The School of Education serves to prepare **confident, caring, and reflective** educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.
The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

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.

Required Textbooks:


Additional information:

Plagiarism Tutorial (Either below)
http://www.acts.twu.ca/Library/plagiarism.swf
http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

NOTE: NO CELL PHONES OR PERSONAL COMPUTERS

TECHNOLOGY:
Technology will be an important and vital part of the instruction delivery of this class. You will utilize D2L. Dropbox assignments are due in MICROSOFT WORD ‘97 OR NEWER. If an assignment is not in submitted in the correct D2L dropbox in Microsoft WORD ’97 version or newer, it will NOT be graded.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Feb 24 | Introductions  
Intro to strategies.  
Chapter 1 | Sign up for presentations.  
Chapter 1 quiz due by Sunday at 11 pm. |
| Mar 3  | Chapter 2, 3  
Strategy 1-2, 3-4, 5-6 | Chapter 2&3 quizzes due by 11 pm Sunday. |
|        | **SPRING BREAK**                                                   |                                                                            |
| Mar 17 | Chapter 4, 5  
Strategy 7-8, 9-10 | Chapter 4&5 quizzes due by 11 pm Sunday.  
**Annotated Bib due in D2L NLT 11:00 pm Monday, March 23!** |
| Mar 24 | Chapter 6 & 7  
Strategy 11-12, 13-14 | Chapter 6&7 quizzes due by 11 pm Sunday. |
| Mar 31 | Chapter 8, 9  
Strategy 15-16, 17-18 | Chapter 8&9 quizzes due by 11 pm Sunday. |
| Apr 7  | Chapter 10, 11  
Strategy 19-20, 21-22, Legal Issues | Chapter 10&11 quizzes due by 11 pm Sunday. |
| Apr 14 | Chapter 12, 13  
**Annotated Bib Redo due in D2L NLT 11pm Sunday, Apr 19!** |
| Apr 21 | Chapter 14  
| Apr 28 | Strategy 32-33, 34-35  
Legal Issues  
Makeups, if needed |                                                                            |
| May 5  | Final Exam | Management Plan and Notebook due |
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. This 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. 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 no 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).

* TK20: After presenting your chapter presentation, upload the PowerPoint presentation you created to TK20.

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 seven (7) 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 weekly writing assignments within D2L discussion board. All writings must address the appropriate theorist’s model. Writings should model the CCSS writing skills being taught in the classroom (W.4.2, W.4.4).

7. Complete a weekly quiz in 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. 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. Rubric in D2L.
Specific legal issue topics will include:
- Corporal Punishment
- School/Teacher liability
- Religion and the school
- Suspension/expulsion
- Sexual harassment
- Assault and battery
- Due process
- In loco parentis and good faith immunity
- Privacy issues and the Buckley Amendment
- IEPs
- Grade reduction for misbehavior
- Defamation – libel and slander
- Child abuse/neglect and the school’s responsibility
- Negligence
- Search and seizure
- Away from school injuries: Field Trips
- Detention
- Legal rights of disabled students
- Tracking/Ability Grouping as a Legal Issue
- 504 plans relating to students/schools
- Discipline as it relates to students with an eligibility for special education
- Free & Appropriate Public Education (FAPE)

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
   5. annotated bibliography
   2. chapter notes & presentation rubric
   6. quizzes
   3. strategies handouts & presentation rubric
   7. class writings
   4. legal issue handouts

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%
Chapter presentation  25%
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%
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 2 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 March 20th.

The last day to drop with “WP” and “WF” is April 2nd.

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. Assignments uploaded in D2L are run through the program, Turnitin. Appropriate action will be taken toward individuals participating in plagiarism. All work must be unique to this course and may not be used for any other courses.

