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**CTEE 4190: CLASSROOM MANAGEMENT**

**Class Time:**        Thursday– 8:00-10:00 a.m.

**Classroom:** Haley 2414
**Credit Hours**:    3 semester hours
**Prerequisites:** Admission to Teacher Education

**Professor Brandi Dailey**

**Office:**      Haley 0316 J

**Office Hours:**by appointment only

**Telephone:**      334-759-9291

**E-mail:**      bad0032@auburn.edu

**Required Texts and Resources:**

* McClowry, S. (2014). *Temperament-Based Elementary Classroom Management*. Rowman & Littlefield, Landham, MD. IBN:978-1-4758-0943-5
* Manning, M. & Bucher, K. (2012). *Classroom Management: Models, Applications, and Cases. Pearson Publishing*, 3rd ed. ISBN: 13-978-0130269323-3
* Thompson, Julia. (2013). *The First-Year Teacher’s Survival Guide.* 3nd Edition. Jossey-Bass.
* **Recommended but *not*required:** Membership in Alabama Education Association (AEA)

**Additional Information:**

* ***You should get in the habit of checking your Canvas daily for possible announcements and handouts.***
* ***The instructor has the right at any time to modify or make changes to the course that will be beneficial to the class.***
* ***There may be some assignments that are given that do not appear in the course content.***
* ***You will only be able to use your electronic devices if they are to be used for classroom assignments as instructed by the instructor of the class. If you have an emergency, you may step out of the class and handle those emergencies. If electronic devices are used in the class, you will be asked to put them away.***

**Course Description:**

Through reading, discussion, and application of field placements, students will study classroom management issues and effective methods and strategies for first-year teachers pertaining to inclusive/multicultural K-6 classrooms. Products for classroom use will be created.

**Class Format and Student Engagement:** This class is held on campus, meeting once a week for 120 minutes inside a classroom. This class is technology enhanced; it will use Canvas as a learning management system for online activities. You will take quizzes online, complete discussions, and turn in assignments online. Your grades will be kept in the Canvas grade book and will be available to you as soon as they are assigned.

**Core Experiences:**

* Professional dispositions, expectations, and obligations – virtual mock interview
* School orientation – materials, information, technology, and support
* Classroom management plan – rules, procedures, and routines
* Positive classroom climate – teacher attitudes and approaches
* Intrinsic and Extrinsic motivation – strategies
* Effective teaching characteristics and the Educate Alabama observation instrument
* Teacher and student temperament/learning styles
* Cooperative learning, peer tutoring, and student centers
* Behavior contracts and difficult student discipline cases

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Identify professional behavior, dispositions, and obligations of a classroom teacher. 2. C 1, 2.c2, 2.c 3,
2. Find the school resources and information needed to prepare for beginning teaching. 2. B 1, 2.b 2, 2b.3, 2b, 5,
3. Create a classroom management plan that includes parent communication, rules of student conduct, procedures and routines, and assessment and grading. 2d, 1, 2e.1
4. Apply effective teaching pedagogies to lesson planning to create and maintain a well-planned, relevant, and positive learning environment for children. 2d. 1 – 4.
5. Engage and reflect on methods for addressing learning and motivation of all students, including peer tutoring, cooperative learning, and student-centered assignments. 2c, 1, 3, 5.
6. Identify strategies for managing students with unique backgrounds and needs, including inclusion, cultural and ethnic diversity, varying study skills, and learning styles. 2d.2-5.
7. Engage in meaningful research and discussions that critically analyze actual classroom cases involving student behavior and learning in order to chart change and improvement. 2d. 7, 8, 9, 10.
8. Apply learning from readings of unique cases of student discipline to difficult cases in the field.  2a.1-7

**Course Assignments and Evaluation:**

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| --- | --- | --- |
| In-Class Activities – 50 points (10@5 pts.)Outside Class Assignments – 50 points (10@5 pts.)Project #1: School Information Notebook – 25 pointsProject #2: Temperament Based Study – 15 pointsProject #3: Case Study Report – 45 pointsProject #4: Classroom Management Plan – 50 pointsGroup Presentation – 20 pointsSelf-Evaluation of Class Participation – 10 pointsReflective Paper – 15 pointsJournal Critique – 10 pointsField Placement Reflection – 10 pointsTotal = 300 points |   | Grading Scale:300 - 270       A269  - 240      B239 - 210       C209 - 180       D179 – 0           F |

