OAKLAND CITY UNIVERSITY

EDUC 557e Classroom Behavior and Management

Term: Fall 2019
Time: 8-10 a.m. Central Time
Location: Kennedy Room 202
Dates:
August 24, 2019
September 7, 2019
September 21, 2019
October 5, 2019
October 19, 2019
November 2, 2019

Professor Contact Information

Dr. Camy Davis
Assistant Professor
School of Education
E-mail: cdavis@oak.edu
Phone: 812-749-1507
Office Hours: 8:30 am to 3 pm Central Time
Preferred Method of Contact: E-mail

Course Description

Course focuses on managing classrooms from multiple perspectives which include but are not limited to: organization of classroom and materials, establishing rules and procedures, procedures for managing student work, getting off to a good start, planning and conducting instruction, managing cooperative learning groups, maintaining appropriate student behavior, communication skills for teaching, managing problem behaviors and managing special groups. Candidates demonstrate professional growth and reflection by constructing a classroom management plan consisting of rules, procedures, and consequences, writing a personal philosophy of classroom environment, and creating a newsletter and communication piece to collaborate between families and school. Emphasis is placed upon the importance of establishing and maintaining positive working relationships and the impact those have on the overall well-being of students. 3 credit hours.

Course Objectives

Upon successful completion of this course students should be able to:

1. Become familiar with a variety of strategies and methods that can be used in assessing student strengths and weaknesses. INTASC# 6,7,8

2. Recognize and be able to plan for various student characteristics such as individual readiness level, student interests, and various learning preferences such as the multiple intelligences. INTASC# 1,2,3
3. Understand the various components of classroom management and how to use those components to create experiences that meets students' needs. INTASC# 1,2,3
4. Recognize the many classroom elements that must be present to create a safe learning environment. INTASC# 3

Instructional Design

Students will explore Classroom management through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Elementary Education Majors: Classroom Management for Elementary Teachers, Ninth Edition by Carolyn Everston and Edmund Emmer, Pearson, 2013. ISBN-13: 978-0-13-269326-4

Secondary Education Majors: Classroom Management for Middle and High School Teachers, Ninth Edition by Edmund Emmer and Carolyn Everston, Pearson, 2013. ISBN-13: 978-0-13-268968-

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	
1	Introduction to classroom management	
2	Organizing your classroom and materials	
3	Establishing classroom rules and procedures	
4	Procedures for managing student work	
5	Getting off to a good start	
6	Planning and conducting instruction	
7	Managing cooperative learning groups	

Unit	Lesson Title and Topics	
8	Maintaining appropriate student behavior	
9	Communication skills for teaching	
10	Managing problem behaviors managing special groups	

Course Assignments and Assessments

Students are required to:

•Read all chapters and contents of the text and complete a variety of assessments related to the information- Course Objective #3 INTASC# 4,5,6

•Design and develop a classroom management plan and philosophy based on the following: Classroom eEnvironment, Student Behavior, Instructional Classroom Management, Student Motivation, Social Skills Development, Discipline, and Parental Involvement. Course Objective # 1,2,3,4 INTASC# 1,2,3,4,5,6,7,8,9,10

•Write personal reflection papers/article reviews Course Objective # 3 INTASC# 5,9

Participation and Attendance

Students are expected to complete assigned work by the due dates. Active participation in classroom activities is expected and necessary for student growth whether in a group or individually.

Students are expected to complete assigned work by the due dates given, unless arranged ahead of time with professor. Active participation in classroom activities is expected and necessary for student growth whether in a group or individually. All work must be typed unless otherwise indicated. Handwritten work will not be accepted.

Students are expected to attend every class session. Students grades will be reduced by 5% each absence. Instructor has the right to excuse absences and can override Campus Life excused absences. If a student is using his or her cell phone (texting or calling) during class, they will be counted absent. Only college approved absences will be allowed (refer to the OCU catalog).

 Any assignment not made up within one week will be recorded as a "Zero" grade. It is the STUDENT'S responsibility to initiate the makeup process. Absenteeism will result in a lower course grade. All late work will have deductions. Any student missing ten classes or 30% of the course will be withdrawn from the class.

Learning Outcomes

• Develop a classroom model that best fits his/her teaching. Course Objective # 1, 4 INTASC# 4, 7, 9
• Adapt his/her classroom management program to the needs of his/her students. Course Objective # 1,2,3,4 INTASC# 1,2,3,6,7,8,

• Explain the importance of classroom management in the context of producing a positive learning environment. Course Objective # 1,3 INTASC# 4,5,
• Explain his/her classroom management plan to his/her peers. Course Objective # 3 INTASC# 5,7,9,10
•Explain the various different models of classroom management found in the schools. Course Objective # 3 INTASC# 4

Evaluations

The following techniques may be employed: Tests, quizzes, meaningful group participation, article critiques, personal reflection papers, timely completion of assignments, and attendance. Breakdown/ range of points: tests 40-60 pts., quizzes 10-20 pts., in class assignments 10-20 pts., out of class assignments 10-20 pts, group projects 25-50 pts., and article reviews 10-30 pts.

