



Text highlighted in yellow and/or underlined indicates identifies information of special importance. Please read carefully.

IMPORTANT NOTICE: This online section of EDCI 538 begins on the first official day of class and ends on the last official day as stated in the Class Schedule. All assignments have specific due dates, late work is penalize, and all course work must be completed by the dates specified in the Schedule of Assignments. This is not a correspondence or self-paced course, there are no face-to-face classes, and all work is done through eCollege. If these expectations do not fit your learning style or you do not have a high speed reliable internet service, please consider taking a different course to meet your degree objectives.

Only for Those Graduating this Semester

If your major is ECE, ELED, C&I, RDG or SED, the links below are important. If your major is in a different department, you should contact that office or your advisor immediately.

Register for Comprehensive Exam – By September 4

[Link to Comprehensive Exam Information](#)

[Link to Exam Registration Form](#)

Note: If you have problems registering, please contact Nicole.Wilson@tamuc.edu

Apply For Graduation – By September 11

[Link to Graduation Information](#)

Regardless of your major, you should apply for graduation as soon as possible but certainly by the deadline stated above. You will also need a current degree plan signed by your advisor.

Instructor

Dr. Elton Stetson, Professor
Department of Curriculum & Instruction
Assistance with course assignments: Use Virtual Office inside the course.
Home Phone: 817-478-1817 (emergencies only)
Advising Hours: Anytime 24/7 via Virtual office or email.
University Email Address: Elton.Stetson@tamuc.edu

Course Catalog Description

EDCI 538: Classroom Management

This course focuses on the study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

Required Textbooks

Two books required for the course.

Marzano, R., Marzano, J. S., & Pickering, D. J. (2003). Classroom Management that Works: Research-Based Strategies for Every Teacher. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-10: 0871207931 (also ISBN: 9780871207937)

Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, J. S. (2008). A Handbook for Classroom Management that Works. New York: Prentice Hall. [Paperback]. ISBN-10: 0135035813. (Also published by Pearson, ISBN: 9780135035818)

Both books are available at Amazon.com or the University bookstore at:
<http://www.amcbookstore.com/CourseMaterials.aspx>

You will need both books the first week of class because you will have reading assignments right away. If your master's degree is in Curriculum and Instruction, you should not rent your textbook because you may be responsible for the content of this course on your master's comprehensive examination.

Student Learning Outcomes (SLO)

By the completion of the course, you will be able to:

SLO #1. Analyze strengths and challenges in your own classroom management system to include your most and least effective practices, procedures, routines, rewards, consequences, etc.

- SLO #2. Know and become familiar with current research on best practices in classroom management.
- SLO #3. Demonstrate improved insight into the critical role of classroom management, rules and procedures, disciplinary interventions, teacher-student relationships, mental set, students' responsibilities for management, and good management at the school level.
- SLO #4. Be familiar with and form professional opinions about controversies of classroom management such as time out, token economies, corporal punishment, parent training, recess, grade retention, no-failure marking systems, sending to the office, class meetings, negotiated punishments, and managing bullies.
- SLO #5. Demonstrate ability to experiment with and analyze the effectiveness of innovative classroom discipline and management strategies based on new learning.
- SLO #6. Contribute ideas toward the development of a *Scrapbook of Classroom Management Ideas that Work* to be distributed to all students in the cohort.
- SLO #7. Discuss in detail the impact of your learning on your thinking, beliefs, and classroom practices.

Course Requirements and Assessment Methods

- 1. Know the Course Requirements From the First Class Day.** It is important to be familiar with course requirements on Day One. The two most important documents to help you are (a) the course syllabus and (b) the "Welcome to My Course" which you can see when you click on "Course Home" at the top of the menu bar on the left side of the course. After reading "Welcome to My Course," you will be directed to do several things, including reading the syllabus, clicking on various links, and then submitting the "Student Information Sheet." By submitting the Student Information Sheet you acknowledge that you have read the syllabus and have asked questions about items for which you need more clarification.

Assessment Method. By completing and submitting the Student Information Sheet you acknowledge that you have read the syllabus, reviewed the introductory lesson, and are familiar with the course requirements. No points are awarded for this assignment.

