

**ECED 3161**  
**Classroom Management**  
**Fall 2009 • Monday/Wednesday 10:00 - 11:15 and 2:30 – 3:45**  
**Department of Teacher Education, Augusta State University**

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**Office Hours:** Monday and Wednesday 1:00 – 2:30  
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**Required TEXTS:**

Emmer, E. & Evertson, E. (2009). *Classroom management for elementary teachers* (8th edition). New Jersey: Pearson Education, Inc.

LiveText Membership: (This is a one time purchase and will be used in all education classes. Students will be expected to use LiveText to create and submit their assignments throughout the semester.)

**COURSE DESCRIPTION:** This course is designed to foster the attitudes, skills, and knowledge necessary for the effective management of productive learning environments. Issues such as management of students' behavior, classroom procedures, and classroom organization, situated within and related to the larger framework of successful planning and conduct of instruction, will be addressed.

**CONCEPTUAL FRAMEWORK:**

Understanding for Teaching, Teaching for Understanding

**Element: Prepared**

Dispositions: Critical thinker about the process of teaching, learning, and assessment.

**Element: Able**

Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers.

**Element: Responsive**

Dispositions: Creative, challenging, and flexible in teaching/professional practices.

**SPECIFIC COURSE OBJECTIVES:**

1. The student will understand and evaluate theory-based and research-based techniques of fostering developmentally appropriate self-management abilities (PSC 1, 2, 13; ACEI 1, 3.2, 4, 8, 9.2; NAEYC 1.2, 1.3, 2.1, 2.2, 5.2).
2. The student will know a variety of developmentally appropriate intervention techniques exemplifying best practice for positive guidance of the young child's behavior and learning (PSC 2, 3, 11, 12, 14, 15, 17; ACEI 1, 3.2, 8; NAEYC 2.2, 2.3, 2.4).
3. The student will produce a philosophy of management based on theory, research, and an ethical view of the learner (PSC 1, 2, 10, 12, 13, 14, 15, 17; ACEI 1, 7.1, 8; NAEYC 1.2, 1.3, 2.1).
4. The student will produce a plan for a developmentally appropriate learning environment which fosters self-management skills (including organization of time and instruction, setting and

materials, motivation techniques, and appropriate communication and feedback) (PSC 2, 10, 12, 13, 17; ACEI 3.2, 4, 5.1, 5.5, 7.1, 8 ; NAEYC 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1).

5. The student will understand and demonstrate a variety of competencies which foster friendly and clear communication with parents and other community agencies (PSC 3, 13, 14, 15; ACEI 1, 5.5, 8; NAEYC 3.1, 3.2, 3.4, 3.5, 5.2, 5.6, 5.7).

6. The student will know a variety of techniques for involving himself or herself with parents in the role of co-educators (PSC 3, 13, 14, 15; ACEI 1, 5.5, 8; NAEYC 1.2, 1.3, 2.1, 2.4, 3.1, 3.4, 3.5, 5.2, 5.6, 5.7).

### **Georgia Technology Standards for Educators adopted from ISTE NETS Standards**

I. Technology Operations and Concepts (*ISL*)

II. Planning and Designing Learning Environments and Experiences (*ISL*)

III. Teaching, Learning, and The Curriculum (*ISL*)

IV. Assessment and Evaluation (*ISL*)

V. Productivity and Professional Practice (*ISL, Research-Teaching Strategies*)

VI. Social, Ethical, Legal, and Human Issues (*Lesson Plans-Use of technology to differentiate instruction; Discussion Boards in Livetext.*)

**ATTENDANCE POLICY:** Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups.

According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” Tardiness and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Additionally, points for absences and tardiness will be deducted from the participation grade. Your first class absence will be excused; however, five points will be deducted from your participation grade for each subsequent absence. Two point will be deducted for each tardy (after your first tardy). **NOTE: All lab hours and lab assignments must be completed to receive any credit for lab. You cannot pass this class if you do not successfully complete ALL lab experience requirements.**

**ACADEMIC HONESTY:** “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog). Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.** Any project or paper containing incidents of plagiarism will, at a minimum, receive no credit or grade. Also, unless specifically noted as a group project, all assignments are to be original and done on your own.

**DISABILITY/OTHER-ABILITY:** If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall.

**FIELD EXPERIENCE :** Students will be required to spend five weeks in a lab school conducting observations, teaching, and completing specific course assignments. A failure of lab constitutes a failure of this class. It is not possible to pass ECED 3161 unless you pass the lab experience requirements—no matter what your other grades are.

**EVALUATION/GRADING:** Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active, engaged participation are essential. At the instructor's discretion, points may be deducted for a lack of participation, absences, and tardiness. From time to time, in-class graded assignments such as (but not limited to) group work, pop quizzes, and reflections will be given. Students earn points toward their participation grade based on their successful completion of these items. If a student is absent when one of these assignments is given, he/she may not make-up the work and participation points will be deducted. Specific guidelines for assessment of assignments will be provided. Submitting assignments on due dates is expected. If unusual circumstances prevent a student's attendance in class when an assignment is due, the student must contact the professor, as late papers are not acceptable. On the extremely rare occasion a paper is accepted late, ten points will be deducted for each day the paper is late, up to three days.