Assessment Rubrics and Scoring Guides

The following rubrics and scoring guides are followed in the assessment of student performance with course learning activities.

General Grading Rubric for Assignments and Presentations

Grade	Standards
A	• Exceptional quality • Error free/ well-edited • Shows evidence of exceptional understanding /insight into the content/process presented. • Exceeds stated expectations
B	• High quality. • Few errors / well-edited • Shows evidence of a high level of understanding /insight into the content/process presented. • Meets stated expectations
C	• Adequate quality • Some errors/evidence of editing • Shows evidence of understanding /insight into the content/process presented. • Meets most stated expectations
D	• Low Quality • Multiple errors/limited evidence of editing • Shows limited evidence of understanding /insight into the content/process presented. • Meets some stated expectations
F	• Inadequate quality • Multiple errors/no evidence of editing

	• Shows little to no evidence of understanding /insight into the content/process presented. • Does not meet stated expectations

Course Grading Scale
A=94 to 100%
B= 87 to 93%
C= 77 to 86%
D= 70 to 76%
F= Below 70%

Additional standards that apply to this course:

OCU Education Program Goals:

1.   An education student will become a facilitator and conveyor of knowledge and cultural heritage through choosing curricula, instructional methods, and materials appropriate to the educational needs of all students.

2.   An education student will become a facilitator and conveyor of knowledge and cultural heritage through providing instruction appropriate to and effective for the individual needs of all students.

3.   An education student will become a facilitator and conveyor of knowledge and cultural heritage through creating a safe learning environment for all students.

4.   An education student will become a facilitator and conveyor of knowledge and cultural heritage through non-biased assessment; decision making shall not be predicated on the basis of race, color, creed, sex, national origin, age, political practices, family background, sexual orientation, or exceptionality.

5.   An education student will become a facilitator and conveyor of knowledge and cultural heritage through a non-biased learning environment, including assessment tools, procedures, grading systems, promotion, graduation, or movement within or exiting from a program.

Indiana Developmental Standards P-12

1.   Teachers of P-12 have a broad comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

2.   Teachers of grades P-12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

3.   Teachers of grades P-12 have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data driven

differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

4.   Teachers of grades P-12 have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Bibliography

Alberto, P., Troutman, A. (2003). Applied behavior analysis for teachers. Upper saddle River, NJ; Merrill/Prentice Hall.

Asbaugh, C., & Kasten, K. (1991) Educational leadership. New York: Longman.

Baer, D. (1988) Foreword. In F. Rusch, T. Rose, & C. Greenwood, Introduction to behavior analysis in education. (pp. ix-xi). Englewood Cliffs, NJ: Prentice Hall.

Becker, W.C., Engelmann, S., & Thomas, D.R. (1975). Teaching 2: Cognitive learning and Instruction. Chicago: Science Research Associates.

Blair, K.C., Umbreit, J., & Bos, C. (1999). Using functional assessment and children's preferences to improve the behavior of young children with behavior disorders. Behavior Problems, 24, 151 – 166.

Cameron, J., & Pierce, D. (1994). Reinforcement, reward, and intrinsic motivation; A meta-Analysis. Review of Educational Research, 64, 363 – 423.

Canter, L., & Canter, M. (1976). Assertive discipline; A take charge approach for today's educator. Los Angeles; Canter & Associates.

Dreikurs, R. (1982). Maintaining sanity in the classroom: Classroom management techniques. New York; Harper & Row.

Engelmann, S., & Carnine D. (1982). Theory of Instruction: Principles and applications. New York: Irvington.

Gunter, P., & Denny, K. (1996). Research issues and needs regarding teacher use of classroom management strategies. Behavioral Disorders, 22, 15 – 20.

Kaplan, J.,& Carter, J. (1995). Beyond behavior modification: A cognitive-behavioral approach to behavior management in the schools. Austin, TX: PRO-ED.

Kame'enui, E.J., & Simmons, D.C. (1997). Designing instructional strategies: The prevention of Academic learning problems. Upper Saddle River, NJ: Merill/Prentice Hall.

Kerr, M., & Nelson, M. (1998). Strategies for managing behavioral problems in the classroom (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Martin, G., & Pear, J. (1996). Behavior modification: What it is and how to do it. Upper Saddle River, NJ: Prentice Hall.

Sprick, R., Garrison, M., & Howard L. (1998). CHAMPS: A proactive and positive approach to classroom management. Longmont, CO: Sopris.

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter (@ocu47660). Students may also check the following radio stations: WRAY 98.1 Princeton, IN

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

  * Use correct spelling and grammar.

  * Some assignments require a specific form or format—use as directed.

* Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

* Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

* Use your name, course number, and assignment name as the file name of a document when submitted electronically.

* Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

* **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

* **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

    Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

    Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

    For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

* **Use of Electronic Devices** – Allowances and restrictions on the use of electronic devices in the classroom will be announced by the instructor as necessary. An electronic device permitted in a classroom should be used in a non-disruptive manner to the instructor and fellow students.

* **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the

female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Copyright