates the needs of diverse learners.

**LEARNER-CENTERED COMMUNICATION:** The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

**LEARNER-CENTERED PROFESSIONAL DEVELOPMENT:** The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

**IV. TExES Competencies**
The following TExES competencies will be developed in this class:

001. The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their development characteristics and needs.

002. The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

004. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

005. The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

006. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

008. The teacher provides appropriate instruction that actively engages students in the learning process.

010. The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

011. The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

012. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

**17 Subject Matter Curricular Topics**
- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
TEKS Organization, Structure & Skills
TEKS in the Content Areas
State Assessment of Students
Curriculum Development & Lesson Planning
Classroom Assessment
Classroom Management
Special Populations
Parent Conferences / Communication
Instructional Technology
Pedagogy / Instructional Strategies
Differentiated Instruction
Certification Test Preparation

V. STUDENT LEARNING OUTCOMES
This course is designed to demonstrate the competencies and proficiencies presented above. The student will:

1. Objectives related to Learner-Centered Knowledge
   1.1 Demonstrate an understanding of the student as a reflection of his/her home environment. (TExES Competencies: 002, 011) (Curricular Topic: Special Populations)
   1.2 Demonstrate an understanding of how learning is affected by a student’s physical, developmental and emotional needs. (TExES Competency: 001)(Curricular Topic: Child Development)
   1.3 Explore child growth and development theories and recent research of cognitive development (including Piaget, Erickson, Gardner, etc.). (TExES Competency: 001, 005, 006) (Curricular Topic: Child Development)
   1.4 Analyze and compare child development theories related to moral development (including Kohlberg, Goleman, etc.). (TExES Competency: 001,002,005 006) (Curricular Topic: Child Development)
   1.5 Demonstrate an understanding of how the physical and emotional environment impacts the learning environment. (TExES Competency: 005)(Curricular Topics: Learning Theories and Classroom Management)

2. Objectives related to the Learner-Centered Instruction
   2.1 Illustrate an ability to integrate teacher and student academic goals and expectations. (TExES Competency: 005)(Curricular Topics: Learning Theories and Motivation)
   2.2 Demonstrate an understanding of the multiple approaches to setting classroom guidelines. (TExES Competencies: 005, 006) (Curricular Topic: Classroom Management)
   2.3 Prepare lesson plans which are developmentally appropriate for the student and meets the goals and expectations for learner centered instruction. (TExES Competency: 004,005,008)(Curricular Topics: Curriculum Development and Lesson Planning; Differentiated Instruction)
   2.4 Examine intrinsic and extrinsic motivation and its implications for students. (TExES Competency: 004, 008, 010) (Curricular Topic: Motivation)
   2.5 Demonstrate an ability to guide student metacognition. (TExES Competency: 001,004)(Curricular Topics: Curriculum Development and Lesson Planning; Learning Theories)
2.6 Explore various types of intervention strategies and when to use them, and when to seek outside assistance. (TExES Competencies: 006, 011) (Curricular Topics: Special Populations)

3. **Objectives related to Equity in Excellence for All Learners**
3.1 Prepare lesson plans which are developmentally appropriate for the student and meets the goals and expectations for learner centered instruction. (TExES Competency: 004, 005) (Curricular Topics: Curriculum Development and Lesson Planning)
3.2 Determine and apply appropriate forms of assessment. (TExES Competency: 002, 005, 008, 010) (Curricular Topic: Classroom Assessment)
3.3 Demonstrate an understanding of the appropriateness of various instructional strategies and when to use them. (TExES Competency: 006, 008) (Curricular Topic: Pedagogy/Instructional Strategies)

4. **Objectives related to Learner-Centered Communication**
4.1 Understand his/her own expectations and demonstrates an ability to communicate them to a class. (TExES Competency: 005, 010) (Curricular Topic: TEKS Organization, Structure, and Skills)
4.2 Recognize the elements of the classroom environment which lead to cooperation, leadership (proactive) or to confrontation (reactive). (TExES Competencies: 005, 006) (Curricular Topic: Classroom Management)
4.3 Understand and recognize the impact teacher personality has on the classroom environment, students, and parents. (TExES Competency: 005) (Curricular Topic: Parent Conferences/Communication)