- 2. Assess your strengths and challenges with classroom management and discipline Practices (6% of total course grade).** To accomplish this outcome you will reflection on strengths and challenges to your management and discipline system. You will convey your reflections on a document titled: Plus Delta Self-Assessment. You will also share your reflections with others in the class and get an opportunity to modify your lists as you become enlightened by the comments of your colleagues. During the semester you will design a plan to directly address some of the more significant challenges on your plus-delta self assessment. (SLO #1)

Assessment Method: Your Plus Delta Self Assessment document will be completed and submitted to the eCollege dropbox for evaluation, comments, and grading. Your work can earn up to 10 Pts.

- 3. Read the assigned textbook and take five quizzes on the content. (26% of the total course grade).** During each of the five units you will read one or two chapters in the main text by Marzano, R., Marzano, P., et.al. (2004), *Classroom Management that Works: Research-Based Strategies for Increasing Student Achievement*. New York: Prentice Hall. Each chapter will be preceded by a short audio-visual slide show overview of the important concepts you will read in the chapters. During the last few of each unit you will take an objective quiz over the reading materials. (SLO #2)

Assessment Method: To assess your knowledge on the assigned reading, you will take a quiz at the end of each unit over the content of the slide shows and chapters in that unit. Quizzes, which are objective and open book, are taken in eCollege. Each is graded automatically and a tentative score is posted in the grade book as soon as you submit the quiz. Once all students submit the quiz, I will do a detailed analysis of each question to be sure there is no ambiguity in the question or the answer choices. Where there is ambiguity, credit will be awarded on that question to all students. Once the analysis is complete, the tentative grade is replaced by the final grade. Quizzes covering two chapters are worth 10 Pts. each and those covering only one chapter are worth 5 Points each. A total of 40 points is possible on the quizzes.

- 4. Develop some new and creative management and discipline strategies for the coming year. (31% of the total course grade).** To achieve this outcome you will participate in a series of five lessons, each with worksheets that asks you to (a) reflect on what you learned and (b) propose some ideas or specific plans for your management and discipline program for the coming year. For most of you who are currently teaching, this will be reality because you have a classroom where you will be able to implement your plans. You are already familiar with your campus and the characteristics of your students. You already have a management plan so this will be that opportunity to think about doing some different things based on what you are learning.

For those who do not have a teaching position, these worksheets will become a blueprint for use once you secure your teaching position. In other words you will need to base your ideas and plans on a hypothetical grade and classroom that you hope to have in the future. Some of the activities in these worksheets are based on Marzano's *the Handbook for Classroom Management that Works* and others are based on concepts that I have created because they are important or not covered in the textbook or handbook. (SLO #3 & #5)

Assessment Method. At the end of each lesson you will be directed to download a worksheet on which you will reflect on what you learned and what you plan to do in the coming semester. Each worksheet is submitted via the Dropbox, evaluated by

the instructor, and sent back to the student with comments and a grade. There are five worksheets, each work up to 10 points each or a total of 50 points possible.

- 5. Interact with your peers about controversial topics in classroom management (25% of the total course grade).** Small group discussion is a way for you to (1) interact with others about your learning, (2) express personal and professional opinions, and (3) debate issues with your group members. You will be assigned to groups of 5-8 students and use Threaded Discussion during each of the first four units to share and interact. The topics in each discussion are intentionally controversial so that means you encouraged to express your opinions about the topic and disagree/agree with the comments of your group members.

Threaded Discussion is an asynchronous venue in eCollege whereby you communicate with your group members but you do not need to be in your group at the same time. During a period of about one week you and your group members will submit your initial response about a topic or question that I will assign based on your reading, the slide show lessons, or some other assignment in the course. The following week you come back to Threaded Discussion, read everything your group members have posted and respond to them in a meaningful way. (SLO #4 & #5)

Assessment Method. Your participation in threaded discussion is evaluated based on the following rubric:

Initial Entry: **The quantity and quality of your initial entry is worth up to 5 points. A grade of 5 requires a minimum of 20 lines (default font size) of high quality response.**

Responses to Group Members: The quantity & quality of your responses to your team members can earn up to 5 points as well. A grade of 5 requires you to respond to **more than 50%** of your team members **and at least 20 lines of narrative of high quality response; not 20 lines to each team member but a cumulative total of at least 20 lines of narrative counting all of your responses.**

If you enter 10 lines to team member A, 5 lines to team member C, and 8 lines to team member E, you have 23 total lines. That meets the minimum requirement. Below is a table to show you the minimum group members to whom you must respond.

Members in the Group	Minimum Responses
3	2 Members
4 or 5	3 Members
6 or 7	4 Members
8 or 9	5 Members
10	6 Members

Final Grade: Your recorded grade is the sum of your grade for your initial entry plus your grade for your responses to your group members or a maximum of 10 Points. For the course you can earn up to 40 points for this assignment.

