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| RSED 5180/6180/6186Instructional Classroom ManagementFall 2018Mondays4:00 – 6:30**Haley Center 1218****- - - - - - - - - -****Department of Special Education Rehabilitation and Counseling****College of Education**Instructor Information:**Dr. Craig Darch****- - - - - - - - - -**3064 Haley Center334-844-5943darchcb@auburn.eduOffice Hours: By appointment |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

1. **Course Number:** 5180/6180/6186

**Course Title:** Instructional Classroom Management

**Credit Hours**: 3 semester hours

**Prerequisites:** None

**Class Days:** Mondays

4:00 – 6:30

**GTA:** Jessica H. Milton

JLH0022@auburn.edu

 (334) 412 – 0576

1. **Data Syllabus Modified:** April 2018
2. **Texts:**

Darch, C. & Kameenui, E. (2005). **Instructional Classroom Management: Proactive Approach to Behavior Management**. Pearson/Merrill Prentice Hall.

Paine, Radicchi, Roselline, Deutchman, & Darch. (1983). **Structuring your classroom for academic success.** Research Press. Champaign, Ill.

**Readings:** A set of required readings (4) are available in the library. These readings can be accessed either electronically or directly from the library. Please read all assigned articles by the day they are assigned. (See course outline)

1. **Course Description:**

This course is designed to provide students with the theoretical basis and the practical application of classroom organization and instructional classroom management for students with learning and behavioral problems. The focus of this class will be to discuss proactive approaches to instructional classroom management. Included will be an analysis and critique of several popular approaches to classroom management. Students will be introduced to applied and research readings in several areas in classroom management. These research findings will be integrated into discussions on the practical aspects of developing effective classroom management programs. After completing this class, students will be able to design and implement effective classroom management strategies.

1. **Course Objectives:**

Upon completion of this class the student will:

1. be able to assess prominent approaches to management
2. be able to identify instructional dimensions of management
3. be able complete instructional classroom assessment
4. be able to implement reinforcement approaches
5. be able to implement punishment approaches
6. be able to implement 180-day management plan
7. be able to manage persistent management problems
8. be able to implement school-wide management plans
9. be able to integrate research in classroom management
10. **Tentative Course Content and Schedule:**

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| **Date** | **Topics** | **Reading/Assignments/Materials** |
| August 20 | Introduction to ICM | ICM: 1RR #1 |
| August 27 | Introduction to SASTheoretical Perspectives | SAS: 2ICM: 2 |
| September 3 | **No Class: Labor Day** | **No Class: Labor Day** |
| September 10 | Organizing Space for Instruction cont. | SAS: 2 |
| September 17 | Conceptual FrameworkRoles for Others in Classroom | ICM: 3SAS: 3 |
| September 24 | Temporal FrameworkUsing Attention for Managing | ICM: 4SAS: 4RR #2 |
| October 1 | ICM Assessment & Class Rules | ICM: 5SAS: 5 |
| October 8 | **EXAM 1** | **EXAM 1** |
| October 15 | Using ReinforcementManaging Time in the Classroom | ICM: 6SAS: 6 |
| October 22 | Social Skills InstructionManaging Materials  | ICM: 7SAS: 7 |
| October 29 | Punishment/Transition ToolHandling Requests for Assistance | ICM: 8SAS: 8 |
| November 5 | Managing Paperwork and Dealing with Behavior ProblemsSchool Wide Discipline | SAS: 9, 10ICML 10 |
| November 12 | The Feedback Chart Phasing out Procedures***\*Learning Activity Due\**** | SAS: 11, 12***\*Learning Activity Due\**** |
| November 19 | **No Class: Thanksgiving** | **No Class: Thanksgiving** |
| November 26 | Review for Final***\*Graduate Students ONLY – Research Paper Due\**** | Review for Final ***\*Graduate Students ONLY – Research Paper Due\**** |
| December 3 | **Final Exam** | **Final Exam** |
| **ICM:** Instructional Classroom Management: A Proactive Approach to Behavior. Mgmt. **SAS:** Structuring Your Classroom For Academic Success **RR:** Research Readings |

1. **Course Requirements/Evaluation:**

There will be 2 exams, a midterm and Exam 2. Exam 2 will cover all material that comes after the mid-term exam. In addition, there will be 8 unannounced quizzes. There will also be a learning activity that will require students to apply ICM concepts. In addition, all graduate students must complete a research review paper.