**Assignments:**
All written assignments must be typed and should adhere to Standard English usage and conventions. Assignments must be presented on time. Weekly homework assignments will not be accepted late. Project grades will be reduced by one letter grade for each day they are late without prior approval for up to three days. ***Additional assignments will be given in class that may fall under the category of class participation.***

**Students must complete all projects with a passing grade in order to pass the course.**

**Course Content and Schedule**

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| --- | --- | --- |
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| Course Week | Topic | Readings Prior to Weekly class |  |
| week 1 | Introduction to Classroom Management | Chapter 1 Manning & Bucher |  |
| week 2 | Recognizing Child Temperament | Chapter 1 McClowry & Section 1 Thompson |  |
| week 3 | Reframing Your Perceptions and Teacher Responses | Chapters 2 & 3 McClowry |  |
| week 4 | Preparing and Maintaining a Positive Classroom Environment | Chapter 4 McClowry & Section 2 Thompson |  |
| week 5 | Enhancing Student Self-Regulation and Fostering Social Competencies | Chapters 5 & 6 McClowry |  |
| week 6 | Teachers are People, Too & Managing Discipline Problems | Chapter 7 McClowry |  |
| week 7 | Safe Schools and Foundations of Classroom Management | Chapters 2 & 3 Manning & Bucher |  |
| week 8 | FALL BREAK |  |  |
| week 9 | Behavioral and Ecological Approaches to Classroom Management | Chapters 4 & 5 Manning & Bucher |  |
| week 10 | Self-Regulating & Process-Outcomes Approaches to Classroom Management | Chapters 6 & 7 Manning & Bucher |  |
| week 11 | Supportive & Community Approaches to Classroom Management | Chapters 8 & 9 Manning & Bucher |  |
| week 12 | Cultural and Gender Diversity and Classroom Management | Chapter 12 Manning & Bucher |  |
| week 13 | Whole-School Approaches to Classroom Management & Classroom Management in Inclusive Classrooms | Chapters 10 & 11 Manning & Bucher |  |
| week 14 | Developing Your Personal Classroom Management Philosophy & Applying a Management Philosophy in Your Classroom | Chapters 13 & 14 Manning & Bucher   |  |
| week 15 | Classroom Management Plans | Section 9 Thompson |  |

**Course Structure and Assignments**

**Lectures:** Lectures will cover material listed on the class schedule and will consist of material that may not be covered in the class text. Lectures will also involve activities and discussions that will help aid your understanding of the topic covered - participation is strongly encouraged.

**Assigned Readings:** Each week you are expected to read the assigned reading. This will be the first activity that you should complete. You should finish reading the entire chapter before the FIRST class meeting listed for that chapter so you are prepared to discuss the chapter’s content in class.

**In-Class Activities:** There will be several in class activities that will include group discussions, pop quizzes, group work, and a few other types of activities.  These assignments will be completed and turned in during class. If you don't attend the class meeting, you will not be able to complete the assignments. Each assignment is worth 5 points. This component is graded partly on your class participation and there is no way to make it up if you are not present in class to participate.

**Outside Class Assignments:**  Many assignments are expected to be completed outside of class after the weekly class meeting.  These include writing assignments, discussion boards, and reading quizzes.  Outside of class assignments will be completed and turned in Canvas. Details and due dates will be given in class and listed on Canvas. Each assignment is worth 5 points.

**Projects:**There were be four projects worth a variable number of points.  The details and grading criteria for each assignment will be discussed in class and listed in Canvas.  Projects will use skills and knowledge gleaned from the course over several weeks.

**Other Course Assignments:**There will also be a group presentation, several reflection write ups, a journal critique, and a self-evaluation of your own class participation.  Details for each assignment and their due date will be listed in Canvas.

**Course Policies**

**Plagiarism:**All assignments are subject to plagiarism check. Plagiarism on any level will not be tolerated. All students should know exactly what constitutes plagiarism. Even accidental, unintentional plagiarism will result in automatic failure. Anything you copy from any source gets automatically highlighted on your assignment, so you cannot get away with it.

