EDUC 4311-4314.W01 is an Online Course:

EDUC 4311-4314 uses Blackboard as its only teaching and learning environment. All EDUC 4311-4314 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires 5307 students to have their normal NET ID to log into the course on Blackboard.

Since EDUC 4311-4314 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course by using the Course Schedule Overview Tab, Assignment Tab, Discussion Board Tab, or Assessment Tab on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC BlackBoard email. If you choose to contact me via telephone, please identify yourself and the course number clearly.

I will respond to email, Monday through Thursday within 48 hours, with the exception of weekends and/or holidays.

Technical Difficulties:

Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. Course Description

A course emphasizing methods of organizing and managing a classroom, and student growth and development concepts and how they will affect classroom management. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: Admission to Teacher Education.
II. Rational
Beginning teachers must have basic skills in classroom organization and management to survive and thrive in the classroom. Development of these skills is dependent on understanding the principles of human behavior 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
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, collaboration, peer review, research writing group work, individual work, online deliveries and reflection).

VIII. EVALUATION AND GRADE ASSIGNMENT

Overview of Course Requirements:
1. Syllabus Quiz (100 points);
2. Autobiographical Sketch (50 points);
3. Initial Statement of Beliefs about Classroom Management (Philosophy) (100 points);
4. Response to Peer’s Initial Statement about Classroom Management (100 points);
5. Two IRIS Modules (100 points each for a total of 200 points);
6. Initial Responses to Assigned Readings (220 points);
7. Response to Peers’ Responses to Assigned Readings (220 points);
8. Discipline Model Research (100 points);
9. Evaluation of Partner’s Discipline Model Research (100 points);
10. Revised Submission of Discipline Model Research (100 points)
11. End-of-Course Statement about Classroom Management (100 points);
12. Response to Peer’s End-of-Course Statement about Classroom Management (100 points);

Grading Scale

1490 – 1341 (90%) pts. = A
1340 – 1192 (80%) pts. = B
1191 – 1043 (70%) pts. = C
1042 – 894 (60%) pts. = D
Below 894 (60%) = F

Grades are reported after the due date of the assignments or exams.

Policy for an Incomplete Grade:
The TAMU—CC policy for awarding a grade of Incomplete is as follows:
Incomplete - An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time.
The key words are “a student who is passing” and “for reasons beyond the student’s control other than lack of time.”

You must request a grade of “Incomplete” in writing before the last day of class (not during finals week) and the request must include acceptable written evidence that the reason for the request is that you have experienced circumstances beyond your control that have prevented you from completing the learning activities in the course, and you must be passing the course at the time of the request. Awarding a grade of Incomplete is at the instructor’s discretion. If the student believes that the instructor has been arbitrary or capricious in the grading policy, she or he may use the grade appeals process described in the syllabus and on the Student Affairs homepage.

Detailed Description of Course Requirements:

1. **Syllabus Quiz (100 points possible)**
   The Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Schedule Overview found in the syllabus and on the course Blackboard homepage.

   While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to questions on the quiz.

   Feel free to collaborate with your peers to check your answers before you take the quiz. You will have two chances to post your answers and you will not be able to revise your answers once you have completed the second attempt. Additionally, Blackboard will save your second attempt as the final score, not the highest score.

   The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

   **You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.**

2. **Autobiographical Sketch (100 points possible)**
   In 300—600 words, tell your classmates something about you. As a way for all of us to learn something about you, share whatever you think appropriate about:
   - your personal life and family;
   - your work;
   - your hobbies;
   - your school experiences;
   - any honors or awards you have earned; and,
   - your plans for the future.

   Post your sketch to the “Autobiographical Sketch” discussion on the Discussion Board by the due date and time in the Course Schedule Overview.

   Evaluation of the “Autobiographical Sketch” assignment is “all or none”. If you follow the above assignment and post it to the appropriate place in Blackboard by the date and time in the Course Schedule Overview, you will receive full credit. If you do not follow the above assignment, or if you do not post by the date and time in the Course Schedule Overview, you will receive no credit for the assignment.

   **You may work ahead, but you cannot work backward in this course. No late work will be accepted**
3. **Initial Statement of Beliefs about Classroom Management (100 points)**

   This assignment is the first part of a two part activity.