Note: there are several ways you can earn less than full credit (10 Pts.) on team discussion but the three that occur the most include: (1) failing to meet

deadlines, (2) posting less than minimum lines required, and (3) poor quality writing. If you want to be successful and avoid any questions about how I will evaluate your work, make sure to post by the deadlines, enter more than 20 lines, and write with depth and thoughtfulness. It's that simple. Some enter the minimum number of lines but, when I count lines on my computer, there are only 19 or 18 or 17 lines. It is my view of the page that counts so why take that chance? Just do more and that works every time. ☺

- 6. Share one Super-Duper Classroom Management Strategy from a Source Other Than Your Own (6% of the total course grade).** During the course of the semester you will identify one “highly super successful” classroom management strategy that works and write that up in one or two pages using a template provided. This idea must come from a teacher on your campus, other campus, or some other professional in your organization. The focus areas you might consider include rules and procedures, disciplinary action that works, teacher-student relationships, a campus-level strategy, a motivational strategy, successful parent-teacher or parent-child strategy, or even “what to do when you are through” strategy. The vehicle for sharing your strategy is a template on which you will record the following: (1) Name of strategy, (2) Source of your idea; (3) Primary purpose and appropriate uses; (4) materials needed; (5) Step-by-step procedures to follow; and (6) Additional uses or comments. (SLO #5 & #6)

Assessment Method: Your idea will be submitted to the eCollege Dropbox in a folder that will be available to every other student in the class. By the end of the courses each of you will have one good super-duper idea from each student in the class. You can earn up to 10 points for this assignment.

- 7. Presentation of your significant learning during the semester (6% of the total course grade).** If your master's degree plan requires you to take classroom management, it is likely that classroom management will one of the topics on the written master's comprehensive exam you will take during the final semester of your studies. So I want you to think of this particular assignment as preparation for your master's comprehensive exam. To help you achieve this outcome you will prepare a slide show presentation to be submitted to me for evaluation. The purpose of the 8-12 slide presentation is to summarize (a) highlights of your learning during the semester, (b) how that learning influenced your thinking and beliefs about management, and (c) what you plan to do different in your classroom as a result of your learning. For those who do not have a classroom, your presentation will focus more on what you want your future classroom to be like and look like based on your management philosophy. You will be provided with a list of possible topics about which you could focus your presentation (SLO #7).

Assessment Method:

Your power point presentation will be evaluated based on a rubric provided during the semester. The rubric is one you can use to develop your slide show and the one I will use to evaluate the finished product. You can earn up to 10 points for this assignment.

Grading Policies

Grading Rubric

All assignments are graded on a scale of from 5 points (highest grade) to 0 points (lowest grade) or on multiples of 5 points (e.g., 10 Pts., 15 Pts., 20 Pts., etc.). Your work will be graded using whole numbers (e.g., 1, 2, 4, 8, etc.) or half numbers (e.g., 2.5, 4.5, 8.5, 9.5, etc.). The rubric for guiding the assignment of points is summarized below.

5 out of 5 Points - Exceptional – Exceeds Minimum Expectations in All Areas

Addressed: Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

4 out of 5 Points - Above Average – Meets Minimum Expectations in the Majority of Areas Addressed and Exceed Expectations in Some Areas. In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

3 out of 5 Points - Average. Adequate In some Areas and Inadequate in Others. Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

2 out of 5 Points – Below Average. Inadequate in Several Areas. Problems in several of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

1 out of 5 Points - Unacceptable. Inadequate in Many Areas. Problems in many of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organization and

formatting; unity, sequencing, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

0 Points - Not turned in, turned in too late or, not accepted by instructor.

Grading Policy (Please read carefully)

All assignments are turned in on time. A grace period of 15 minutes is allowed on all assignments but, beyond that, penalties are imposed. Please read the details below so there are no questions about late work.

