Texas A & M University – Corpus Christi - College of Education  
Classroom Management EC-6; 4-8; 8-12 and All Level  
Spring 2014  
EDUC 4311/12/13/14; Section 002  
Location for class: Island Hall, Room 164  
Meeting Time: Monday, 4:20 PM to 6:50 PM  

Professor: Dr. Mark Hughes  
Office—Faculty Center—240  
Office Hours: By appt.  

Contact Dr. Hughes through:  
1. Phone: (361) 779-4873  
2. Text: (361)-779-4873  
3. E-mail: mark.hughes@tamucc.edu  
4. Blackboard—last choice  

**Statement of Academic Continuity**  
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.  

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 with student teaching.  
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 pre-service teachers seeking any level of teacher certification. However, the student teaching assignments required will match the pre-service 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 and Instructional Technology)

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 (Discussions, direct instruction, lecture/discussion, modeling, writing, video, on-line deliveries, reflection, etc.)
2. Clinical experiences- cooperative groups, student presentations, guided discovery, simulations
3. Field experiences–student 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:

A. Methods and Points of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Summaries over Principles of Classroom Management (10 @ 25 pts. Ea.)</td>
<td>250</td>
</tr>
<tr>
<td>Presentation to beginning teachers</td>
<td>25</td>
</tr>
<tr>
<td>Discipline Model Presentation (Skit)</td>
<td>50</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>125</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>14 papers over additional readings over Beyond Discipline and Hear Our Cry—Boys in Crisis @ 25 points each</td>
<td>350</td>
</tr>
</tbody>
</table>

___________

1000 possible points

B. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 – 1000</td>
</tr>
<tr>
<td>B</td>
<td>800 – 899</td>
</tr>
<tr>
<td>C</td>
<td>700 – 799</td>
</tr>
<tr>
<td>D</td>
<td>600 – 699</td>
</tr>
<tr>
<td>F</td>
<td>&lt;599</td>
</tr>
</tbody>
</table>

All Written Assignments

A word about any papers you write this semester. ALL papers must have a rough draft attached behind the final copy. A rough draft is not a second printing of the final copy. It is not a copy with all of the “that’s” and “then’s” circled (see writing guidelines). A rough draft is written on, messy, etc. You may turn in or attach more than one rough draft. Every paper submitted will not only have a rough draft, but points will be given for the quality of the rough draft based on do I believe it’s a real rough draft, or written after your final copy was finished.

1) Chapter Summaries/Responses (10 @ 25 points each) 250 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. Please read Late Work policy.

Word-process all assignments (12 pt. font, double-spaced), unless otherwise directed. Points will be deducted for misspelled words, grammatical errors and/or punctuation errors. Proofread your work and have someone else proof your work. Word-process the heading or title page also.

You will need to follow the Writing Guidelines that will be distributed and also follow the grading rubric by which the chapter response will be graded. Late papers turned in after class begins will receive 50% off before grading.
GUIDELINES for Chapter Responses:

You will need to write a double-spaced typed reflective response to each of the text chapters from Principles of Classroom Management and bring the response to our class meetings. Every paper should be two full pages long and go three lines on to page three for the minimum length. These responses will serve as the basis for our discussions of the readings. 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 two pages must be done thoughtfully and timely in order to benefit you and your colleagues. These are not summaries but reactions/reflections. The instructor will collect these reading responses daily to assess.
- Papers will be exchanged with group members at the beginning of class. Class members will read each paper, proofreading and highlighting different points in each paper that they want to discuss with the whole group.
- A model will be distributed for you to follow.

2. Guidelines for Responses for Beyond Discipline and Hear Our Cry—Boys in Crisis.

1. You may write a one page (one page plus three lines long minimum) paper to each chapter. The first half is a summary of the chapter and the second half is a response to what the author talked about. Make sure you use the author’s name in the paper and whether you agree or not with his ideas in the chapter. Or…
2. You may write a ¾ page response to the chapter. Here, you do not write a summary of the chapter. You merely respond to the author’s ideas in the chapter. Use the author’s name and let me know whether you agree or disagree with his ideas.
3. Discipline Model Presentations (Skit): 50 Points

Students will work in designated teams to present an assigned discipline model. A minimum of two outside resources must be used and the presentations/skit must be at least 20 minutes in length. The presentations should address the following:

- Involve all team members.
- Be professionally prepared as if you were sharing at a conference and contribute positively to your own growth and that of your colleagues. Be sure to address the multiple intelligences and learning styles of your audience while presenting the key points of your discipline model. In other words, engage your audience.
- Actively engage our class in an activity/skit that demonstrates the discipline model. Your group will create a classroom situation including behaviors or procedures that impede learning in the classroom environment. Then, the techniques and procedures from the discipline model should improve the learning environment.
- Provide a CREATIVE one-page handout for the entire class that details the discipline model’s key points.

