

## AUBURN UNIVERSITY SYLLABUS

**1. Course Number:** CTSE 4200  
**Course Title:** Managing Middle and High School Classrooms  
**Credit Hours:** 2 Semester hours Class meets 5-6:50pm R 3195 Haley Center (some class meetings may entail some online interactions via Canvas discussion board)  
**Prerequisites:** Admission to Teacher Education  
**Corequisites:** CTSE 4920 or CTSE 7920  
**Professor:** Dr. M. L. Russell  
**Office hours:** By appointment

**2. Date Syllabus Prepared:** January 2006, Updated August 2013.

### **3. Texts or Major Resources:**

Required textbook:

Wong, H. K., & Wong, R. T. (2009). *First days of School*. Mountain View, CA: Harry K. Wong Publications. (Available through [www.effectiveteaching.com](http://www.effectiveteaching.com) or numerous other online sources.

Internship Handbook (PDF download):

[http://www.education.auburn.edu/files/students\\_pes/Internship\\_Handbook.pdf](http://www.education.auburn.edu/files/students_pes/Internship_Handbook.pdf)

Career Development Services Handbook (PDF):

[www.auburn.edu/career](http://www.auburn.edu/career)

The Alabama Educator Code of Ethics (PDF download):

[http://www.alsde.edu/html/doc\\_download.asp?id=3578&section=70](http://www.alsde.edu/html/doc_download.asp?id=3578&section=70)

In addition, Math Education Majors have the following resources:

Every Minute Counts

<http://www.amazon.com/Every-Minute-Counts-Making-Class/dp/0866510818>

Tips for Student Teachers

<http://www.nctm.org/resources/content.aspx?id=23928>

### **Additional Required Readings:**

\*Readings and articles will be disseminated or placed on reserve in the LRC or uploaded onto Canvas. You are responsible for reading all materials prior to the class meetings and should be prepared to facilitate the group discussions on articles assigned. Lack of preparation and failure to have read assignments may result in point deductions from your final course grade. It is at the discretion of the instructor to determine if a student is unprepared and has not read the assigned readings. In the event that it is evident that the student has not read, for each occasion that the student is not prepared for discussions or group work assignments points may be deducted from the student's final actual earned grade.

\*Please note this document is subject to minor amendments or revisions at the discretion of the instructor for the course.

#### 4. Course Description:

Examine the role of the teacher in managing the classroom, methods for developing a positive learning environment, as well as managing middle and secondary classrooms through the integration of both theory and practice. This course will also raise critical towards teaching in an increasingly diverse society. Special topics of interest will address issues of equity in education. You will see how these issues are integral towards your being an effective teacher, as well as effectively managing your classroom. Various articles and readings will be disseminated and are considered required reading to prepare you for the material that will be covered in class.

#### 5. Course Objectives:

This course is designed to support early teaching practice in the middle and high school classrooms. Dialogue and reflection will center on possible solutions to the challenges, difficulties, and dilemmas facing student teachers as they learn to teach in diverse classrooms.

**Course Objectives:** To provide opportunities so that students will:

- A. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. **290-3-3-.04(2)(c)2.(iv)**
- B. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning. **290-2-2-.04(2)(c)2.(v)**
- C. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. **290-3-3-.04(2)(c)4.(iv)**
- D. Knowledge of the impact of native language and linguistic background on language acquisition. **290-3-3.04(3)(c)1(ii)**
- E. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.. **290-3-3-.04(4)(c)2.(i)**
- F. Participate in classroom activities that will involve them in observing, describing, and analyzing classroom behavior and approaches to classroom management that will assist them in developing a personal management philosophy. **290-3-3-.04(2)(c)2.(ii); 290-3-3-.04(2)(c)2.(iv); 290-3-3-.04 (2)(c)3.(i)**
- G. Participate in strategies that can be used to enhance the interests, learning, and social development of their students. **290-3-3-.04 (2)(c)2.(v); 290-3-3-.04(3)(c)1.(ii); 290-3-3-.04(4)(c)2.(i)**
- H. Become familiar with current literature on teacher expectations, teacher modeling, classroom organization and management and student motivation **290-3-3-.04(2)(c)4.(iv); 290-3-3-.04(3)(c)1.(ii)**
- I. Analyze problem situations, select strategies for resolving the problems and procedures to evaluate effectiveness. **290-3-3-.04(2)(c)2.(iv)**
- J. Become familiar with legal/ethical considerations related to classroom management and discipline procedures. **290-3-3-.04(2)(c)2.(iv)**
- K. Be able to identify student behavior that may represent a threat to others in the school. **290-3-3-.04(2)(c)2.(iv)**
- L. Be able to use strategies for developing and implementing a classroom management plan to ensure equitable and effective student access to available technology resources. **290-3-3-.04 (2)(c)2.(v)**

This course is designed to support early teaching practice in the middle and high school classrooms. Dialogue and reflection will center on possible solutions to the challenges, difficulties, and dilemmas facing student teachers as they learn to teach in diverse classrooms.