1. **Due Dates.** Unless otherwise announced, all work is due by midnight on the date stated in the *Schedule of Assignments*. No matter what you read in my announcements or emails or lessons about due dates, the **Schedule of Assignments** is the only official list of due dates and take precedence over due dates in any other documents.
2. **Official Clock.** The eCollege clock is the only official clock for documenting when assignments are turned in. The second you click the SUBMIT button on the Dropbox, the time is recorded by the closest day, hour, minute, and second.
3. **Grace Period & Penalties for Late Drop Box Assignments.** A 15 minute grace period is allowed on drop box assignments. Assignments submitted to the drop box between 12:01 AM and 12:15 AM after the deadline are not penalized. After the 15 minute grace period, the following penalties apply:
 - **40% Penalty.** Assignments submitted between 16 minutes and 24 hours past the posted deadline. Examples: If you earn 6 points on an assignment, the recorded score is 3.6 Pts. If you earn a perfect 10 points, the recorded score is 6 points.
 - **100% Penalty.** Assignments posted more than 24 hours past the posted deadline are not accepted or evaluated and the grade is zero (O).
4. **Grace Period for Team Discussion Entries.** A 15 minute grace period applies to team discussion entries. However, after the 15 minute grace period, no credit is allowed at all.
5. **No Grace Period for Quizzes.** Once the deadline on quizzes is reached, the quiz shuts down and is no longer available.
6. **Submit Work Early.** Given that computer and technical problems can often crop up at the last minute, it is never wise to wait till the last minute to submit assignments. Give yourself plenty of time in the event you need to implement a back-up plan.
7. **Have a Back-Up Plan.** Technical issues cannot be used as an excuse for submitting late work except when the University is the cause and they are able to document that problem. For this reason you should always have an alternative source ready to use if and when these emergencies arise, e.g., neighbor, relative, work place, public library, hotels and public buildings with Wi-Fi availability, etc.
8. **Make-Up Work.** No make-up or extra credit work is allowed.

9. **Technical Difficulties:** When you take an online course, you are responsible for all technical difficulties except those created by eCollege or the University. Technical difficulties with your computer, router, or internet provider are not excused. The exceptions to this rule are technical difficulties caused by the University or eCollege which can be excused provided you obtain documentation from technical support and provide that documentation to me. To avoid this problem in the first place it is always a good idea to submit assignments early enough that you can go to your back-up in time to meet your deadline.

Attaching Assignments to the Dropbox

You are responsible for attaching the correct assignment to the Dropbox. Once you submit your assignment, you should always click on the Outbox to make sure the assignment is there. Also make sure the little document icon (symbol for an attachment) is showing. If you touch it with your cursor, the name of your document will appear. If you click on the icon, your document will open. Submitting an incorrect document, a blank document, a document that is not in WORD (DOC) or Rich Text Format (rtf), attaching assignments to the incorrect dropbox, or forgetting to attach the document is considered the same as failing to submit the assignment.

Note: By this time you may be getting the feeling this professor and his policies are too strict and inflexible. Many don't need these rules because they are disciplined, have a great work ethic, and motivated to produce high quality work on time. Some, however, need guidance to keep the quality of their graduate studies at a high level. I implement strict policies like this because most of my students tell me at the end of the semester that: (1) learning was significant; (2) the class was among the most organized they had taken; (3) they appreciated the clarity of assignments and expectations; (3) assignments were returned promptly with lots of feedback; and (5) their questions and concerns were addressed quickly. Between now and the end of the course I will work hard so you might be able to say this class contributed significantly to your personal and professional growth as a teacher.

Tentative Summary of Assignments and Points Assigned

Course Activity	Number of Assignments	Weight of Assigned	Total Pts.	Percent of Total
Worksheet #1: Assessment of Management Practices	1	X2	10 Pts	6%
Quizzes on Textbook Reading	3	X2	30 Pts.	26%
	2	X1	10 Pts	
Worksheets 2-6	5	X2	50 Pts.	31%
Small Group Discussions	4	X2	40 Pts.	25%
Super-Duper Management	1	X2	10 Pts.	6%

Strategy				
Power Point slide show on significant learning	1	X2	10 Pts	6%
Total Points	N/A	N/A	160 Pts	100 %

Recording Grades in Grade Book

When assignments are graded and sent back to you, that grade is immediately posted in the grade book inside the eCollege course. To view your grades, go to the course, click on the grade book tab at the top of the page, and you will see your grade for each assignment that has been graded. You will see the following information:

1. Points earned on your assignment. Example: 4/5 Pts means you earned 4 Pts out of a possible 5 Pts.
2. Course Points to Date: Example: 92/115 Pts. Means you have earned 92 Pts thus far out of a possible 115.
3. Course Average to Date: This is the average calculated by dividing the total points earned to date by the total possible points possible to date. Example: $92/115 = 80\%$. This is the percentage and grade you would earn if the course was completed on that particular date and your final grade in the courses would be B.