   Your Initial Statement reflects what you believe about of classroom management at the beginning of EDUC 4311-4314.

   The second part of this assignment will be completed at the end of the course, after you have participated in activities that may solidify or alter your current beliefs.

   This assignment calls for you to write a collection of five (5) responses that reflect your personal beliefs about the following at the beginning of the course:

   1. What are your beliefs about classroom management?
   2. What do you believe about engaging parents?
   3. What do you believe about teaching students how to self-discipline?
   4. What do you believe about rules, routines, and procedures for classroom management?
   5. What impact do you believe your culture and upbringing will have on your approach to classroom management?

   The Statement of Beliefs about Classroom Management is your opportunity to share your personal beliefs about how teachers should manage classrooms. I am well aware of the tendency of many university students to write to please the professor. Please do not do so in this course. I assure you that your grade for this assignment will not be influenced in any way by you being honest about your personal beliefs. You should write what you believe about classroom management, not what you think the professor believes.

   To complete this assignment, use the template found on the left side of the course homepage under the “This I believe Statement” tab, and post as an attachment to the Initial Statement of Beliefs discussion.

   **Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0).** The Template is a classroom management tool that allows me to standardize my grading.

   You have two primary audiences for this assignment:
   1. yourself; and,
   2. your colleagues in this class.

   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 template is complete;
   2. All instructions are followed;
   3. Each essay demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
   4. Posted to the assignment drop box by the due date (no late assignments accepted); and,
   5. The writing reflects the skill level expected of university students who are preparing to enter the teaching profession.

   You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.
4. **Response to Peer’s Initial Statement of Beliefs about Classroom Management (Philosophy)**  
   (100 total points)

This assignment requires you to read and respond to the “Initial Statement of Beliefs” of at least one (1) of your classmates. The intent of this assignment is to help students formalize the organization and classroom management of their own classroom.

All responses to your peer’s “Initial Statement of Beliefs” should **add value and substance** to the discussion about these aspects of classroom management.

Rather than just writing "I agree," write "I agree because . . . ." It is the explanation of the "because" that **adds value and substance** to the discussion. Participants in this class will not always agree with the instructor or their classmates’ beliefs—and university students should be able to explain the reason for their agreement or disagreement.

In each response to a peer’s “Statement of Beliefs,” do one or more of the following:
- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different frame of reference for your classmate to consider.
- Provide a different perspective for your classmate to consider.
- Provide a different example for your classmate to consider.
- Tell a story about how your classmates’ beliefs relate to your life.
- Explain how your classmate’s beliefs might influence the future of teaching or education.

Remember that the written responses you share with the class are open-ended conversations. Your responses to your peers do not have to have a clear beginning, middle, and end. Nor do they have to read like a coherent formal essay (though it may, if you so choose). Your response to your classmates Statement of Beliefs ought to represent your serious thinking about the potential consequences of teacher beliefs, and it ought to demonstrate that you have **reflected** on what you have read, and, finally, it ought to add value to the conversation about the reading.

Responses that demonstrate serious thinking will receive full credit. Responses that seem superficial and do not seem to demonstrate serious thinking will receive no credit.

Regardless of the focus of your response to a colleague’s Statement of Beliefs, make certain that the tone and language of your response is civil, professional, thoughtful, and respectful.

To receive full credit for this assignment, use the following format in responding to a peer’s “Statement of Beliefs . . .”
1. Identify the peer to whom you are responding;
2. Provide a very brief summary of the main points to which you are responding; and,
3. Write your personal response to your colleague’s initial response.

Do the above for one (1) “Initial Statement of Beliefs about Classroom Management” from a peer.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

5. **IRIS Module 1 – Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan** (100 points possible)

Go to the IRIS website: [http://iris.peabody.vanderbilt.edu/beh1/chalcycle.htm](http://iris.peabody.vanderbilt.edu/beh1/chalcycle.htm). Click on “Challenge” and
view the movie. If you are unable to view the movie, then “View the Transcript” and read the information. Next, click on “Thoughts” and read the information. Next, click on “Perspectives and Resources” and read the information. Click on “Assessment” and answer all questions using the Template in Blackboard. Click “Wrap Up” and read over the module's summary.