During this course, students will be able to:

1. Prepare for Teacher Interview Day through updating their resume, practice interview skills, and related portfolio materials.
2. Reflect on experiences in the classroom.
3. Critically discuss the personal challenges and difficulties in student teaching practice while proposing informed potential solutions for authentic cases.
4. Apply learning about differentiated instruction, diversity, and inclusion to internship placements and students, and discuss issues and successful strategies.
5. Produce questions related to the topic of each class session.
6. Role-play in a variety of case scenarios

#### **6. Course Content and Schedule: Please note that there may be some online interactions**

Please note that all assigned readings will be announced at least 1 week prior to the due date for discussion of the reading.

#### **Fall 2013 CSTE 4200 Tentative Schedule**

Please note that in the event that due to the fact that we will have guest speakers who must schedule for dates listed as Work Days we may change the schedule and meet for class on a day designated as a work day.

Work Days are designated for you to work with your groups or partners on Cases or scenarios in classroom management for discussion in class on the day we return to class after a work day listed on the schedule.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Thursday August 22	Introduction Syllabus	
Thursday August 29	Classroom management Building relationships	Assigned reading for next class TBA
Thursday September 5	Work Day-No class	Work on Case/scenario assignment
Thursday September 12	<b>Discuss case/scenario assignments Due today</b> Communication – parents, administrators, cooperating teacher, students/ Parents – accountability, rapport	Assigned reading for next class TBA
Thursday September 19	Special Needs Presenter	Assigned reading for next class TBA
Thursday September 26	Work Day-No class	Work on Case/scenario assignment
Thursday October 3	<b>Discuss case/scenarios Due today</b> Classroom Management, Professionalism	Assigned reading for next class TBA
Thursday October 10	Midterm Exam	
Thursday October 17	Work Day-No class	Work on Case/scenario assignment
Thursday October 24	<b>Discuss case/scenario assignments Due today</b> Discipline	Assigned reading for next class TBA
Thursday October 31	Work Day-No class	Work on Case/scenario assignment
Thursday November 7	<b>Discussion case /scenario assignments Due today</b> Role Playing/Classroom management	Assigned reading for next class TBA

Thursday November 14	Work Day-No class	Work on Case/scenario assignment
Thursday November 21	<b>Discuss case scenario assignments Due today</b> Classroom management School Law concerns	Assigned reading for next class TBA
Thursday November 25-29	Thanksgiving	No School at AU
Thursday December 5	Last day of class/Semester wrap up	

**Last day of class-Friday December 6, 2013**

**Reading day December 7-8, 2013**

**\*Final exam date-See Final Exam schedule**

## 7.

### **Course Requirements/Evaluation:**

- A. Attend and participate in all class sessions
- B. Complete mid-term and final exams
- C. Present a philosophy for classroom management.
- D. Complete additional reading and writing assignments

### Cultural Diversity

“I don’t care that you know. I want to know that you care”

Author Unknown

This course reflects the College of Education’s commitment to cultural diversity. The goal of the professional education program at Auburn University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are

- Effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
- Effective as they assist learners in their comprehension of issues surrounding diversity; and
- Effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.

### Expectations

In this course I expect you to:

- Reflect critically on all experiences and readings.
- Be prompt and in attendance at all course sessions.
- Demonstrate critical reflection through discussion, writing and course assignments.
- Complete assignments to the best of your ability.
- Communicate expectations and ideas.
- Recognize and validate the values of other class members.

This class is intended to be both interactive and collaborative. You are expected to come to class prepared to discuss assignments. We may also designate small groups during the initial class session, and you will spend some time doing group work. Learning is most effective when we fully participate in the process of constructing knowledge. In this course it is my expectation that everyone actively participate. Participation starts with preparation. It is my expectation that each class participant will be fully prepared for each day by having read the assigned materials and completed other work requested and required

### **Evaluation and Assignments**

#### General grading rubric for assignments

100%: beyond the call of duty; strikingly impressive; excellent in every way  
 90%: both complete and showing evidence of original, active, critical thought  
 80%: all specified aspects of assignments minimally completed  
 <80% one or more aspects of assignments missing or unacceptable

#### Grading Scale:

A	92%-100%
B	80%-91%
C	70%-79%
D	60%-69%
F	<60%

#### Course Evaluation

Your final course grade will be based on the following:

<u>Assignments</u>	<u>Points</u>
1. Midterm exam	25 points
2. Quizzes (5 unannounced quizzes at 5 points each)	25 points
3. Final Exam	25 points
4. Case/scenario assignments (5 at 5 points each)	25 points

\*\* Please note any incomplete assignments or assignments not typed in the proper format will not be accepted. All assignments are to be single-spaced.

