WILLIAM CAREY UNIVERSITY
EDU 436.10 CLASSROOM MANAGEMENT
WINTER 2013

Class Sessions:  Monday and Wednesday, 10:15 am until 12:15 pm
LRS 117

Instructor:  Allison Downing, Ph. D.
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adowning@wmcarey.edu

Office Hours:  LRS 100
Tues/Thurs 8:30am-12pm
1pm-2:30pm or by appt

Textbooks:


Description:  This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on the students’ development of a personal and unique classroom management plan. National & international standards and best teaching practices form the basis as stated by the Interstate New Teacher Assessment and Support Consortium (INTASC), the Association of Childhood Education International (ACEI), and International Society for Technology in Education National Technology Standards for Teachers (ISTE NETS-T).

Classroom management implies more than correcting student behavior or reacting to misbehavior. The teacher must create an environment and develop skills and strategies in planning appropriate instruction based on the needs and interests of students. Positive self-concepts and increased learning are by-products of a classroom where praise and encouragement abound from both teacher and students.

Students will become familiar with research-based strategies for managing the learning environment, use of appropriate teaching strategies, and effective communication skills.

NOTE:  NO CELL PHONES OR PERSONAL COMPUTERS
WCU Theme for 2013-2014:  “Building on a Firm Foundation”
Luke 6:48; 1 Corinthians 3:11
Student Learning Outcomes:
After completing the requirements of this course, the student will be able to:

1. discuss the societal, school, and student factors that affect classroom management; (INTASC #1; ACEI 1.0, 3.4; ISTE NETS-T#1a, #2a, #2e, #3a, #4a);
2. describe the roles of the effective teacher; (INTASC #9; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2; ISTE NETS-T #1b, #5a, #5b, #6a, #6d);
3. discuss how the learning environment affects behavior and learning; (INTASC #5; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2; ISTE NETS-T #2e, #3d);
4. describe the development of a class as a functioning group; (INTASC#2; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5; ISTE NETS-T#3b);
5. discuss the concept of management style and its relationship to management functions; (INTASC #3; ACEI 5.1; ISTE NETS-T #2a, #3b, #6b, #6c);
6. explain the use of classroom rules and their effect on minimizing disruptive behavior in the classroom; (INTASC #4; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1; ISTE NETS-T #2a, #3c);
7. develop an eclectic approach to effective classroom management; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1
8. identify the problem of the dysfunctional student and determine strategies to deal with the problem; (INTASC #6; ACEI 1.0, 4.0, 5.1 ISTE NETS-T #5d, #6e);
9. identify and discuss the use of positive reinforcement as motivation; (INTASC #2, #5, & #10; ACEI 1.0, 3.4, 5.1
10. describe how to effectively use encouragement/praise and goal setting as classroom management strategies (INTASC #10; ACEI 1.0, 3.2, 5.1
11. explain the legal aspects of the teacher-student relationship; (INTASC #7; ACEI 5.1; ISTE NETS-T #4a, #4b, #4c);
12. identify current issues that affect school safety, functioning, and discipline; (INTASC #10; ACEI 1.0, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2; ISTE NETS-T #4a, #4b, #4c); and
13. describe the aspects of effective parent-teacher communication.(INTASC #4, #9; ACEI 1.0,5.1, 5.2; ISTE NETS-T #2a, 2b, 3b, 4b, 4d, 6b, 6d).

Course Requirements:
Students are expected to:

1. attend and participate in all class sessions and discussions/activities including the in and out of class writing activities;
2. read the text, assigned readings, and handouts (students are expected to keep up with text reading assignments as indicated in the schedule)
3. serve as discussion leader for selected topics from chosen chapters. See rubric in D2L.

NOTE: Includes preparing and implementing a creative class participatory activity that will allow classmates to understand the important points in the chapter topics. Participatory activities may include, but are not limited to: *role playing, panel discussions, carousel brainstorming, expert groups, debate, interview design, cooperative groups, etc.*
a. Note: In order for students to keep a high level of interest, the instructor suggests that presenters do not use the same activity method each week, i.e. small group discussion every time.

b. Chapter presentations should be completed within one hour but not less than **45 minutes**. The presenter MUST utilize technology when presenting the chapter material as well as cite at least one reference **other than the textbook**.

c. Presentations should model the CCSS for language and speaking/listening skills being taught in the classroom (SL.4.3, SL.4.4, SL.4.5, L.4.1, L.4.2, L.4.4).

