

**CTSE 4200  
Spring 2013**

## **Curriculum & Teaching College of Education**

**Dr. W. Gary Martin**  
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**Phone: 334-559-3141**

**Office Hours**  
**Tuesday, 3:00-5:00 p.m.**  
**Monday/Wednesday, 3:15-4:15 p.m.**  
**Or by appointment**

### **MISSION**

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

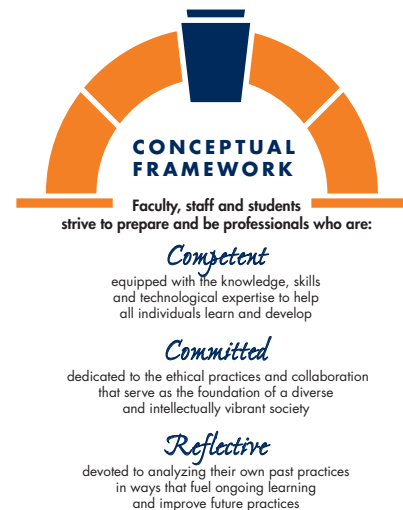
### **VISION**

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

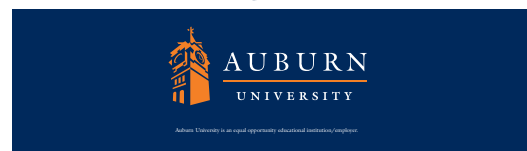
### **PHILOSOPHY, PURPOSE AND GOALS**

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.

#### **COLLEGE OF EDUCATION**



*A Keystone in Building a Better Future for All*



The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-

## CTSE 4200 Syllabus, Spring 2013

### Instructor Information

Dr. W. Gary Martin  
Haley 5008  
wgarymartin@auburn.edu  
334 559 3141

### Class Meetings

Haley 2456  
Thursday, 6:00-7:50 PM  
(10 class meeting with on-line interactions)

1. **Course Number:** CTSE 4200  
**Course Title:** Managing Middle and High School Classrooms (Mathematics Education)  
**Credit Hours:** 2 Semester hours  
**Prerequisites:** Admission to Teacher Education; **Corequisites:** CTSE 4920 or CTSE 7920
2. **Date Syllabus Prepared:** January 2006, Revised January 2010.
3. **Texts or Major Resources:**  
Gill, V. (2007). *The ten students you'll meet in your classroom: Classroom management tips for middle and high school teachers*. Thousand Oaks: Corwin Press.  
Johnson, D. R. (1982). *Every minute counts: Making your math classroom work*. Parsippany, NJ: Dale Seymore Publications.  
Ladson-Billings, Gloria. (1994). *The Dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.  
Additional materials as assigned.
4. **Course Description:** The role of the teacher in classroom management. Methods for developing a positive learning environment.
5. **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)**

## 6. Course Content and Schedule:

Each class meeting will include a discussion of a assigned readings. You are expected to have read them in advance and to bring prepared notes to use in contributing to class discussion. You may be invited to lead any given discussion.

1/10/13	Developing rules and procedures
1/14/1	Teacher expectations
1/31/13	Analyzing classroom behaviors
2/7/13	Establishing a classroom climate
2/21/13	Building relationships with students
3/7/13	Effective discipline regimens
3/21/13	Planning for success
4/4/13	Working with others (teachers, administrators, parents)
4/11/13	Professional growth and continuous improvement
4/25/13	Making the transition
TBA	Final examination

## 7. Course Requirements/Evaluation:

### Assignments

- Attend and participate in all class sessions and on-line discussions – 25%
- Complete reflections – 25%
- Final project (philosophy and plan for classroom management) – 30%
- Complete final exam – 20%

### Grading

All assignments will be graded on a 4-point scale (4=A; 3=B; 2=C; 1=D; 0=F) and weighted averages will be computed following the percentages given in the preceding section. Final grades will be assigned by rounding to the nearest whole number; i.e., 3.5 and up is an A, 2.5 and up is a B, and so forth.

### Descriptions of Major Assignments

#### Class participation

Students will be expected to come to every class prepared to participate. On occasion, students will be asked to lead the discussion of a particular topic or assignment. Finally, they will be asked to share their thoughts in an on-line discussion between classes.

#### Reflections

Students will be assigned various topics on a weekly basis on which they will prepare short, informal responses.

#### Final Project

For your final project, you will create a classroom management plan for your first year of teaching. This plan should incorporate your personal analysis based on what you have learned from your internship, and from this and other classes. Your plan should be in a “ready to use” format that you could distribute to students and parents. To make this manageable, focus on one class that you are currently teaching. Your plan will include the following elements. Note that the development of the plan will be incorporated into class activities.

- Cover sheet and introduction – Provide a brief, one-page overview to the assignment and your general approach to classroom management.
- Cover page and Parent / guardian and student cover letter –Welcome your students and parents by briefly introducing you, your course, and your discipline plan in 1-2 pages: What are your expectations and plans for your students and what can students (and parents) expect from you? Be sure to list your classroom rules (see below). Include how often you will communicate with parents on student progress, under what other conditions you will contact them (positive and negative), and how you can be reached at your school. Include information regarding your grading scale and grading procedures. Any major projects and assignments should also be included. Make sure to include any necessary materials and supplies students will need. End your letter with a place for a parent/guardian and student signature acknowledging your plans.

- Classroom rules – Develop a list of 3-5 rules governing your classroom. Also, include sequential disciplinary actions that will be taken if the rules are violated.
- Student policies and procedures – Minimum 2 single-spaced pages. Describe in detail your student policies on tardies, leaving the classroom (e.g., restroom), being unprepared for class, absences, make-up work, and late work. Also include consequences for positive behavior.
- Assessment and feedback plans – 1-2 page minimum, single-spaced. Describe in detail your grading system and percentage or point breakdown for categories of work (tests, quizzes, projects, classwork, etc.); what is your grading scale for letter grades?
- Classroom procedures – 1-2 pages single-spaced. Describe your classroom procedures for running your class from beginning to end of the period: from bell work to dismissal; describe your procedures for the common activities and approaches that you routinely use in your classroom, including such things as seating assignment, bell work, passing and checking of papers, use of textbook, monitoring students, cooperative grouping, use of videos, special projects, homework, and dismissal.
- Room arrangement sketch – Include a neatly drawn sketch of your preferred classroom arrangement. How will desks and tables be arranged? Where are student resource stations, teacher's desk, computers, other items? Please address all aspects of the room arrangement in a detailed paragraph. You must include a one-page single-spaced explanation of why you have chosen this arrangement
- Bibliography – Include at least one text and one teacher source for ideas contained within your plan (minimum 2 sources). Use APA style.

#### Final Examination

The final exam will give you an opportunity to demonstrate the knowledge you have gained over the semester by analyzing various scenarios and describing general approaches you might take to successfully running a mathematics classroom.

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

- Attendance. Each student is expected to attend all classes as scheduled. Excused absences require university approval as specified in the *Tiger Cub*. The second unexcused absence from class and each succeeding unexcused absence from class will result in a lowering of the student's final grade by one letter grade.
- 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.
- 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