Determining Your Final Grade in the Course

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. At the end of the term a percentage score is computed automatically by dividing (a) the total points you earned on all of your assignments by (b) the total points possible in the course. This percentage score is then converted to a letter grade based on the following scale:

Percentage Score	Final Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Communications

NOTE: It is very important to go online 2-3 times each week to: (1) read new announcements, (2) check your MyLeo-Mail, (3) review assignments, (4) check the **Schedule of Assignments**, and (5) communicate as needed with your instructor and class members. It is also very important to go to your Dropbox as soon as you attach a document to make sure it was attached properly. Also, go back to the Dropbox every day after you submit a document to watch for a returned document.

Questions about course, syllabus, and assignments

Post all questions about the syllabus, requirements, or assignments in **Virtual Office** any time 24/7. I will respond as soon as I see them – typically within 24 hours. Do not email me about these issues. I will send it back and ask you to post your issues in Virtual Office. It is important to post in Virtual Office because (1) your concerns are probably concerns of other students and (2) my response to your concern can be read by all other students. This saves me answering questions multiple times via email.

Announcements

Announcements are posted often in the course. When you go to the course, you should first read announcements posted since you were last in the class.

Electronic Notifications

Please enroll in the electronic notification program now. When enrolled, you can be alerted to course activities via text or on your mobile phone or up to two email addresses. Based on your preferences, you will automatically receive a push notification with every new course announcement, thread post, grade, and/or assignment without having to login to the course. Once you enroll, you will automatically receive email notifications for announcements, and you can also opt out of this feature. To receive text notifications, you must opt in. To customize your notifications, please read the [Notifications Knowledge Article](#) and/or watch the [video guide](#).

Email Correspondence

From me to you: Email from me is sent to your University MyLeo account. It is important to go to MyLeo mail regularly to check for messages.

From you to me: If you have a personal or confidential issue to discuss, click on the “email” tab in eCollege, click on my name to place it in the address box, and send your message. You can also email any or all students in the class if you like. Since I have many students in my classes, please end your message with your first and last name so I know who you are.

Emergencies

Call me at Home: 817-478-1817

Technology Requirements

The following information has been provided to assist you in preparing to use technology in your online course.

1. **Internet connection** – high speed internet connection needed. Dial up connections are so slow that students tend to get timed out on a regular basis. This tends to be too frustrating for use in online courses.
2. **Microphone and Speaker Capabilities (Optional).** While chatting live online is not required in this course, we do have that capability. All you need is a microphone that plugs into your computer. Depending on how the first few days of class are going, I may offer a short live chat session the first week of class for anyone who wants to talk about the course requirements. If I do, I'll post an announcement in advance with time and directions. **This is strictly voluntary and never required.**

3. System Requirements

Windows Users	Mac OS User
Windows 10, 8, 7, XP or Vista 56K modem or higher Soundcard & Speakers	Mac OS X or higher (in classic mode) 56K modem or higher Soundcard & Speakers Apple Safari

4. Browser Requirements

Windows Users	Mac OS User
Mozilla Firefox Google Chrome Microsoft Internet Explorer	Apple Safari Google Chrome Mozilla Firefox

5. Word Processors

Acceptable	Not Allowed
Microsoft WORD (DOC or DOCX) (or) Rich Text Format (RTF)** – only if WORD is not available.	Word Perfect Apple Works Microsoft Works PDF Documents ##

You can convert any format you are using to **Rich Text Format (RTF) which is a universal word processor found in most computers regardless of brand.

PDF documents are never accepted.

6. **Power Point Capability.** There are a number of lessons that require Power Point software. These presentations also have an audio narrative.
7. **Brower testing.** It is *strongly recommended* that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘My Courses’ tab, and then select the “Browser Test” link under Support Services.

Logging In and Trouble Shooting

Please print the login and trouble-shooting information below and keep available on your desk in case you are unable to access the course.

Logging Into the Course. This course is delivered through the Pearson Learning Studio (eCollege), the official Learning Management System used by A&M-Commerce. To access this course, follow the steps below on the very first day of class. It is not available until the first day. Follow these steps:

1. Go the main TAMUC website: <http://www.tamuc.edu/>
On the main page, click on the “myLEO” round button (Or type in this URL: <https://leo.tamuc.edu/>).
2. Enter your **USER Name** (Campus-wide ID) and **PASSWORD (PIN)**, the same numbers used for admissions, registration, scholarships, and LeoMail.
3. At the top of the page, click on “**eCollege**.”
4. Click on “My Courses” tab located at the top-left of the page.
5. Locate the “My Course List” in the middle of the page. Click on the + sign next to the appropriate term, and then click on the name of this course to get started.

