

CTSE 4203

Managing Middle & High School Classrooms

Spring 2014

Curriculum & Teaching

College of Education

Robert Jones, Instructor

706-957-3967

Haley Center, 5060

rcj0004@auburn.edu

Office Hours:
By Appointment

COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution/employer.

Auburn University Course Syllabus
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1. Course Number: CTSE 4203**Course Title:** Managing Middle & High School Classrooms**Credit Hours:** 2 Semester Hours**Prerequisites:** Admission to Internship**Corequisites:** CTSE 4923 (10 Semester Hours)**2. Term:** Spring 2014**Day/Time:** Distance Education**Instructor:** Robert Colby Jones

5060 Haley Center

706-957-3967, rcj0004@auburn.edu**Office Hours:** By appointment**3. Texts or Major Resources:**Larson, B.E., & Keiper, T.A. (2012). *Instructional Strategies for Middle and High School*, Second Edition. New York, NY: Routledge.

Students will also use the Persistent Issues in History website and other readings provided on Canvas.

4. Course Description:

This course introduces students to best practices for managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for *all* students. In addition, this course provides students with the opportunity to reflect on strategies ideally suited to the secondary social studies classroom and the practical concerns associated with the implementation of each strategy.

5. Course Objectives/Student Learning Outcomes:

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

- A. 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.
- B. Develop a comprehensive classroom management plan that includes rules, routines, procedures, and classroom set-up for governing a typical day in your classroom; consideration of special circumstances that occur in classrooms; and considers issues of equity for students with disabilities; as well as other considerations necessary for an effective classroom management plan.
- C. Share positive management and discipline strategies that will enhance the interest, learning, and social development of your students while also meeting the needs of a diverse student population.
- D. Learn to analyze problem situations and select strategies to resolve or avoid them.
- E. Describe legal and ethical considerations related to classroom management and discipline procedures.
- F. Reflect on constructive feedback from the course instructor, cooperating teacher, and your peers, making changes in approach accordingly.
- G. Model professional conduct with colleagues, students, parents, and the community.
- H. Examine various instructional strategies ideally suited to the secondary social studies classroom with a focus on proactive management and the practical concerns associated with each strategy.
- I. Demonstrate competency with online tools on the PIH website, tools for synchronous and asynchronous discussion, and other web-based resources.

6. Course Content and Schedule:

Note: Due to the nature of this distance education course, interactions between students and the instructor will primarily occur via TigerMail, Canvas, Google + Hangout, and the PIH website. See the specific requirements of each

assignment (below) for more information on the use of technology to complete each assignment. Additionally, students will have access to the instructor by phone and during scheduled office hours/by appointment.

Week	Due
1/7-1/10	
1/13-1/17	
1/20-1/24	<ul style="list-style-type: none"> • Observation/Reflection #1 due on Friday, 1/24 by 11:59 PM (e-mail or online journal)
1/27-1/31	
2/3-2/7	<ul style="list-style-type: none"> • Asynchronous (forum) Discussion # 1 this week (Submissions due on Friday, 2/7 by 11:59 PM)
2/10-2/14	<ul style="list-style-type: none"> • Google Hangout # 1 this week (dates/times TBA)
2/17-2/21	
2/24-2/28	
3/3-3/7	<ul style="list-style-type: none"> • Asynchronous (forum) Discussion # 2 this week (Submissions due on Friday 3/7 by 11:59 PM)
3/10-3/14	<ul style="list-style-type: none"> • Google Hangout # 2 this week (dates/times TBA)
3/17-3/21	<ul style="list-style-type: none"> • Live Discussion and Mid-Term Meeting on 3/19 (time TBA)
3/24-3/28	
3/31-4/4	
4/7-4/11	<ul style="list-style-type: none"> • Observation/Reflection #2 due on Friday, 4/11 by 11:59 PM (e-mail or online journal)
4/14-4/18	<ul style="list-style-type: none"> • Classroom Management Plan (Complete Draft) due on Monday, 4/14 by 11:59 PM
4/21-4/25	<ul style="list-style-type: none"> • Classroom Management Plan (Final Copy) due on Thursday, 4/24 by 11:59 PM

7. Assignments/Projects:

Classroom Management Observations (2): Follow the *Guidelines for Classroom Management Observations*.

Your task is to observe your cooperating teacher or another teacher and complete a brief narrative along with reflections on the strategies and management techniques employed by the teacher being observed. Be sure to keep privacy considerations in mind as you write and avoid using the names of any teachers or students in your reflections. As this is a distance learning course, students will complete this observation reflections in MS Word and e-mail to the instructor by the assigned due date.

Google Hangout Synchronous Online Discussions (2): You will prepare for each live discussion by completing assigned readings and viewing selected video clips on the PIH website. In some cases, additional tasks may need to be completed before these live discussions. I will schedule these discussions with small groups of students. All students should reflect on assigned readings, video clips, and their own experiences as they participate fully in each discussion. Students will complete these online discussions in small groups with the instructor via Google + Hangout. Students must have access to computers with webcams and internet connections.

Asynchronous Online Discussions (2): Requirements for these threaded, asynchronous online discussions mirror those of the synchronous discussions as discussed above. These forum-style discussions will take place on the PIH site and will serve as precursors to the two (2) Google Hangout discussions.

Live Discussion at Mid-Term: The final group discussion will occur in a traditional format on the mid-term meeting day on campus. Requirements and procedures mirror those of the two (2) Google Hangout discussions.

Classroom Management Plan (Complete Draft) & Classroom Management Plan (Final): Follow the *Guidelines for the Classroom Management Plan*. See the Schedule of Classes and Assignments for the exact due dates and times for the completed draft and final copy of the entire plan. The management plan will be submitted via e-mail to the instructor

Note: Distance education students will have access to libraries, learning centers, and other on-campus resources necessary to facilitate successful completion of all course requirements.

8. Course Requirements/Evaluation:

- a. Classroom management observations (2) – 20 points
- b. Participation/performance in Google Hangout online discussions (2) – 20 points
- c. Participation/performance in asynchronous online discussions (2) – 20 points
- d. Live Discussion (Mid-Term) – 10 points
- e. Classroom management plan (complete draft) – 10 points
- f. Classroom management plan (final draft) – 20 points

Note: Final grades in the course will be calculated using the traditional Auburn University A-F grading scale.

9. Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. 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.

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see AU's [Policy on Class Attendance](#) for additional information about excused absences/

Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be *(as specified by instructor)*.

Disability 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. To set up the meeting, please contact the instructor 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).

Honesty Code: 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.

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

Course Objectives	Readings/ Discussion of Readings		
	Teacher Observations & Reflections	Classroom Management Plan	
Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law. 290-3-3-.04(2)(c)2.(iv)	X	X	X
Demonstrate 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)	X		X
Demonstrate knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics 290-2-2.04(5)(c)5.(i)	X	X	X