4. Present a classroom management strategy within a 30-minute time frame including introductory statements about the strategy, handouts, and whole class/group participatory activities. See rubric in D2L.

5. Annotated bibliography of five (5) peer reviewed journal articles (no websites) **at least one relating to your chosen chapter topics**. These must be related to classroom management. Annotated bibliographies turned in on time may be redone for a better grade based on corrections indicated by the professor. Template and directions in D2L. Annotated bibliographies will be submitted in D2L.

6. Complete all in-class and out-of-class writing assignments. All writings must address the appropriate theorist’s model. Out-of-class writings are to be typed using black ink, Times New Roman, 12 pt font. Writings should model the CCSS writing skills being taught in the classroom (W.4.2, W.4.4).

7. Complete a weekly quiz on D2L under “Quizzes.” Each quiz will be due by 11 pm the Sunday night following the class meeting. Print out a copy for your notebook. The weekly quiz questions will be used to create your final exam.

8. Research and present information on a chosen legal issue.

9. Create a classroom management plan that you may use in your own classroom. Template in D2L.

10. Compile a classroom management reference notebook with the following sections:
    1. classroom management plan, 2. chapter notes, 3. classroom management strategies, 4. legal issue handouts, 5. annotated bibliography and presentation rubrics, 6. quizzes, 7. class writings.

11. Take and pass final examination. The final will consist of multiple choice questions from the quizzes and one case study writing.

**NOTE:** Class sessions are planned based on the number of presentations and amount of information to be covered. Therefore, in order for class time to be used adequately, it is important for students to be prepared to present according to the instructor’s schedule.
This course has been identified as a writing intensive course in the Education Department. Formal and informal writing will be expected from all students throughout the course.

**EVALUATION CRITERIA:**

- Class participation and attendance: 5%
- Writing Assignments (in & out of class + legal issue): 10%
- Discussion leader presentation: 25%
- Classroom management strategy presentation: 20%
- Annotated bibliography: 15%
- Weekly quizzes: 10%
- Classroom Management Plan: 5%
- Reference notebook: 5%
- Final Exam: 5%

**GRADING SCALE:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

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**Legal Issues:**

Each student will choose or be assigned a legal issue topic to present in class. See instructor to sign up for legal issue.

Specific legal issue topics will include:

1. Corporal Punishment
2. School/Teacher liability
3. Religion and the school
4. Suspension/expulsion
5. Sexual harassment
6. Child abuse/neglect and the school’s responsibility
7. Due process
8. In loco parentis and good faith immunity
9. Privacy issues and the Buckley Amendment
10. Assault and battery
11. Grade reduction for misbehavior
12. Defamation – libel and slander
13. Negligence
14. Search and seizure
15. Detention
16. Away from school injuries: Field Trips
17. Legal rights of disabled students
18. Tracking and Ability Grouping as a Legal Issue
19. Discipline as it relates to students with an eligibility for special education
20. IEPs
21. 504 requirements as it relates to students and schools
22. Free & Appropriate Public Education (FAPE)
NOTE: Each student should provide a one page typed “fact sheet” for each legal issue topic and provide copies for all class members. A 10-minute presentation will be expected for each legal issue. See rubric in D2L.

**Since this course is highly interactive, missing a class or part of a class for any reason will result in points being deducted on the final total for each class missed. Two tardies or leaving early will equal an absence. Absences are neither excused nor unexcused. If you miss more than 5 class meetings you will not receive credit for the course. The absent student is also responsible for all the work missed. If assigned work is not submitted within one week past the original due date, it will NOT be accepted!!!

Please take note that the last day to drop with a “W” is December 6th.
The last day to drop with “WP” and “WF” is December 20th.

It is YOUR responsibility to have assignments in the appropriate format and turned in on time. Late work will have points deducted.

Plagiarism:
Read the section on plagiarism in the APA Manual on pages 15-16, 170. Read the addendum to the student handbook. It is available to you in D2L under Content labeled “Academic Integrity Policy.” Assignments uploaded in D2L are run through the program, Turnitin. From our library site: http://www.acts.twu.ca/Library/plagiarism.swf

Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

Americans with Disabilities Act
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601-318-6188. Ms. Valerie Bridgeforth is located in Student Services Office in Lawrence Hall.