Technical Support. Texas A&M-Commerce provides 24x7 technical support. If you experience issues you should contact technical support in one of two ways:

Chat Support: Click on the **Tech Support** tab at the top of the course Home Page. Click on “Chat Online.” You will be given a menu of options including finding answers, asking a question, start a live chat, etc.

Phone: For Technical support assistance, you can speak with a technician 24x7 by calling: 866-656-5511.

Help Button: Click on the **Help**’ button on the toolbar for information regarding working with eCollege (e.g., How to submit to Dropbox, How to post to discussions, How to post documents to Doc Sharing, etc.).

Course and University Policies & Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Academic Honesty & Plagiarism

This course demands a high level of scholarly behavior and academic honesty on the part of students. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. Academic dishonesty includes but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) or resource materials. (2006-2007 TAMUC Graduate Catalog, p. 29). Plagiarism also includes a) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance and (b) copying from professional works without citing them.

Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, and/or brought before a higher level of governance for possible dismissal from the university. If the infraction is severe enough to warrant further action, I will file a report of the infraction with the Dean of Graduate Studies and Research. If that happens, the student will be so notified and given the opportunity to file a response. In addition, I may also recommend to the Dean of Graduate Studies and Research through my department head that the student be suspended or expelled.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the phone numbers or email address listed below. It is the responsibility of the student to initiate requests for special accommodations. No accommodations are made until the individual student is officially approved through SDS and I have official documentation from that office.

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library Room 132
Phone (903) 886-5150 or (903) 886-5835 - Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Appeal of Final Grade (13.99.99.R0.05 Student's Appeal of Instructor's Evaluation, Effective September 1, 1996. Revised May 30, 2011)

The final grades awarded by faculty members are their expert judgment concerning student performance. Students challenging a final grade must show that the instructor's judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus.

1. Students who believe their grade is unfair must first discuss the matter with the instructor. The process for this is a written document presented to the instructor by the student in which the specific issue of disagreement is presented. This can be in the form of an email or a WORD document.
2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, the student shall appeal to the department head. A grade appeal must be initiated in writing with the department head (or dean if the department head is the instructor) within six months of the last day of the semester in which the grade was awarded. The department head will examine the student's appeal to determine whether the student has established an apparent case of unfair academic evaluation as described in section 1. If the student has not established a case that appears to have merit, the department head will so inform the student and the instructor without delay.
3. If the case has merit, the department head will secure, from all parties, written statements and other such information as he or she deems helpful and will issue his or her findings and remedies, if any. In so doing, the department head will be guided by the principle the burden of proof lies with the student.

For additional information regarding the appeal of a final grade above that of the department head, please consult the latest version of the graduate catalog or contact the Head of the Department, Curriculum and Instruction, at 903-886-5537.

Tentative List of Assignments by Units

This list is strictly tentative and not official. The only official list of assignments and due dates is the *Schedule of Assignments* posted in a link under Course Home.

Unit	Weeks	Tentative Assignments
1	1 -3	Submit Student Information Sheet
		Textbook Chapters 1 & 2
		Worksheet #1 – Plus Delta
		Handbook Activities: Section 1 & 2
		Threaded Discussions
		Worksheet #2 – Rules & Procedures
		Quiz #1; Chapters 1 &2
2	4 - 6	Textbook Chapters 3 & 4
		Worksheet #3 – Discipline Interventions
		Handbook Activities: Section 3 & 4
		Threaded Discussions
		Worksheet #4 – Teacher- Student Relationships
		Quiz #2; Chapters 3 & 4
3	7-9	Textbook Chapters 5 & 6
		Worksheet #5 – SMART Goals
		Handbook Activities: Section 5 & 6
		Threaded Discussions
		Quiz #3; Chapters 5 & 6
4	10 – 12	Textbook Chapters 7
		Worksheet #6 – Management Action Plans
		Handbook Activities: Section 7
		Threaded Discussions
		Super-Duper Classroom Management Strategy
		Quiz #4; Chapter 7
5	13 – 16	Textbook Chapters 8
		Power Point Presentation on Significant Learning
		Quiz #5; Chapter 8
		Additional work not included above