All submitted work should be typed and neatly arranged. NO creative margins. Please start all assignments at the top of the first page and put your name, assignment, and date on the very last page.

- Sept. 11      - Last day to drop from course with no grade assignment.  
                   - Last day for potential tuition refund for dropped classes.

### **Description of major assignments**

#### **Assignments**

- 1) Midterm exam (October 10, 2013)/ 25 points
- 2) 5 Unannounced quizzes on assigned readings and information discussed in class. (5@5points each)  
25points
3. Final Exam /25 Points see AU final exam schedule
4. Case/scenario assignments /25 points- (5 case/scenarios at 5 points each)

Assignments to be loaded onto Canvas. More information will be provided in class (see attachment)

Due dates for case/scenario assignments: September 12, October 3, October 24, November 7, November 21

**No late assignments accepted.** Students will not receive credit if an assignment is not turned in by the due date.

Guidelines for case/scenario assignments: (see attached handout for more details). Please note that this case can be modified for your own discipline. Cases should address classroom management or discipline issues. Students are to develop their own case or scenario based on a classroom management and/or discipline, or procedural issue that may have occurred in their classroom or a management issue that they “create”. Each scenario must be no less than 1 ½ - 2 page (single-spaced 12 point font) students must use pseudonyms for all individuals listed in the case. Also be sure not to discuss their teachers, students, administrators, etc. in this case/scenario. If you think that the information provided may be identifiable relative to specific persons in your school DO NOT use the case or scenario. You will work with classmates in order to develop solutions or responses to the case/scenario you devise. Please be sure not to re-use cases/scenarios already discussed in class when possible. Each case/scenario should include ample background information on the case. Your name should be at the end of the case and the case/scenario should be identified as Case/Scenario 1, 2, 3, etc. at the top of the page.

**\*\*Please note all information will be confidential relative to your case submission unless you give permission to release your name for the case.**

### **8. Class Policy Statements:**

Technology: Students are **NOT** allowed to have laptops, cellphones, or Ipads out at any time during class (unless otherwise instructed). All cell phones must not be visible and must be turned on vibrate. Students are not allowed to leave class to make or take phone calls. If you leave the class you will not be allowed to return and will receive an unexcused absence for that class meeting date. In the event of an emergency you must first receive permission to leave class.

Students will be allowed breaks during designated times for the class and may only leave during designated break times (unless the student receives permission to leave from the instructor in advance). Failure to adhere to this policy will result in the student being asked to leave the class.

\*\*\*The instructor may use technology for instructional purposes.

The instructor for the course will have a technology box. In the event that a student violates the policy on technology during class they will have to put the item in the box and must pick it up after class.

**Please note that the instructor is not responsible or liable for loss or damage to any item and it is the students responsibility to pick up their item at the end of class.**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

### Attendance/Absences:

\*Attendance is mandatory and participation is paramount for success in this class. You are responsible for attending all class sessions.

\*Students are allotted no absences unless they are in accordance with AU bulletin absence policy. Medical and legal documentation must be provided within 7 days of the absence or it will be considered and unexcused absence. Students are still required to contact their professor in advance of an absence or soon thereafter, in the event of an emergency. Any absence not in accordance with AU student ehandbook absence policies is considered unexcused and may result in a five point reduction (per absence) from the earned actual final grade (at the discretion of the professor for this course only). After three unexcused absences students may be referred to the Office of Academic Affairs for withdrawal from the class. Should an extended illness or family emergency arise please notify your instructors as soon as possible. Please follow the AU student ehandbook for guidelines as to what qualifies as an excused absences based on AU policy.

In the event of a medical emergency (or something pretty close to it) please make every effort to notify me in advance (prior to the class meeting). In that event, you are required to contact the instructor personally in advance for the absence via e-mail (russeml@auburn.edu), telephone (844-6880) or leave a message with the administrative asst. of the Dept. of Curriculum and Teaching, if you are unable to contact me personally (844-4434).

\*Please arrive at each class on time and be prepared to discuss and respond to issues and topics covered in the class. Excessive tardiness will not be accepted and two tardies (more than 10 minutes late) will be considered as one absence and may result in a 5 point deduction from your final grade. Moreover, late students may not be permitted to enter class until break and may be considered absent for that class meeting date.