**Important Dates :**

Labor Day- September 7

Student Holiday- September 8

LAB Dates – September 21-25; October 19- November 13

Midterm – October 12

Thanksgiving Holidays- November 25- 27

Fall Classes End – December 3

Final Exams- December 7- 10

**COURSE POLICIES:**

1. Most assignments are to be submitted to Live Text, but some will be due as you enter class. Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). Points will be deducted for grammatical and spelling errors. Use APA style for references as needed. Use 12 point, Times New Roman font for all assignments.

**2. Late assignments, if accepted, will be penalized 10 points per day. If an assignment is late, write "late" at the top, along with the date and time assignment was turned in.**

3. In rare instances, upon the suggestion of the instructor, assignments may be revised for a higher grade. It is up to the student to try for a higher grade under these circumstances. Revised assignments must be received by the stated date or it will be assumed that you have opted to keep the original grade.

4. Although you may find ideas for some of your assignments in commercial books and teacher's editions, the completed project should be your own. Do not simply copy units or lessons from these or other sources, or from students that have recently taken this class. Additionally, collaboration on any assignments not deemed by the instructor as "peer or group work" constitutes academic dishonesty (see academic honesty statement outlined in the ASU catalog).

5. Please keep your cell phone on **SILENT** during class. You may make phone calls, text message, and/or check voice mail between classes. Also, laptop computers are not allowed except on days/times designated by the instructor.

6. Student grievances should follow the policy as outlined in the ASU Catalog. This means grievances must first be brought to the attention of the instructor. Additionally, it is unprofessional to discuss grades during class.
7. **You are expected to check your ASU Campus Pipeline E-mail Account on a daily basis.** Messages may be forwarded to you from the instructor. Students are also expected to use LiveText to create and submit their assignments throughout the semester.
8. Children should not be brought to class.
9. All papers/projects are to be picked up no later than 3 weeks after the final class. They will be discarded after that time.
10. Relevant assignments must be posted to your **electronic portfolio** by the end of this semester. It is **your** responsibility to keep up with your electronic portfolio. I will randomly check your progress during the semester.

### **ECED 3161 Assignments**

**\*\*\* All work should be typed in APA style, 6<sup>th</sup> Edition. Include and label all parts of each assignment. Points will be deducted for failure to follow these instructions and for failure to use Standard English in written or oral form. All assignments are subject to change.**

**\*\*\* Attendance/ Participation during lab are mandatory. Failure to meet this requirement could mean a failing grade. Failure to pass the lab portion of the course will result in a failing grade for the entire course.**

**Graded Assignments:** You may access rubrics for each assignment from the course homepage. *Assignments and due dates are subject to change.*

#### **1. Management Theorist Presentation: (100 points)**

Each student will participate in a peer partner (collaborative) presentation to introduce a management theorist of interest. Make the presentation interactive, creative, and no longer than 10 minutes. A Power Point presentation and handouts are expected. Students will choose from a list of dates to present. Consult the rubric for detailed criteria. **Due date: All presentations must be completed by September 30. Students may not change presentation dates once they have signed up.**

The following guidelines should be used:

- a. Two students comprise the collaborative group.
- b. Share responsibilities between presenters.
- c. Create a comprehensive presentation using Power Point (10 minutes).
- d. Make the presentation interactive to assure that class participants have an adequate understanding (summary of the research and practical applications for the K-5 classroom).
- e. Provide a picture of the theorist.
- f. Include a reference list in APA format on the Power Point and on any handouts (minimum of 2 sources).
- g. Handouts should be provided for future reference. **NOTE:** Handouts should not be a copy of the Power Point presentation. Provide the instructor with a copy of the Power Point and handout.

**My presentation is on \_\_\_\_\_.**

## 2. Movie Study: (100 points)

You will self-select, watch, and reflect in a 3-5 page paper on one of the movies listed below. Points will be awarded based on thoroughness, reflection, and professional writing abilities. Your paper should prove that you have watched the entire movie, which means that you need to discuss more than one part or issue from the movie. Your reflection should be thoughtful and move beyond simple statements of like or dislike for this movie. DO NOT simply quote or paraphrase without your own analysis of the topic. Your paper should demonstrate a thoughtful **analysis** and presentation of your topic. In other words, your paper **must** include your own ideas and perspectives generated from your viewing. Write in first person. Plagiarism will not be tolerated. **NOTE: If you choose to write only a summary, your grade will reflect as such.** Consult the rubric for the complete criteria.

*Freedom Writers*

*The Ron Clark Story*

*Dangerous Minds*

*Lean On Me*

*Conrack*

*Stand and Deliver*

*The School of Rock*

**Due date: September 16**

## 3. Create a Newsletter: (100 points)

You may choose any grade level (K-5) and design a newsletter. In order to grab your readers' attention, please create a "catchy" title for your newsletter. Add tables, headings, charts, graphics, and/or columns within the newsletter to make it more user-friendly. Handouts should be provided for future reference. **NOTE:** Handouts may be printed in black and white. Consult the rubric for the complete criteria.