When completing the template, be sure to type your answers in black. Post your completed Template as an “attachment” in the Blackboard assignment titled “IRIS Module: Classroom Management Part 1.” Do not “cut and paste” this assignment.

**Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0).** The Template is a classroom management tool that allows me to standardize my grading.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

**IRIS Module 2 – Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan (100 points)**

Go to the IRIS website: [http://iris.peabody.vanderbilt.edu/beh2/chalcycle.htm](http://iris.peabody.vanderbilt.edu/beh2/chalcycle.htm). Click on “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript” and read the information. Next, click on “Thoughts” and read the information. Next, click on “Perspectives and Resources” and read the information. Click on “Assessment” and answer all questions using the Template provided in Blackboard. Click “Wrap Up” and read over the module’s summary. When completing the template, be sure to type your answers in black. Post your completed Template as an “attachment” in the Blackboard assignment titled “IRIS Module: Classroom Management Part 2.” Do not “cut and paste” this assignment.

**Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0).** The Template is a classroom management tool that allows me to standardize my grading.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

6. **Initial Responses to Assigned Readings (Eleven (11) initial responses at twenty (20) points each for 220 total points possible)**

This learning activity requires you to read the reading assignments and post an initial reflection/response to the reading.

All postings, **Initial Responses to the Reading are required to add value and substance** to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:

- Agree with the author and explain why you agree.
- Disagree with the author and explain why you disagree.
- Provide a different perspective to the reading.
- Provide a different reference for the reading.
• Provide a different perspective of the ideas in the reading.
• Provide a different example for the application of the ideas in the reading.
• Apply the ideas in the reading to a different set of circumstances.
• Tell a story about how the topic relates to your life.
• Explain how you will apply the ideas in the reading to your future classroom or students.
• Explain how the ideas in the reading might have unintended consequences in the future.

Remember that the written reflections you share with us are open ended conversations shared with classmates, not summaries of the readings BUT a discussion about your understanding of the reading. The thinking you share with the class does not have to be a well-organized essay, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking. Responses that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

7. Response to Peers (Twenty-Two (22) responses at ten (10) points each for 220 total points possible)

You are required to post a written response to at least two (2) of your peer’s “Initial Responses to Assigned Readings” for each assigned reading.

This activity requires you to read your classmate’s Initial Responses to the assigned reading and post responses to at least two (2) of your classmates.

All Responses to Peers, should add value and substance to the online conversation. Rather than just writing “I agree,” write “I agree because....” It is the explanation of the “because” that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any of the authors we read—but any university student should be able to explain the reason for their agreement or disagreement.

In every Response to a Classmate, do one or more of the following:

• Agree with your classmate and explain why you agree.
• Disagree with your classmate and explain why you disagree.
• Provide a different perspective about the topic.
• Provide a different frame of reference for the topic.
• Provide a different example.
• Apply your classmates’ ideas to a different by related topic.
• Tell a story about how your classmate’s response to the reading relates to your life.
• Explain how your classmate’s response to the reading will affect your teaching in the future.
• Explain how your classmate’s ideas, if applied, might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end.

It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and
others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:

If student A posts an initial response to the Chapter 4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, [20+10+10]) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Chapter 4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of thirty (30, [20+10+0]) points under the Chapter 4 tab in the Blackboard grade book.

If student C posts an initial response to the Chapter 4 reading assignment, and does not post a response to any peer, student C will receive a maximum of twenty (20, [20+0+0]) points under the Chapter 4 tab in the Blackboard grade book.

8. **Discipline Model Research** (200 points)

This assignment calls for you to research various discipline modules and complete the Discipline Model Research Expandable Template.

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. Complete (all nine Discipline Models and personal essay section is included in the posted document);
2. The essay section demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
3. Posted to the assignment drop box by the due date (no late assignments accepted); and,
4. The writing reflects the skill level expected of university students who are preparing to enter the teaching profession.

Please feel free to collaborate with your colleagues for this project in Blackboard. I have set up a discussion board titled, “Discussions among Colleagues” so you may ask each other questions in the online classroom. As always, please feel free to exchange personal emails and phone numbers.

