**DEPARTMENT OF CURRICULUM AND TEACHING**

**Classroom Management and Discipline in the Foreign Language Classroom**

**Course Number:** CTSE 5220/6220

**Course Title:** Classroom Management and Discipline in the Foreign Language Classroom

**Credit Hours:** 1 hour

**Prerequisites:** Departmental Approval

**Corequisites:** None

**Instructor:** Dr. Sara Ahnell

**Date Syllabus Prepared:** July 27, 2020

**Course Descriptions:**

This course is designed to give students an opportunity to learn about different classroom management techniques and to develop, implement, and evaluate a comprehensive classroom management plan which includes, but is not limited to, a detailed outline of proposed classroom rules, procedures, and policies to be applied during that student’s foreign language teaching internship. Each student will read and study required, research-based texts relating to classroom management, as well as exemplar classroom management plans, and will develop an individual classroom management plan based on these texts, which the instructor will approve before the student begins teaching during the internship. At various intervals during the internship, class meetings will be held to discuss the perceived effectiveness of each student’s plan and to troubleshoot any problems encountered during the teaching experience which cannot be resolved using the strategies outlined in the student’s original management plan. At the end of the internship, students will evaluate the effectiveness of their management plan and make any necessary revisions or additions to improve the plan for future teaching experiences. Students will also include a written narrative explaining what changes were made and the rationale behind the changes in addition to their revised management plans.

**Course Objectives:**

Students will:

1. Read and discuss research-based texts relating to classroom management strategies, as well as examine

 exemplar, real-world classroom management plans, as outlined by the instructor

2. In consultation with the instructor, through Zoom, live classroom or email, use the texts, class discussion, and exemplar

management plan(s) to develop a classroom management plan to be used during internship teaching.

3. Write the classroom management plan by applying readings and discussions from Objectives 1 and 2, above. The plan will

include course objectives, classroom rules, grading policy, consequences for student behavior (positive and/or negative),

detailed classroom procedures, participation system, and assessment methods to be used during internship teaching. Submit the proposal on Canvas as a file attachment.

4. List references used during completion of the classroom management plan. Post the list on Canvas as a file attachment.

5. Once the classroom management plan is approved by the instructor, implement the plan during internship teaching, and

reevaluate the plan at subsequent class meetings and/or through Zoom, live classroom, or email.

6. Submit a revised version of the original classroom management plan based on the effectiveness of its components during

internship teaching along with a written narrative explaining the changes and why they were made. Deliver the product

through Canvas.

**Course Content**

The course content will be defined by the proposal agreed to by the instructor and student in Objective 3, above.

**Textbook or assigned readings**

Required:

 *Tools for Teaching: Discipline, Motivation, Instruction*, Frederic H. Jones (2007)

Optional:

 *First Days of School*, Harry K. Wong (2009)

 *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*, Randall S. Sprik (2008)

**Course Requirements:**

1. Obtain and read the required course texts.

2. Attend an orientation session with your instructor to discuss the texts and requirements for your classroom

management plan.

3. Write a classroom management plan to be implemented during your internship. Submit the proposal as a file

attachment to Canvas to be approved by your instructor.

4. List references using a standard style guide, as approved by instructor, such as APA or MLA.

5. Attend a minimum of six meetings with the instructor during the semester (checkpoints to be established for each

meeting) including the orientation session. Depending upon the approved classroom management plans and ]

your internship classroom experiences, the meetings may require 1-3 hours.

6. Submit your revised classroom management plan and rationale. Deliver the paper or product electronically on

Canvas or through the mail.

**Checkpoints for completion of requirements are as follows:**

 1. Orientation meeting during Week 1

 2. Submit classroom management plan to be approved Week 2

 3. Pre-Teaching classroom management plan evaluation meeting Week 3 or Week 4

 4. During Teaching meeting Week 5 or Week 6

 5. During Teaching meeting Week 7 or Week 8

 6. During Teaching meeting Week 9 or Week 10

 7. During Teaching meeting Week 11 or Week 12

 8. Post-Teaching meeting Week 13 or Week 14

 9. Submit revised classroom management plan and narrative during Week 15

**Evaluation:**

The instructor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be:

Initial classroom management plan proposal up to 40%

References (number and type of references, format) up to 10%

Meetings with instructor and checkpoints completed up to 10%

Final revised classroom management plan up to 40%

Satisfactory grades are only assigned to projects earning at least 80%.

**Class Policy Statements**

Unannounced quizzes: There will be no unannounced quizzes.

Course Withdrawal

Students may withdraw without grade penalty until the 15th class day, and until mid-semester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.

Special Accommodations for Students with Disabilities

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

Academic Honesty

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) 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.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

Classroom Behavior

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

Professional Expectations

As faculty, staff, 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 Requirements:

An advanced level of proficiency in Spanish or French is desirable to successfully meet the objectives required to pass this course.

Distance Learning Students

Students choosing to take tests with proctors shall do so under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified, and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

All demonstration lessons and related materials must be submitted by the due dates indicated unless there are extenuating circumstances that the student has discussed previously with the instructor. Otherwise, grades for late assignments will be lowered by one letter grade.

Other Technology

Students must have access to a computer system with broadband Internet access (cable modem or DSL suggested), a current Web browser program, and appropriate video players/plug-ins. Students must also have access to a digital video camera to record their demonstration lessons with clear audio recording capability; however, the digital camera must create a recording that can be shared with the instructor or GTA for grading purposes. Students are responsible for knowing the operation of these technologies. The instructor can give suggestions but cannot be relied upon to talk through problems that should be handled in detail by software/hardware experts.

It is the responsibility of the student to communicate as soon as possible with the instructor about any problems in technology as this is the main delivery system for the course. Temporary solutions can usually be arranged, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via the Internet.

Email and Zoom Meetings

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

Emergency/Contingency Statement

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, 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.

### Mental Health

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

### Basic Needs

### Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or [auburn.edu/auburncares](https://auburn.edu/auburncares) for resources and support.

### Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.