

**AUBURN UNIVERSITY  
SYLLABUS**

**Course Number:** CTSE 4200  
**Course Title:** Managing Middle and High School Classrooms  
**Credit Hours:** 2 semester hours  
**Prerequisites:** Admission to Teacher Education, Departmental Permission  
**Corequisites:** CTSE 4920

**Instructor:** Mr. Rob Lyda  
5078 Haley Center  
(334) 663-0898 Cellular Phone  
(334) 209-0822 Home – use only in extreme emergency

Please use Canvas email for correspondence

Office hours: 1 hour before class

And by appointment

**LRC Hours of Operation:** Monday-Thursday 7:45 a.m. – 8:00 p.m.  
Friday 7:45 a.m. – 4:45 p.m.  
**OIT Computer Lab Hrs:** Generally whenever campus buildings are open.

**Date Syllabus Prepared:** Updated January 2012

**Texts or Major Resources:**

Wolfgang, C. H. (2009). *Solving discipline and classroom management problems: Methods and models for today's teachers*. (7<sup>th</sup> ed.). Hoboken, NJ: Wiley

Other assigned readings provided by instructor

**Course Description:**

This course introduces wise practices in managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for all students.

**Course Objectives:**

At the end of this course, students will have acquired the following experiences, skills, and dispositions:

- Participate in classroom activities that involve you in observing, describing and analyzing classroom behavior and approaches to classroom management that will assist you in developing your own personal management approach;
- Develop a comprehensive classroom management plan that includes rules, routines, procedures, and classroom set-up for governing a typical day in your classroom, with considerations of equity for students with disabilities;
- Share positive management and discipline strategies that will enhance the interests, learning, and social development of your students while also meeting the needs of a diverse student population;

- Become familiar with best practice on teacher expectations, teacher modeling, time-on-task, and student motivation;
- Learn to analyze problem situations through episodes and select strategies to resolve or avoid them;
- Describe legal and ethical considerations related to classroom management and discipline procedures;
- Reflect on constructive feedback from the course instructor, cooperating teacher, and your peers, making changes in approach accordingly;
- Model professional conduct with colleagues, students, parents and the community.

**Course Content and Schedule:**

Week 1 (1/17- On Campus): Discipline, Management, and Teacher Power: Defining Classroom Management; Chapter 1

- A. Management vs. Discipline
- B. Defining classroom management and management styles
- C. The student teacher's role in classroom management
- D. Teacher Behavior Continuum (TBC)
- E. Common classroom management mistakes made by beginning teachers

**\*\*ELEMENTARY SCHOOL REPORT DUE – 1/27**

Week 2-3 (1/31 – Distance): The Behavior Analysis & Models: Behavior Education Plan and Response to Instruction; Chapters 2 & 3

- A. Behavior Analysis Techniques
- B. Decreasing Misbehavior: Steps and Procedures
- C. Behavior Education Plan & Response to Instruction
- D. Alabama's Model for RtI
- E. Legal obligations and prohibitions in student discipline

Week 4 (2/7 – Distance): Tools for Teaching Discipline & Assertive Discipline; Chapters 4 & 5

- A. Limit Setting
- B. Steps in Limit Setting
- C. Classroom Structure
- D. Establishing a Classroom Discipline Plan: Preplanning
- E. Teacher Behavior Continuum
- F. Assertive Command

Weeks 5-6 (2/21 – Distance): Legal Obligations of Classroom Management & Bullying Prevention; Chapters 15 & 16

- A. Recognizing and reporting child abuse, drugs, weapons, and gang-related activity
- B. Defining Bullying
- C. Hazing in Music Programs
- D. Managing violent assaults and breaking up student fights
- E. Alabama's Laws related to Classroom Management

Weeks 5-6 (2/28 – On Campus): Partnership Approach to Discipline & Cultural, Economic, and Regional Differences; Chapter 18

- A. Student-teacher and parent-teacher conferences
- B. School-wide or team-wide discipline plans and positive rewards
- C. Colleague support systems
- D. Communication and positive relationships with parents
- E. Cultural, Economic, and Regional Differences