5. **Objectives related to Learner-Centered Professional Development**
5.1 Demonstrate an understanding of skills needed to survive the demands of the classroom. (TExES Competency: 012) (Curricular Topic: Classroom Management)
5.2 Understand the importance of continuing professional development and reflection on one’s teaching and learning. (TExES Competency: 012) (Curricular Topic: Pedagogy/Instructional Strategies)
5.3 Demonstrate effective professional, ethical, and interpersonal communication skills. (TExES Competency: 012) (Curricular Topics: Code of Ethics and Standard Practices; Parent Conferences/Communication)

VI. **COURSE TOPICS: Topics shall include, but are not limited to:**
  - Affective, cognitive, and human development
  - Learner-centered environment
  - Motivation of students
  - Effective curriculum planning and lesson design
  - Pedagogy/Instructional strategies
  - Classroom management theories
  - Proactive and reactive approaches to classroom management
  - Parent conferencing/communication
  - Code of ethics for teachers
  - Survival skills
VII. INSTRUCTIONAL METHODS AND ACTIVITIES
1. Classroom experiences (discussion threads, research writing, on-line deliveries, reflections)
3. Field experiences – Pre-service teaching (over 50% of course time occurs in public school)

VIII. EVALUATION AND GRADE ASSIGNMENT
The methods of evaluation and the criteria for grade assignments are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Discussions (8 @ 30pts. Ea.)</td>
<td>240</td>
</tr>
<tr>
<td>Discipline Model Research</td>
<td>120</td>
</tr>
<tr>
<td>Chapter Quizzes-*BB (25 pts. X 8) 200 points</td>
<td>200</td>
</tr>
<tr>
<td>Mid-term Exam-*BB 100 points</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam-*BB 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>240</td>
</tr>
<tr>
<td>Professionalism</td>
<td>50</td>
</tr>
</tbody>
</table>

*BB- via Blackboard. This is an online course. If you need help accessing Blackboard, please call the help desk phone number: 825-2825.

1) Chapter Responses/Peer Responses (8 @ 30 points each) 240 points
I expect high quality work in appearance and content on every assignment. You will need to demonstrate a professional level of writing competence. You are one step from being THE teacher. Your work is a reflection of you, and as the teacher, it will be a reflection of your competence and professionalism. Late chapter responses will not be accepted. Please read Late Work policy.

Post your initial, word-processed chapter response to Blackboard by the specified date (12 pt. font). Points will be deducted for misspelled words, grammatical errors and/or punctuation errors. Proofread your work and have someone else proof your work. Make sure to respond to at least two peer’s chapter response posts by the due date for full credit.

**Please see the Chapter Response PDF located in the Course Content tab for full directions and a grading rubric in your Blackboard class.

GUIDELINES for chapter responses:
You will need to write a one-page, single-spaced reflective response to each of the text chapters and post these to your Blackboard account. These responses will serve as the basis for our discussions/peer responses of the readings. Each reading response should be at least 250 words in length. The format for each response will include:

Analysis of the Chapter (NOT a summary!)
What is the overall theme? What are the implications for you as a teacher and for the success of your students?

Consider Methodology
What choices are being made? What are the constraints of such choices? What are the potential benefits? What would you do differently?

React and Connect
How does this reading connect with what you have read or experienced earlier? What do you agree with in the reading? What do you disagree with? What provokes an emotional response?
Sentence/Quotes
Identify two lines or a quote in the chapter. Why did you “zero” in on these lines? How will your colleagues benefit from your sharing these thoughts?

Notes:
These one-pagers must be done thoughtfully and timely in order to benefit you and your colleagues. These are not summaries but reactions/reflections.

Two Peer Responses. Please be sure to respond to at least two of your peers’ posts by the due date. Each peer response should be at least 50 words in length to receive full credit.

3) Discipline Model Research Grid/Reflection Short Essay: 120 Points
Please see Discipline Model Research PDF located in the Assignment tab of your Blackboard Course for full details and a grading rubric.