It will be up to the instructor's discretion to take further action based on the perceived severity of the offense. Students who plagiarize will be reported and will face disciplinary action by the University which could result in the student's' permanent forced withdrawal from the University.

**Cheating:** Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. In addition, any student who is caught cheating on an exam or pop quiz will receive a grade of zero on that assignment. Any project that is submitted by more than one student will receive a grade of zero unless it was an assigned group activity. This grade will be given to any and all students who submit the same work. Students who cheat will also be reported and will face disciplinary action by the University which could result in the student's permanent forced withdrawal from the University.

**The Right to Change:** The instructor of record for this course maintains the right to change the class schedule, modify the course syllabus, alter classroom policies, and has complete freedom to cover course topics in any way he wishes and at his/her discretion. Students will be notified of any change that affects course structure or has the possibility of altering student outcomes.

**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 required at each class meeting.  If a class is missed, late work will be accepted only for University-approved excuses as outlined in the Tiger Cub.  Doctor’s or other official excuse notes must be turned into the instructor no more than seven days after the absence, or it is unexcused.  The instructor should be notified by email of any absence prior to the class meeting, or as soon as possible. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Students are expected to attend their lab placements in the co-requisite methods course. The school setting is required in order to complete the projects in this course. Failure to attend the lab placement will not count as an excuse for poor quality or work undone.

**After 3 unexcused absences, students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies to class will be counted as one unexcused absence. Leaving class early counts as a tardy.

**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

**Other Policies**

1. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Please see <http://www.auburn.edu/student_info/student_policies/>.  The handbook discusses policies on student attendance, grievances, and other important concerns.  Respect is the key.  Arrive on time; depart on time.  No extraneous conversation and honesty are expected.
2. Students are expected to turn off cell phones and all other electronic devices or place them on vibrate. Please do not bring pagers, telephones, tablets, or other electronic devices that may be disruptive to class. For students who require the use of any other electronic device (notebook PC, PDA, or another such device), they must have the permission of the instructor.
3. For accepted University policies on academic honesty, classroom behavior, and other matters, see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>  and <https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf>
4. The instructor reserves the right to make changes in this syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons. If normal class and activities are disrupted due to illness, emergency, or crisis situation (such as an 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.
5. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a face-to-face meeting the first week of classes or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. At our scheduled meeting, please bring a copy of your accommodations memo and an instructor verification form. If you have not established accommodations through the Office of Accessibility but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Please remember to participate in the AU eValuate process at the end of the semester. Your feedback is important.
7. Email is the surest way to contact me outside of office hours. During regular business hours, I usually respond to emails within an hour or two.
8. Students are responsible for checking class and University email and Canvas.

**Common FAQs**

**I didn't know that I plagiarized, can I redo it?**

No! If you plagiarize, you will receive a zero on the assignment and there's a good chance I will fail you from the class and report you to the university (where you could face disciplinary action as severe as expulsion from the university).

Let's go over the concepts in the simplest way possible so there are no mistakes made.  Here's a three part test:

1. Did you open a book, look on a web page, read an article, watch a video, or talk to someone about the topic you are writing about?  Did you both use an in-text citation and put it on your reference list at the end?  No?  Then you plagiarized.  Any idea that did not come solely from your brain needs to be cited.
2. Did you copy anything word for word and use it in your paper?  As little as three words in a row?  If you did, did you put it in quote marks, use an in-text citation and put it on your reference list at the end?  No?  Then you plagiarized.
3. Did you cut and paste a section of text into your paper and then change every other word to something slightly different so it is no longer a direct quote?  Yes? Even if you cited it, then you still plagiarized.

If you are ever in doubt, see an excellent and detailed source on the web,  http://plagiarism.org.

**Have you graded that assignment yet?**

Normally I grade all assignments within one week, but some take longer than others and often several assignments from different classes will come due at the same time. Therefore I usually say to wait two weeks. If it's been longer than two weeks and you still don’t have a grade, then email me.

**Did you get my email?**

First, an important statement regarding email communications. Please state which class you are in when you email, it will give you a much shorter turnaround time on email responses.