Disaster Plan Statement
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU
emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

**TENTATIVE SCHEDULE OF TOPICS AND ASSIGNMENTS**

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<thead>
<tr>
<th>Nov 11</th>
<th>Nov 14</th>
<th>Nov 18</th>
<th>Nov 20</th>
<th>Dec 2</th>
<th>Dec 4</th>
<th>Dec 9</th>
<th>Dec 11</th>
<th>Dec 16</th>
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| Introductions  
Go over syllabus  
Intro to strategies. | Chapter 1  
Strategy 1-2 | Chapter 2  
Strategy 3-4 | Chapter 3  
Strategy 5-6 | Chapter 4  
Strategy 7-8 | Chapter 5  
Strategy 9-10 | Chapter 6  
Strategy 11-12 | Chapter 7  
Strategy 13-14 | Chapter 8  
Strategy 15-16 |
<p>| Sign up for presentations. | Chapter 1 quiz due by Sunday at 11 pm. | | Chapters 2&amp;3 quizzes due by 11 pm Sunday. | | Annotated Bib due in D2L NLT 11:00 PM! Chapters 4&amp;5 quizzes due by 11 pm Sunday. | | | |</p>
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<thead>
<tr>
<th>Date</th>
<th>Chapter/Strategy</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Dec 18</td>
<td>Chapter 9</td>
<td>Strategy 17-18</td>
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<td>Chapter 8&amp;9 quizzes due by 11 pm Sunday.</td>
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<td>Jan 13</td>
<td>Chapter 10</td>
<td>Strategy 19-20</td>
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<td>Jan 15</td>
<td>Chapter 11</td>
<td>Strategy 21-23</td>
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<td>Chapters 10&amp;11 quiz due by 11 pm Sunday.</td>
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<td>Jan 20</td>
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<td>Martin Luther King, Jr Day</td>
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<td>Jan 22</td>
<td>Chapter 12</td>
<td>Strategy 24-26</td>
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<td>Chapter 12 quiz due by 11 pm Sunday.</td>
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<td>Jan 27</td>
<td>Chapter 13</td>
<td>Strategy 27-28</td>
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<td>Jan 29</td>
<td>Chapter 14</td>
<td>Strategy 29-31</td>
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<td>Chapter 13&amp;14 quiz due by 11 pm Sunday.</td>
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<td>Feb 3</td>
<td>Strategy 32-33</td>
<td>Strategy 34-35</td>
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<td>Feb 5</td>
<td>Legal Issues</td>
<td>Harry Wong video</td>
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<td>Feb 10</td>
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<td>No class meeting</td>
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<td>Complete management plan and notebook.</td>
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<td>Feb 12</td>
<td>Final Exam</td>
<td>Management Plan and Notebook due</td>
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**TURN CELL PHONES TO SILENT AND PUT THEM AWAY AS A COURTESY TO PRESENTERS!! LAPTOPS ARE NOT NEEDED IN THIS CLASS!!**
TK20: After presenting your chapter presentation, upload the PowerPoint presentation you created to TK20. Failure to do so will result in a grade of Incomplete for the course.

FIELD EXPERIENCE REQUIREMENT

Classroom Management
While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment (M-STAR IV.15, TIAI 22). Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:
5. www.disciplinehelp.com
START OF SCHOOL (SOS)/END OF SCHOOL (EOS) EXPERIENCE

What is SOS/EOS?
The student will be assigned to a teacher at the beginning of school for one week (5 days) in order to “bank” that week for spring student teaching. The student will be assigned to a teacher at the end of school for one week (5 days) in order to “bank” that week for fall student teaching.

What is the purpose of SOS/EOS?
There are two reasons for students being placed in SOS/EOS. One reason is that the spring student teachers do not experience the start of school and fall student teachers do not experience the end of school. The other reason is that in order to provide the required thirteen weeks of student teaching, students have to begin during exam week. The SOS week is “banked” in the fall so that the students complete only 12 additional weeks during the spring trimester. The EOS week is “banked” in the spring so the students complete only 12 additional weeks during the fall trimester.

What are the due dates for SOS/EOS/Student Teaching sign up?
Applications to sign up for SOS/EOS/Student Teaching are located in the Education Office (FAI 105). SOS/EOS/FALL Student Teaching applications are due March 1st. SPRING Student Teaching applications are due September 15.

Bibliography


Web Sites: This is an annotated list of educational and informational web sites.

www.ed.gov www.enc.org discoveryschool.com
http://teachers.net www.mde.k12.ms.us (Go to Resources)
TK20 Subscription Information for Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A., M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.

2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including units, test data, teaching artifacts, etc.

3. Have a fully documented record of artifacts from your university classes and school.

Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions. Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button. Please contact your program manager, Ms. Regina Withers, for additional information and support (601-318-6088).

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.