4) Presentation to beginning teachers (25 points)

Students will present an assigned topic on teacher issues. Each person will have only four minutes to relate the facts to the other students. Students will be required to create a visual (it can be a handout or a chart on the overhead projector) to use during the presentation.

Students are to go to: www.TCTA.org
At the top of page, hit Publications
Hit: TCTA’s Survival Guide
Click on your topic and print it out for you to study and present on.

<table>
<thead>
<tr>
<th>Rubric for this assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is addressed: Maximum points earned 10 pts</td>
</tr>
<tr>
<td>Eye contact is consistently made: 5 pts</td>
</tr>
<tr>
<td>Didn’t just read the information; used appropriate eye contact. 5 pts</td>
</tr>
<tr>
<td>Handout or visual 5 pts</td>
</tr>
<tr>
<td>Maximum of 25 pts.</td>
</tr>
</tbody>
</table>

If you have any questions on how to access this information, see me in class or call me.

5) Assessments:

- Classroom Management Plan – Follow format provided. (125 points)
- Mid-term Exam (100 points) A study guide will be given. Objective format covering chapters 1 through 5.
- Final Exam (100 points) Format will be provided in class
- 14 papers written on responses to Beyond Discipline and Boys in Crisis (350 pts.) 1 page in length—(one page plus 3 lines on to page 2 minimum). Late papers 50% off.
- Discipline Model Presentation (Skit): 50 pts.
• 10 papers written on responses to the textbook *Principles of Classroom Management*. (250 pts). 2 page plus three line minimum in length. Late papers 50% off.

Progress involves risk. You can't steal second and keep your foot on first.
Frederick Wilcox

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 you continue at full speed as the end nears. Due to the limited number of class meetings, there will be many reading/writing/doing assignments in rapid succession. You need to be prepared daily 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.

Life's greatest adventure is in doing one's level best. Arthur Morgan

IX. COURSE POLICIES

<table>
<thead>
<tr>
<th>ATTENDANCE POLICY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance is crucial to your success in this program and your development as a professional. Attendance is expected. Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. Any combination of arriving late or leaving class early two times will count as an absence. If you have a total of three absences—that is any combination of absences, tardies, or leaving early, your final grade will be dropped one letter. For each additional absence, your grade will drop an additional letter. An excused absence is one where you were attending a school-sanctioned activity or you have a doctor’s excuse. It is your responsibility to check with fellow classmates for any missed work or assignments. There are no extra credit opportunities in this class. If you are going to be tardy or absent contact me.</td>
</tr>
</tbody>
</table>

MAKE-UP POLICY: You are personally responsible for all material discussed in class, even if you have a doctor’s excused absence. You will need to make your own arrangements for material covered during the time you are absent from class. The instructor does not provide lecture notes for student use.

LATE WORK POLICY:

50% off any papers I receive after class begins. You may email me papers after class, but they will have 50% deducted before I begin grading.

In the event you cannot print an assignment due to unforeseen circumstances, please e-mail it to me before class begins and bring a hard copy the next day. I will compare the sent e-mail to the one submitted to make sure no changes were made to the assignment, then grade the hard copy and delete the e-mailed copy.
CELL PHONE POLICY: To receive the full benefit from this course, the use of electronic devices for unrelated activities (i.e. text messaging, instant messaging, internet surfing, etc.) is prohibited. If I suspect improper use of your electronic device, I will ask you to leave. If this problem persists, I will have you removed from the class. Check your phone for messages during breaks. Put your cell phones away in your purse, pocket, or knapsack.

X. TEXTBOOKS


XI. BIBLIOGRAPHY


Coloroso, G. (1994). Kids are worth it!: Giving your child the gift of inner discipline. New York:
Avon Books.


*Some books are to be tasted, some to be swallowed, and some few to be chewed and digested.*

*Jane Austen*

XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes 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 statue 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 Corpus Christi Hall, Room 116.” 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
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

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

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

Make the most of your work this semester. Make it something you will want to keep, because it is a part of you, whether or not that something is physical. That means being true to yourself, and giving your personal best. That means having an open mind, and trying to learn from the opportunities presented to you. Remember when you leave this semester and this university, you will leave these assignments and your teachers behind as you become THE teacher. The most important thing you will carry with you is what you have learned. It is my hope what you learn here will serve you well for many years to come. Good luck, and remember I am here to support your success as you sprint for home plate and become THE teacher.

We always attract into our lives whatever we think about most,  
believe in most strongly, expect on the deepest level,  
When you get in a tight place and everything goes against you till it seems  
As though you could not hold on a minute longer,  
Never give up then, for that is just the time and the place the tide will turn.  
Harriet Beecher Stowe