I most likely did get it, but it can take a while to respond. Generally, I do a “quick” check of email often throughout the day and if your question is easy to answer, I try to respond immediately. If it’s going to take some research, I often save it so I can look at it more closely and answer it later. Sometimes this can take up to 5 “business days” to answer. Very rarely an email will get overlooked or forgotten, so if it's been more than 5 business days, I would suggest contacting me again.

**Your email reply was very short, are you mad at me?**

As much as I like to extend all common courtesies and email greeting etiquette when possible, I will occasionally answer your email from my phone or another mobile device if it's urgent or easily answered. In this case, the reply will be short, but to the point. This doesn’t mean I’m mad or annoyed by your question, simply that a quick and short reply sufficiently answers your question.

**How long does the answer need to be?**

Assignments, essays, and papers are not exercises for minimalist writing. I need to know you understand the answer you give. In most cases, I’m not just looking for you to write the answer, but also tell me WHY it’s the right answer. Your answers should never be shorter than the question and should be thorough enough that I can tell what the question was that you are answering by reading the answer.

**I can’t log onto Canvas!**

**I can’t attach my paper!?**

**My quiz won’t start!**

**Any other question or exclamative about a Canvas error...**

Generally, I am just as baffled as you regarding the inner workings of our online course platform. Unless I’m able to sit next to you (or you can come to my office), I’m not very likely to be able to figure out what the problem is. Usually, my only questions are: “Are you using a normal computer or laptop? Are you using IE, Firefox, or Chrome as your browser? Did you use the system check on the login page?” I once got constant technical issue emails from a student and later discovered she was trying to take the entire class from a smartphone that wasn’t supported.

I can tell you that user error does make up a good chunk of these (trying to start an expired quiz, attaching a paper in the wrong place or wrong format, or having a bad password), but the helpdesk is pretty good at figuring out if you are doing something wrong or there’s an issue with the system. At the first sign of trouble, go to http://www.auburn.edu/img/apps/canvas/ and see if they can help.

**I turned in my assignment, but I don’t see it now...**

**I typed my essay in the browser, but it got an error when it was submitted...**

**I completed the quiz, but never got a grade...**

Save everything. Save it outside the browser, preferably with a backup. Technical glitches happen. If you worked for hours on an assignment in the browser window and never saved, you’ll have to do all your work over again. If I have nothing to grade, I can’t give you a grade for it. On the same note, when you attach an assignment, you can SEE it is attached. If it's not there when I go to grade it, then I can’t grade it. The same applies to quizzes - you can see that you submitted it. Please make sure your assignments are in on time and confirm they are there. Taking 30 seconds to double check is worth not losing hours of work.

**Do I need to cite my source?**

If you are asking, the simple answer is always yes. In an essay, assignment, paper, or even discussion, you should give some credit if you use ideas or information that is not your own. You will never be penalized for citing a source; however, not citing a source is seen as plagiarism and could result in automatically failing the assignment, failing the course, and/or expulsion from the university. For more information and to answer further questions, see an excellent and detailed source on the web, http://plagiarism.org.

**What is an academic source?**

When requesting additional sources, professors will often ask for you to only use “academic” sources. Generally, academic sources can be summarized by the following: 1) written by someone with academic credentials, 2) the source has all its sources properly cited, 3) the source is objective (it doesn’t mean the author doesn’t take a side in a debate, but rather than the arguments are made logically, without personal bias, and are backed up with sound research and evidence).

The most common follow-up to this question is usually about Wikipedia. Because of the open nature of the project (anyone can get access to edit), it usually fails as a reliable academic source. Wikipedia generally can be used to familiarize a student with foreign concepts, but should not be used or cited in any class assignment.

**Where can I get “outside” sources from?**

The answer is simple. The easiest place to find sources is the campus library or library’s website. The librarians are usually very helpful and will often assist you in finding additional research. Their website (when you are using it from a campus internet connection) has a variety of electronic sources including academic journals which can be used as sources. Your textbook often will cite sources or give additional readings which can be used as well.

I do not recommend using Google or other search engines to find sources. In this age, anyone can post anything on the internet and though the source may seem reliable, there’s no way to tell unless you find the source through a resource you already should trust (like your textbook or campus library).