Using the Discipline Model Research titles provided, complete the Discipline Model Research Expandable Template. For each of the discipline models listed on the template, you will write about the 1) purpose of the model; 2) benefits to you the teacher; 3) benefits to the student(s); 4) constraints of the model; 5) how it improves the learning environment; 6) and list 2 references.

Type your answers for each model in the boxes provided. The boxes will expand as you type.

After you complete the grid, reflect and describe in 250-300 words how you will use the information learned from these models in your classroom. An expandable box on the grid is provided to you to write your reflection.

You may complete this assignment with a partner(s). However, each student is required to submit an individual completed grid and descriptive reflection to Blackboard for grading. Once you have completed this assignment, save your work as a Word document, and post it as an attachment to the Discipline Model Research assignment for a grade. This assignment is worth 120 points.

The expectation for this assignment is that your writing will be clear, concise, and reflect the fact that you present yourself as a college level writer and thinker.

This assignment will be evaluated according to the following criteria:
1. The completed grid boxes provide the key points for each discipline model listed;
2. Each completed grid box demonstrates a thoughtful, sincere, and reflective attempt to address the discipline model;
3. The completed Discipline Model Research Expandable Grid with Reflection will be posted to the assignment submission box by the due date (no late assignments accepted); and,
4. The writing reflects the skill level expected of university preservice teachers.
4) Assessments: 590 points
Classroom Management Plan Project – Please see Classroom Management Plan PDF located in the Assignment Tab for full directions and a grading rubric for each part. (Total 240 points)

8 Chapter Quizzes on Blackboard® (25 points each) (200 points)

If you miss a quiz on Blackboard, you will forfeit the 25 points. Since this class is all about behaviors and consequences, there are no exceptions to this statement. Please refrain from asking for an exception.

Mid-term Exam on Blackboard (100 points) Objective format covering chapters 1-5

Final Exam on Blackboard (50 points)

See Blackboard Calendar for dates of availability.

5) Professionalism (50 Points)

Professionalism brings to mind many attributes associated with people we consider to be professionals. Webster’s Collegiate Dictionary defines professionalism as “the conduct, aims, or qualities that characterize or mark a professional person.” The attributes most heavily considered for this part of your grade are proper submission of assignments, timeliness of all submissions, preparation for, and participation in every assignment or assessment. Additional attributes to be considered are initiative, perseverance, flexibility, quality of work, timely submission of work, reflectivity and interactions with individuals when responding to reading responses. You will have many opportunities to demonstrate your professional skills and work habits during this semester. Consistent lack of professionalism in one or more areas will result in losing all credit for this area. (50 points)

As you take your foot off first base and sprint, remember you are headed for home plate. The run will be fast, furious and sometimes scary, but the end is in sight. It is important that you continue at full speed as the end nears. Due to the demanding nature of this course, there will be many reading/writing/doing assignments in rapid succession. You need to be organized and prepared to actively participate in your own learning. This will require the kind of organization, preparation and perseverance you will need to be a successful teacher.

IX. COURSE SCHEDULE and COURSE POLICIES

Please check your Blackboard Calendar at least twice weekly to keep up with assignments, discussions, quizzes, and due dates. (F2F)= face to face class meetings (BB)=assignment on Blackboard

Unit 1- The Nature of Discipline Problems

Week 1(F2F)- Review syllabus; due date calendar; assignment instructions for Blackboard submissions; Review Chapter 2 – What is a discipline problem?
Week 2 (BB)  
- Post initial response to Chapter 2 in course text  
- Post response to at least 2 peers’ initial responses to Chapter 2  
- Complete quiz over Chapter 2  

Week 3 (BB)  
- Begin Classroom Management Plan- part 1  
- Begin Discipline Model Research  
- Read Chapter 3  

**Unit 2-Understanding Why Children Misbehave**  
Week 4 (F2F)  
- Post initial response to Chapter 3 in course text  
- Post response to at least 2 peers’ initial responses to Chapter 3  
- Complete quiz over Chapter 3  
- Submit Classroom Management Plan- part 1  
- Read Chapter 4  