**Exam #1 (Midterm) (100 pts)**

The exam will cover approximately one-half of the class content. Questions will be taken from lectures, text readings, and research readings. This exam will be comprised of application items, as well as short answer, true/false, and multiple-choice questions.

**Exam #2 (Exam 2) (100 pts)**

This exam will be administered on the university-scheduled time. The final exam will be comprehensive. Questions will be taken from lectures, class discussions, and all readings. This test will be comprised of application items, as well as short answer, true/false, and multiple-choice questions.

**Quizzes (6 quizzes, 10 points each)**

All quizzes will be unannounced. Questions will cover material from the assigned readings for that day. Similar to the exams, quizzes will be comprised of all types of questions.

**Learning Activity (20 pts)**

This activity is designed so that students apply concepts from the text, Instructional Classroom Management. A listing of activities from which students can choose will be distributed in class. Your review should consist of a minimum of 3 pages and no more than 7 pages. The Learning Activity is due at the beginning of class on the assigned due date. No late assignments will be accepted. All papers must be typed and must follow APA guidelines. The most recent American Psychological Association (APA) Publication Manual should be followed.

1. Identify a published reading program used with students in elementary grades. Next, take one lesson from the program and evaluate each learning activity using the task features discussed in chapter 3.
2. Identify five internet sites that provide information about the classroom management procedures found in the ICM text. Develop a one-page summary for each of the five internet sites (5 pages total).
3. Identify a behavior management assessment instrument. Next, write a description of the instrument and provide a critique of the instrument using the standards presented in Chapter 5.
4. Identify a social skills curriculum and critique the program according to the features of effective social skills instruction discussed in Chapter 7.
5. Identify five social skills to teach and, using Figure 7.1 in Chapter 7 as a guide, develop a one-page lesson plan for teaching each skill. Be detailed in describing the activities you include in your plan.
6. Visit a school and obtain a copy of their school-wide discipline program. Critique this program using the guidelines found in Chapter 10.
7. Identify five research articles that are designed to evaluate the procedures found in any of the ten chapters in the ICM text. Develop a one-page summary for each of the five articles.

**Research Paper – Graduate Students Only (25 pts)**

You will submit a 5-page paper that focuses on a classroom management topic discussed in class. This paper should consist of 5 pages of content supported by citations plus a reference page(s) with no fewer than 5 references. Within the body of the paper you will identify and review the classroom management topic. All papers must be typed and must follow APA guidelines. The most recent American Psychological Association (APA) Publication Manual should be followed. The research paper is due at the beginning of class on the assigned due date. This assignment is worth 25 points.

**Grading**

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| **Assignments** | **Point Values** |  | **Grading Scale** |
| Exam #1 | 100 |  | 90-100 = | A |
| Exam #2  | 100 |  | 80-89 = | B |
| Quizzes | 60 |  | 70-79 = | C |
| Learning Activity  | 20 |  | 60-69 = | D |
| \*Research Paper (graduate only) | 25 |  | Below 60 =  | F |
| **Total** | **280 undergrad****305 graduate** |  |  |  |

**Class Policy Statements:**

***Attendance:*** Students are expected to attend class and participate in class discussions and activities. Attendance will be taken. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

* **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
* For each day an assignment is late, 5% will be deducted from the final grade for the assignment

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Classroom Behavior:* “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Honesty Code:*** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. 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).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.