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**CTEE 4190: EFFECTIVE CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL**

**Class Meeting Time:**  Thursdays 10:00 a.m.- 12:00 p.m.

**Classroom:** Haley 2406

**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:**

Evertson, C.M., Emmer, E.T. (2017). *Classroom management for elementary teachers*(10th ed.) Boston: Pearson.

    ISBN: 0134027272

* **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, exploration, discussion, reflection, analysis, 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. Classroom management issues that will be explored will include but are not limited to time management, types of behaviors, motivation, parent and community relations, technology, planning, professionalism, and other factors to be mindful when creating and executing classroom management plan (e.g. students with special needs). Products for classroom use will be created.

**Class Format and Student Engagement:** This class is held on campus, meeting once a week for 135 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 – a 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. Find the school resources and information needed to prepare for beginning teaching.
3. Create a classroom management plan that includes parent communication, rules of student conduct, procedures and routines, and assessment and grading.
4. Apply effective teaching pedagogies to lesson planning to create and maintain a well-planned, relevant, and positive learning environment for children.
5. Engage and reflect on methods for addressing learning and motivation of all students, including peer tutoring, cooperative learning, and student-centered assignments.
6. Identify strategies for managing students with unique backgrounds and needs, including inclusion, cultural and ethnic diversity, varying study skills, and learning styles.
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.
8. Apply learning from readings of unique cases of student discipline to difficult cases in the field.

**Course Assignments and Evaluation:**

|  |  |  |
| --- | --- | --- |
| In-Class Activities/Discussions/Participation  20%Outside Class Assignments/Quizzes  20%Project #1: School Information Notebook 5%Project #2: Modules 10%Project #3: Case Study Paper 15%Group Presentation 5%Reflections  5%Final: Classroom Management Plan 20% |  | Grading Scale:90-100          A89-80            B79-70            C69-60            D59 – 0            F |

**Assignments:**

     All written assignments must be typed and should adhere to Standard English usage and conventions. Assignments must be presented on time. Late assignments which are considered in the "outside class assignments" grading category or "projects" grading category will be reduced by one letter grade for each day they are submitted late for up to four days, other than quizzes and discussion board posts. ***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 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 required.

**Assigned Readings:** Each week you are expected to read the assigned reading(s). 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 (in-class and on Canvas), group work, and a few other types of activities.  These assignments will be completed and turned in during class. If you do not attend the class meeting, you will not be able to complete the assignments. 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 and reading quizzes. Outside of class assignments will be completed and turned into Canvas. Details and due dates will be given in class as well as listed on Canvas.

**Projects/Final:**There are three projects and the course final worth a varied weighted percentage of your overall grade. The details and grading criteria for each assignment will be discussed in class and listed on Canvas. Projects will use skills and knowledge gleaned from the course and your lab placement over several weeks.

**Other Course Assignments:**There will also be a group presentation, personal reflections, and a self-evaluation of your own class participation.  Details for each assignment and their due date will be discussed in class as well as listed on Canvas.

**Course Policies:**

**Academic Dishonesty**: Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will be handled accordingly. Any student who is caught committing academic dishonesty on any assignment will receive a grade of zero on that assignment. In addition, the student's final grade in the course will be dropped by one letter grade.  Neither of these penalties is negotiable. It will be up to the instructor's discretion to take further action based on the perceived severity of the offense. Students 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.

**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 will receive a grade of zero on that assignment. Any assignment that is submitted by more than one student will receive a grade of zero unless it was designated as an assigned group activity. Any assignment where students have the same verbiage or answers, even when collaborating, will receive a zero for the grade. 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.

**Plagiarism:** Plagiarism on any level will not be tolerated. All assignments submitted are subject to be checked for plagiarism. 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.  For penalties associated with plagiarism and other cheating, see the Academic Dishonesty section above.

**Falsification:**It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

* false or misleading citation of sources
* the falsification of the results of experiments or of computer data
* false or misleading information in an academic context in order to gain an unfair advantage.

**Multiple Submissions:** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

**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. Students are not to complete a different course’s assignment or work during class time. 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/Tardies**:  Attendance is required and taken at each class meeting.  As previously stated, there is not an opportunity to make up missed work done in class.  Instead, your one lowest grade in the "In-Class Activities/Discussions/Participation" assignment category will be dropped at the end of the semester. In the case of an absence, you will receive a 0 for the in-class assignment and this 0 will be dropped at the end of the semester (automatically by Canvas). This will represent one forgiven absence. Further missed classes or due dates will result in additional zeroes, which will not be dropped and will be averaged into your grade for that category. For students with no absences, your lowest grade in the "in-class assignments" category will still be dropped (your perk for perfect attendance and meeting all due dates).

Students are expected to attend their lab placements in the corequisite 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. Please check the lab manual for the make-up dates for days in which you could make up your hours for absences.

**After 3 class absences, students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three tardies to class will be counted as one absence. Leaving class early counts as a tardy. A tardy consists of being over five minutes late to the class scheduled beginning time or leaving class ten or more minutes of the class scheduled ending time. If you miss more than 3 class meetings (the equivalent of three weeks of coursework), students will be referred to the Office of Student Affairs to be withdrawn from the course and could be assigned a grade of "FA" as you will have insufficient time in the course to earn passing course credit.

**Due Dates:** “The DO date is not the DUE date.” Technology cannot be used as an excuse. Procrastination is the number one reason why work is not completed by the scheduled due date. You must manage your time by looking ahead at your schedule, carefully planning around your busy times, and establish times to complete your assignments and assessment activities. You should start your assignments well before the DUE date to avoid those last-minute emergencies or technical situations that may arise to prevent you from completing activities on time. For example, if you are uploading your work at 11:50 p.m. on an 11:59 p.m. due date and your Internet connection fails, that is a procrastination issue. It is Murphy’s Law that problems are apt to occur when you rush.

If a campus-wide problem occurs (such as a network outage) that impacts the ability of all students to complete activities as scheduled, your instructor will make appropriate accommodations after verification. If you are having individual technical or computer difficulties, it is your responsibility to use the computers on campus or through another source to meet due dates. Computers are available to you in the library and in the computer labs throughout campus.  Check with the library or computer lab locations and times of operation. Please do not email me 5 minutes prior to the due date of an assignment or moments right after the due date and Canvas window has closed letting me know there were technical difficulties. Please manage your time wisely as a budding professional.

**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/ (Links to an external site.)Links to an external site.](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 is 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 the 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   (Links to an external site.)Links to an external site.](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)and [http://wp.auburn.edu/conduct/wp-content/uploads/2018/05/CodeofStudentConduct.pdf (Links to an external site.)Links to an external site.](http://wp.auburn.edu/conduct/wp-content/uploads/2018/05/CodeofStudentConduct.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 and at the latest within 24 hours.
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  (Links to an external site.)Links to an external site.](https://www.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 am not just looking for you to write the answer but also tell me WHY it is 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.

**Can I resubmit my assignment for another grade?**

No, all assignments will be graded once per a submission unless otherwise stated to please use the feedback to correct or include missing information from the assignment submitted.

**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 or call 334-444-4944.

**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, project, presentation, or even discussion post, 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,  [https://www.plagiarism.org/ (Links to an external site.)Links to an external site.](https://www.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).