This learning activity must be posted in the Blackboard Discussion Board as an attachment in the discussion titled, “Discipline Model Research” for credit. Post as an “attachment” in Blackboard.

Do not cut and paste this assignment as no credit will be given if it is not posted as an attachment.
Your partner is depending on your faithful adherence to the timeline of this assignment, so PLEASE be mindful of the due date.

Please see the Grading Rubric in Blackboard to see how you will be evaluated for this assignment.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

9. Evaluation of Partner’s Discipline Model Research (100 points)
Students will be partnered with a peer (or peers) in the class. Partners will evaluate each other’s Discipline Model Research according the Discipline Model Research Rubric found in the Discipline Model Research folder on the Course Content page. The list of partner’s will be posted in the Discipline Model Research folder around Mid-term.

Evaluations must reflect a serious, professional, and thoughtful reading of your partner’s Discipline Model Research.

While suggestions for improvement are invited and encouraged, please be mindful of the tone of your response to your colleague. If you have questions about your partner’s Discipline Model Research, use Islander email, and/or the appropriate discussion board to ask your partner(s) for clarification. An honest and thoughtful question may lead to an improvement in the Discipline Model Research or the answer to your question may provide you a new way to approach your own instruction in the future.

Special Note: You must use and post the completed Discipline Model Research Rubric (as an attachment) if you expect to earn credit for this assignment.

Using the “Reply” button in the discussion where you found your partner’s Discipline Model Research, post the completed Discipline Model Research Rubric as an attachment to your reply. The rubric is provided in a Word format for your convenience.

Students who complete and post the Discipline Model Research Rubric and whose evaluations appear to reflect a serious, professional, and thoughtful reading of the Discipline Model Research will receive full credit for this assignment.

Students who do not complete and post the Discipline Model Research Rubric for their partner(s) and whose evaluations appear superficial, less than professional, or less than thoughtful will receive no points for this assignment.

Part of becoming a professional educator is learning how to evaluate the work of others according to specific criteria. For this assignment, the “Discipline Model Research Rubric” contains the specific criteria you are required to use to evaluate your partner’s Discipline Model Research.

The purpose of this assignment is threefold: 1) to allow your partner to have an outside reader of her or his work before final submission to Blackboard; 2) to provide you with the opportunity to see another Discipline Model Research before you submit your own Discipline Model Research; and, 3) provide an opportunity to revise your own Discipline Model Research to better fit the Discipline Model Research Rubric prior to final submission to Blackboard.

To complete this assignment, do the following:

- Post your own Discipline Model Research Discussion as stated in assignment number three (3) above by the due date;
• Find your partner’s Discipline Model Research in the same Discipline Model Research Discussion;
• Complete the “Discipline Model Research Rubric” to evaluate your partner’s Classroom Management Philosophy as described above; and,
• Using the “Reply” button in the discussion where you found your partner’s Discipline Model Research, attach the completed “Discipline Model Research Rubric” for your partner’s reading pleasure.

Please remember that your partner is counting on you to post your work in a timely manner. To do otherwise is unprofessional and creates considerable anxiety and frustration for your partner and the instructor.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

10. Posting your Revised Discipline Model Research (100 points)
Students are required to post the final, revised Discipline Model Research to Blackboard by the appropriate due date. Post your final revised Discipline Model Research Template as an “attachment” in the Blackboard assignment titled, “Revised Discipline Model Research” found in the tab “Discipline Model Research” on the left side of the course homepage.

Failure to post the final Discipline Model Research will result in the loss of all points for this assignment, even though the student may have posted the Discipline Model Research to the appropriate Discussion in Blackboard.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

11. End-of-Course Statement of Beliefs about Classroom Management (100 points)

This assignment is the second part of a two part activity.

Your End-of-Course Statement of Beliefs reflects what you believe about classroom management at the end of the course.

This assignment calls for you to write a collection of five (5) responses that reflect your beliefs about the following at the end of the course:

1. What are your beliefs about classroom management?
2. What do you believe about engaging parents?
3. What do you believe about teaching students how to self-discipline?
4. What do you believe about rules, routines, and procedures for classroom management?
5. What impact do you believe your culture and upbringing will have on your approach to classroom management?