**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.
Bibliography


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

www.ed.gov  www.enc.org  discoverieschool.com
http://teachers.net  www.mde.k12.ms.us (Go to Resources)
https://owl.english.purdue.edu/owl/resource/560/01/  http://rubistar.4teachers.org
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Standards</th>
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</thead>
<tbody>
<tr>
<td>After completing the course requirements, the student will be able to:</td>
<td>INTASC</td>
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<tr>
<td>1. Discuss the societal, school, and student factors that affect classroom management.</td>
<td>1</td>
</tr>
<tr>
<td>2. Describe the roles of the effective teacher.</td>
<td>9</td>
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<tr>
<td>3. Discuss how the learning environment affects behavior and learning.</td>
<td>5</td>
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<td>4. Describe the development of a class as a functioning group.</td>
<td>2</td>
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<td>5. Discuss the concept of management style and its relationship to management functions.</td>
<td>3</td>
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<tr>
<td>6. Explain the use of classroom rules and their effect on minimizing disruptive behavior in the classroom.</td>
<td>4</td>
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<tr>
<td>7. Develop an eclectic approach to effective classroom management.</td>
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<tr>
<td>8. Identify the problem of the dysfunctional student and determine strategies to deal with the problem.</td>
<td>6</td>
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<tr>
<td>9. Identify and discuss the use of positive reinforcement as motivation.</td>
<td>2, 5, 10</td>
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<tr>
<td>10. Describe how to effectively use encouragement/praise and goal setting as classroom management strategies.</td>
<td>10</td>
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<tr>
<td>11. Explain the legal aspects of the teacher-student relationship.</td>
<td>7</td>
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<tr>
<td>12. Identify current issues that affect school safety, functioning, and discipline.</td>
<td>10</td>
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<tr>
<td>13. Describe the aspects of effective parent-teacher communication.</td>
<td>4, 9</td>
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<tr>
<td>14. Define special needs and identify how inclusion and least restrictive environments affect classroom management.</td>
<td>3</td>
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<tr>
<td>15. Explain how co-teaching wherein general education teachers and special education teachers collaborate to ensure needs are met for all students while maintaining classroom management.</td>
<td>3</td>
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</tbody>
</table>
The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>William Carey University Expanded Statement of Mission</td>
<td>WCU 1 - Provide academic programs to promote student learning. WCU 2 - Promote Christian development and social responsibility. WCU 3 - Strengthen ties with Baptist churches, associations, and conventions. WCU 4 - Provide an environment that supports student learning. WCU 5 - Strengthen organizational and operational effectiveness. WCU 6 - Strengthen financial resources.</td>
</tr>
<tr>
<td>School of Education Conceptual Framework and Outcomes</td>
<td>CF - Confident, Caring, and Reflective Professional Educators CF 1 - An innovative thinker CF 2 - An effective communicator CF 3 - An advocate for diverse learners CF 4 - An integrator of technology CF 5 - A life-long learner CF 6 - A steward of the profession</td>
</tr>
<tr>
<td>School of Education Goals</td>
<td>EG 1 - Apply current research and technology related to the teaching-learning-assessment process. EG 2 - Respond sensitively to individual differences and diversity. EG 3 - Understand and anticipate the needs of a global society. EG 4 - Plan and implement learning experiences that support the highest level of student potential. EG 5 - Continue to reflect, refine, and revise professional practices. EG 6 - Collaborate with others to promote learning.</td>
</tr>
<tr>
<td>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</td>
<td>1 - Learner Development 2 - Learner Differences 3 - Learning Environment 4 - Content Knowledge 5 - Application of Content 6 - Assessment 7 - Planning for Instruction 8 - Instructional Strategies 9 - Professional Learning and Ethical Practice 10 - Leadership and Collaboration</td>
</tr>
<tr>
<td><strong>Professional dispositions</strong></td>
<td>All WCU candidates will:</td>
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<tr>
<td></td>
<td>1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;</td>
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<td>2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;</td>
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<td>3. Exhibit an awareness of all students’ needs;</td>
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<td>4. Exhibit poise, mature reflection, and sound judgment;</td>
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<td></td>
<td>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</td>
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<tr>
<td></td>
<td>6. Act as a steward of the profession.</td>
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