**Unit 3- Philosophical Approaches to Classroom Management**  
Week 5 (BB)  
- Post initial response to Chapter 4 in course text  
- Post response to at least 2 peers’ initial responses to Chapter 4  
- Complete quiz over Chapter 4  
- Begin Classroom Management Plan- part 2  
- Read Chapter 5  

**Unit 4- The Professional Teacher**  
Week 6 (F2F)  
- Post initial response to Chapter 5 in course text  
- Post response to at least 2 peers’ initial responses to Chapter 5  
- Complete quiz over Chapter 5  

Week 7(BB)  
- Complete Midcourse Exam  
- Submit Classroom Management Plan- part 2  
- Continue Discipline Model Research  
- Read Chapter 6  

**Unit 5- Structuring the Environment**  
Week 8 (BB)  
- Post initial response to Chapter 6 in course text  
- Post response to at least 2 peers’ initial responses to Chapter 6  
- Complete quiz over Chapter 6  
- Continue Discipline Model Research  
- Read Chapter 7  

**Unit 6- Nonverbal Interventions**  
Week 9(F2F)  
- Post initial response to Chapter 7 in course text  
- Post response to at least 2 peers’ initial responses to Chapter 7  
- Complete quiz over Chapter 7  

Week 10 (BB)  
- Begin Classroom Management Plan- Part 3  
- Read Chapter 8
Unit 7 - Verbal Interventions/Logical Consequences

Week 11 (BB) - Post initial response to Chapter 8 in course text
   Post response to at least 2 peers’ initial responses to Chapter 8
   Complete quiz over Chapter 8

Week 12 (BB) - Complete and submit Classroom Management Plan - part 3

Unit 8 - Chronic Behavior Problems

Week 13 (F2F) - Post initial response to Chapter 9 in course text
   Post response to at least 2 peers’ initial responses to Chapter 9
   Complete quiz over Chapter 9
   Begin Classroom Management Plan - part 4

Week 14 (BB) - Submit all Discipline Model Research

Week 15 (BB) - Complete and submit Classroom Management Plan - part 4
   Begin Final exam activity

Final (BB) - Final exam activity due (as determined by University Final Schedule)

**LATE WORK POLICY:** Late work will NOT be accepted. You are going to be a teacher, and you must learn to multi-task! You will be given ample amounts of time to submit all of your work, so please refrain from asking for a time extension.

You may work ahead of schedule in this course, but you may not work backwards!

You should understand that I will not accept technology excuses. If your computer is not working or an Internet connection is unavailable, it is your responsibility to find an alternative method for submitting work. **Please note:** All tests and quizzes will **close at 11:59 p.m. on the due date.** Make sure to allow yourself enough time to complete the assessments before the close time.

**X. TEXTBOOK**

**XI. BIBLIOGRAPHY**
Calvin: Addison-Wesley.
Canfield, J. & Hansen, M. V. (1993). Chicken soup for the soul: 101 stores to open the heart and
rekindle the spirit. Deerfield Beach, Florida: Health Communication, Inc.
Boston: Allyn and Bacon.
Longman, Inc.
Coloroso, G. (2004). Kids are worth it!: Giving your child the gift of inner discipline. New York:
Avon Books.
Prentice Hall.
Colorado: The Love and Logic Press.
Kohn, A. (1993). Punished by rewards: The trouble with gold stars, incentive plan, A’s, praise,
McClanahan, E. & Wicks, C. (1993). Future force: Kids that want to, can and do! Glendale, CA:
Griffin Publishing.
Ross, A. & Olsen, K. (1995). The way we were…The way we CAN BE: A vision for the middle
school through integrated thematic instruction. Kent, Washington: Susan Kovalik &
Associates.

XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he
or she has not been held to appropriate academic standards as outlined in the class syllabus,
equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the
course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.
A student with a complaint about a grade is encouraged to first discuss the matter with the
instructor. For complete details, including responsibilities of the parties involved in the process
and the number of days allowed for completing the steps in the process, see University Rule
13.02.99.C2. Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade
Appeals Procedures. These documents are accessible through the University Rules web site at
http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in
the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations**

“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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in CCH 116.” [http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at 825-5816.

**Academic Honesty**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm)

There are some things you learn best in calm, and some in storm.

-Willa Cather