This part of the assignment provides you with the opportunity to formalizing the organization and classroom management of your own classroom.

To complete this assignment, use the exact same document you saved to your computer when you completed the Initial Statement of Beliefs for the first part of this assignment. Simply retrieve that document, complete the End-of Course Beliefs and submit as an attachment to the End-of Course
Statement of Beliefs discussion. The due date for this learning activity is listed in the Course Schedule Overview.

You have two audiences for this assignment:
1. yourself; and,
2. your colleagues in this class.

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:
5. The template is complete;
6. All instructions are followed;
7. Each essay demonstrates a thoughtful, sincere, and reflective attempt to address the topic;
8. Posted to the assignment drop box by the due date (no late assignments accepted); and,
9. The writing reflects the skill level expected of university students who are preparing to enter the teaching profession.

You may work ahead, but you cannot work backward in this course. No late work will be accepted.

12. Response to Peers’ End-of-Course Statement of Beliefs about Classroom Management
(100 total points)

This assignment requires you to read and respond to the “End-of-Course Statement of Beliefs” of at least one (1) of your classmates. The intent of this assignment is to help students formalize the organization and classroom management of their own classroom.

All responses to your peer’s “End-of-Course Statement of Beliefs” should add value and substance to the discussion about these aspects of classroom management.

Rather than just writing "I agree," write "I agree because . . . ." It is the explanation of the "because" that adds value and substance to the conversation. Participants in this class will not always agree with the instructor or their classmates’ beliefs—but university students ought to be able to explain the reason for their agreement or disagreement.

In each response to a peer’s “Statement of Beliefs,” do one or more of the following:
• Agree with your classmate and explain why you agree.
• Disagree with your classmate and explain why you disagree.
• Provide a different frame of reference for your classmate to consider.
• Provide a different perspective for your classmate to consider.
• Provide a different example for your classmate to consider.
• Tell a story about how your classmates’ beliefs relate to your life.
• Explain how your classmate’s beliefs might influence the future of teaching or education.

Remember that the written responses you share are open-ended conversations. Your responses to your peers do not have to have a clear beginning, middle, and end. Nor does it have to read like a coherent formal essay (though it may, if you so choose). It ought to represent your serious thinking about the potential consequences of teacher beliefs, it ought to demonstrate that you have reflected on what you have read, and, finally, it ought to add value to the conversation.

Responses that demonstrate serious thinking will receive full credit. Responses that seem superficial and do not seem to demonstrate serious thinking will receive no credit.
Regardless of the focus of your response to a colleague’s belief statement, make certain that the tone and language of your response is civil, professional, thoughtful, and respectful.

To receive full credit for this assignment, use the following format in responding to a peer’s “Statement of Beliefs . . .”

1. Identify the peer to whom you are responding;
2. Provide a very brief summary of the main points to which you are responding; and,
3. Write your personal response to your colleague’s initial response.

Do the above for one (1) “End-of-Course Statement of Belief about Classroom Management” from a peer.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

IX. Course Schedule

Please see the Course Schedule Overview in BlackBoard for all due dates.

Class Policies

• Written Work in EDUC 4311-4314
  All written work in EDUC 4311-4314 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.
  I strongly suggest that you create all of your discussions as a separate document in Word and use the “copy and paste” feature in Word to post your initial responses to the readings and your responses to peers’.

• Submission of Late Work
  No late work will be accepted in this class. You may work ahead, but you cannot work backwards. If you miss an assignment due to a university excused absence, please provide me with a copy of appropriate documentation.

• Class Attendance and Participation
  The degree to which you participate in all of the learning activities in EDUC 4311-4314 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

  Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the
• **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_academic_info.htm

• **Classroom Conduct**
  Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action.
  http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

• **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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.”
  http://disabilityservices.tamucc.edu

  The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. 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 experience cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

• **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_academic_info.htm

• **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 the 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 Appeal 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.

X. Textbook(s)

Note: Failure to obtain a textbook in a timely manner is not an excuse for late work.

The following textbooks are required for EDCI 4311-4314:


ISBN-10: 0136100880