**Due date: October 7**

## 5. Book Study: (100 points)

You will read one of the books listed below and reflect in a 3-5 page paper. Points will be awarded based on thoroughness, reflection, and professional writing abilities. Your paper should prove that you have read the entire book. This means that you need to discuss more than one chapter or issue from the book. Your reflection should be thoughtful and move beyond simple statements of like or dislike for this book. DO NOT simply quote or paraphrase without your own analysis of the topic. Your paper should demonstrate a thoughtful **analysis** and presentation of your topic. In other words, your paper **must** include your own ideas and perspectives generated from your reading. I simply want you to **THINK**. Make your paper your own and write in first person. Plagiarism will not be tolerated. **NOTE: If you choose to write a summary, your grade will reflect as such.** Consult the rubric for the complete criteria.

Choose one of the following books:

- Bianco, Arnie. *One Minute Disciplinarian: Classroom Management Strategies That Work*
- Breaux, Annette & Whitaker, Todd. *Seven Simple Secrets: What the Best Teachers Know and Do!*
- Buron, Karrie Dunn & Curtis, Mitzi. *Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses*
- Clark, Ron. *The Essential 55*
- Clark, Ron. *The Excellent 11*
- Esquith, Rafe. *There Are No Shortcuts*
- Ganon, Elisa & Smith, Brenda Myles. *This Is Asperger Syndrome*
- Johnson, Lou Anne. *Teaching Outside the Box: How to Grab Your Students by their Brains*

- Rosenblum-Lowden, Renee. *You Have to Go to School- You're the Teacher! 250 Classroom Management Strategies to Make Your Job Easier and More Fun*
- Rubinstein, Gary. *The Reluctant Disciplinarian: Advice on Classroom Management from a Softy Who Became (Eventually) a Successful Teacher*
- Schwarz, Patrick. *From Disability to Possibility: The Power of Inclusive Classrooms*
- Sutton, James D. *101 Ways to Make Your Classroom Special*
- Whitaker, Todd. *What Great Teachers Do Differently*
- Wong, Harry. *The First Day of School*

**Due date: October 14**

**6. Field Requirement Paper: (200 points, each section worth 50 points)**

a. Participate in the management of your lab class: (Ex. Escorting students, taking attendance, paperwork, bulletin boards, grading, working with small groups or individuals, etc. Describe your participation).

b. Attend special education classes, RTI meetings, art, music, media center, PE, computer class, field trips, etc with your class. You must attend a minimum of three different classes with your students. Identify the class and thoroughly describe the management in these settings. How is it different from the regular classroom?

c. Describe and thoroughly explain the lab teacher's approach to preventive management, supportive management, corrective management, procedures, routines, and transitions (label and discuss each of these comprehensively).

d. Interview the lab teacher and answer and reflect on the following questions:

- How much training in management have you been given?
- How has classroom management changed over the years?
- What are the most important aspects of your management system?
- What advice would you give a beginning teacher in regards to classroom management?

Reminder: When referencing particular people in your paper, do not use their real names. You may use Mr. S., student 2, or create imaginary names.

**Due date: November 23**

**7. Staff Development Presentation: (100 points)**

Each student will participate in a collaborative or individual presentation of a professional development training session to cover one of the management chapters in your text *Professionalism in Teaching*. Each group is to read the assigned chapter and then deliver the focus points in an interesting, engaging 10-15 minute presentation. Share responsibilities among group members and develop activities to assure that class participants have an adequate understanding of the concepts. You may not use PowerPoint for this presentation. Instead, consider simulations, games, videos, etc.

**Due date: December 2**

**8. Final Written Exam (30 points) and Personal Management System (70 points): (100 points total)**

Prepackaged systems of discipline rarely match up as well as one would like with school guidelines, student traits, teacher philosophies, personalities, and preferred style of teaching. Therefore, in order to promote the most effective learning environment, teachers are advised to create personal systems of discipline tailored to their needs. After evaluating the strengths/weaknesses of the various management models presented throughout the semester, the

student will design a personal management system that fits his/her teaching beliefs and style. The system must include the following:

- a. Grade level
- b. Parent letter
- c. Class rules
- d. Homework policy
- e. Management plan
- f. Rewards
- g. preventive, supportive, corrective management and parent involvement with rationale given for each component

**Management System Due Date: December 7; Final Written Exam date to be announced.**

**9. Attendance/ Participation (100 points)**

Class and lab attendance, preparation, and participation are expected. **Points will be deducted for absences and tardiness.** Your first class absence will be excused; however, **five** points will be deducted from your participation grade for each subsequent absence. **Two** point will be deducted for each tardy (after your first tardy). All lab hours and lab assignments must be completed to receive any credit for lab. **You cannot pass this class if you do not successfully complete ALL lab experience requirements.**

**Grading Scale:**

A= 93-100 (840-900 pts.)	B= 85-92 (762- 839 pts.)	C= 75-84 (680-761 pts.)	D= 70-74 (630-679 pts.)	F= Below 70 (Below 630 pts.)
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