\*You are allotted one excused absence to attend a faculty meeting, PTA, or any other school related activity that might conflict with the classroom management class. Plan closely with your cooperating teacher regarding after-school activities or professional development activities that might require your attendance (this absence must be related to some type of professional development and you will use this required day (not to exceed one at the discretion of the instructor for the class) in lieu of class attendance. Excuse notes and proof that you attended the activity will be required.

Students are required to sign the roster for each class meeting. Failure to do this may result in being considered absent for the class.

\*If you miss a weekly class, you are still required to turn in the assignments on time for full credit. Please contact me prior to turning in your assignment via e-mail as an attachment only. NO assignments will be accepted late. In the event that you have an excused absence in accordance with AU's excused absence policy all assignments must be turned in no later than 3 days after the date you miss class. Preferably, unless you have a medical emergency make every effort to turn assignments in on the date that they are due even if you have an excused absence.

**Role-Playing** – Each class meeting you should be prepared to participate in a role-playing activity. This should be conducted in a professional manner with intentions of learning how to handle diverse classroom management situations.

**Handouts** – Read any provided handouts and be prepared to discuss them in class. This is a group assignment; Additional instructions will be provided in class.

### **Expectations: Professionalism**

The following standards will be honored to create a professional learning environment.

1. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students
2. It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you have missed.
3. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
4. Be attentive to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others' thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons you might "agree to disagree" with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
5. As a courtesy to the class, please do not leave on beepers, phones, or pagers in class.
6. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

Confidentiality Policy:

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class. You must sign and adhere to the written confidentiality policy on the treatment of all information related to students and staff in schools. Breach of this policy will be addressed immediately and privately for resolution.

Late/remedial work policy

If you miss a weekly class, you are still required to turn in the assignments on time for full credit. NO late assignments unless you had an absence in accordance with the *ehandbook*. All assignments are due at the start of each class meeting on the date they are scheduled.

Unannounced quizzes: There will be 5 unannounced quizzes at 5 points each.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of class or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, 844-2096 (V/TT). Special accommodations will not be made in the absence of the proper documentation.

Contingency Plan:

If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Policies and Procedures

Confidentiality is essential in this course. Any assignments, discussions, cases or episodes are not to be shared outside of this class.

\*Please note that lack of professionalism in this course is unacceptable. This includes making any derogatory or negative comments with regards to the course and its course contents, students, or the instructor of the course which can be deemed as unprofessional and will be duly noted and reported to the appropriate administration.

Honesty Code: The University Academic Honesty Code see Student ehandbook

([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). All rules and policies in this handbook apply to cheating in this class.

**Please note that plagiarism of any kind will not be tolerated. Your assignments must be your own product or work and citations must be included if anything is not your own or adapted from some other work. This will be grounds for immediate referral to the Student Academic Dishonesty Committee and possible dismissal from the class and/or failure for the CTSE 4200 classroom management course.**



**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

**Role-Playing** – Each class meeting you should be prepared to participate in a role-playing activity. This should be conducted in a professional manner with intentions of learning how to handle diverse classroom management situations.

**Handouts** – Read the provided handouts and be prepared to discuss them in class. This is a group assignment; Additional instructions will be provided in class.

### **Expectations: Professionalism**

The following standards will be honored to create a professional learning environment.

7. Attendance and punctuality demonstrate that you value this course. Classroom teachers model these behaviors for their students
8. It is a good idea to develop a buddy system with others in class in case of unexpected absences. You will need to find out from a classmate what you have missed.
9. Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected.
10. Be attentive to class presentations and discussions. Professionalism is more than just showing up for class. In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others. It means allowing others their dignity. It means actively and courteously listening to what others say and responding with your own perspective. It means taking an active role and enhancing others' thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons you might "agree to disagree" with others. Developing strong relationships with colleagues is one of the most important things we do as teachers.
11. As a courtesy to the class, please do not leave on beepers, phones, or pagers in class.
12. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

### **9) Justification for Graduate Credit (for Graduate Credit Only)**

## Personal Data Form: CTSE 4200 – Managing Middle and High School Classrooms

Name: \_\_\_\_\_ Grade(s) Teaching: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

School: \_\_\_\_\_ School Phone: \_\_\_\_\_

Cooperating Teacher's Name: \_\_\_\_\_ Email: \_\_\_\_\_

**CONFIDENTIALITY POLICY**

The Family Rights and Privacy Act (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Education records cannot be released without the written consent of the parents.

In compliance with this federal law, the following guidelines must be followed for students taking courses in CTSE:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as email, discussion boards, cell phones messages, or stored documents such as word processor files stored in your computer.

Print name below     ↓

I, \_\_\_\_\_, agree to adhere to the above Auburn University CTSE Confidentiality Policies.

\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Date