**\*\*SECONDARY SCHOOL REPORT DUE (3/9)**

Weeks 9-10 (3/6 - On Campus): Designing Your Own Model of Discipline & Classroom Management as a Discipline Preventive Process; Chapters 11 & 17

- A. Levels of teachers
- B. Developing your own classroom management plan
- C. Self-reflection on teacher involvement, attitude and intervention

**\*\*FIRST DRAFT OF COMPREHENSIVE CLASSROOM MANAGEMENT PLAN DUE (3/20)**

Weeks 11-12 (3/20 – Distance): Strategies for Solving Specific Problems

- A. Handling student cheating, tardiness, note passing, bullying, fights, profanity, stealing, defiance, etc.
- B. Behavior documentation and outside help
- C. Out of class activities – festivals, trips, field trips, etc.

Weeks 13 (4/3 – Distance): Promoting Student Self-Discipline

- A. Goal setting and high expectations
- B. Approaches for increasing intrinsic motivation
- C. Teacher consistency
- D. Utilizing students' strengths

Week 14 (4-10 – Distance): Teacher Persona for Successful Discipline

- A. Reading student body language
- B. Reducing job-related stress
- C. Modeling professionalism
- D. Creating a safe, caring, learning environment
- E. Reflection on teacher attitudes for success

Week 15 (4/24 – On Campus): The Beginning Teacher and the Profession

- A. Panel of first year teachers – advice and suggestions
- B. Professional organizations (e.g., Alabama Education Association)
- C. Teacher in-service (e.g., East Alabama Regional In-service Center)

**\*\*\*FINAL COMPREHENSIVE CLASSROOM MANAGEMENT PLAN DUE (4/24)**

### **Course Requirements/Evaluation**

Electronic/Class Discussion/Assignment	30 points
Reflective Reading Papers	30 points
Teacher Observation Activity	10 points
School Report (2)	5 points
<u>Comprehensive Classroom Management Plan</u>	<u>25 points</u>

Total - 100 points

Grading System      100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F

### **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises, including field experiences and observations. 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. All students will post written work on Canvas and will participate in class discussions.

Assignment Submission: All assignments MUST be submitted electronically via the Canvas assignment drop box. Any assignment presented or turned in late will be penalized 10% for each calendar day late. Late assignments presented or turned in late after two days will not be accepted without prior approval of the instructor. All assignments will have a “due date” for when the assignment is due, and a “cutoff date” for when the assignment may no longer be turned in for credit. Any work not submitted electronically by the cutoff date will receive ZERO CREDIT.

Attendance/Absences: Students must attend all scheduled class times. This includes campus and online class meetings, as well as scheduled meetings with the instructor. Missed class must be either approved by the instructor ahead of time or must be because of documented illness, or other acceptable reason as listed in the Tiger Cub. Documentation for excused absences must be turned in to the instructor no later than one week past the absence date. Any unexcused absence will result in a grade of “F” (failing). Two or more tardies (unexcused) will result in a grade of F. This includes absence from or tardiness to online meetings.

Students who have been granted an excuse ahead of time must view the class archive, e-mail their class notes and a two page summary (single spaced, 12 pt. Times New Roman, 1 in. margins) for each chapter covered in class via Canvas to the instructor by 9:00 p.m. the Sunday following the missed class. Failure to complete the make-up assignment will result in an unexcused absence.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked 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 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 Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

Policy for Professionalism in Education: To help ensure each student’s professional success, the following polices apply for Classroom Management. In addition, students are expected to follow the College of Education Professionalism Policy and the Academic Honor Code listed in the Tiger Cub.

College of Education Professionalism Policy

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 disposition 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

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. Educational 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 this course:

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 e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Professional Ethics In this course you will be observing teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, teachers or students. Violation of these ethics creates a bad reputation for your integrity and the integrity of Auburn University and can damage a teacher's career (and your own).

Other: Students must satisfy all course objectives in order to pass this course.

The university professor cannot be available 24 hours per day, but will keep weekly electronic office hours as indicated at the first organizational meeting. During these periods, the instructor will check e-mail and discussion postings through Blackboard and will be available through Live Classroom as well as telephone. Students may request additional office appointments.