# ECE 538.01W & EDCI 538.51W – CLASSROOM MANAGEMENT FOR TEACHERS
## COURSE SYLLABUS: Fall, 2016

**Instructor:** Barbara G. Hammack, Ph.D., Associate Professor
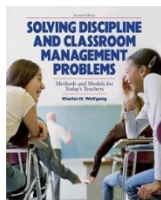**University Email Address:** Barbara.Hammack@tamuc.edu
**Alternate eCollege Logon:** http://online.tamuc.org

## COURSE INFORMATION

**Materials – Text, Readings, Supplementary Readings**

Wolfgang, C.H. *Solving Discipline and Classroom Management Problems, 7th* edition. John Wiley & Sons Inc, 2009.

Charles, C.M. *Education Counseling,* Custom edition. Pearson Education Inc., 2014.

 (Required)           (Required)

ISBN: 978-0-470-12910-4                    ISBN: 978-1-269-76083-6

**Course Description**
A study of classroom approaches to effective guidance and discipline techniques. Ways of expressing anger without attacking self-esteem, setting limits without punishment, encouraging cooperation in the classroom and transforming schools into communities will be the focus of the course. 3 semester hours

**Course Goal:**

To help students build an appropriate system of guidance and discipline based on their philosophy of education.

**Campus Gun Law** (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Student Learning Outcomes/Objectives**

This class is listed by the University as an early childhood/elementary education course and will enable students:

1. To foster prosocial behavior among children in the classroom
2. To build positive self-esteem within children
3. To apply principles and theories of guidance models
4. To use appropriate guidance techniques with children
5. To explain strategies associated with various classroom management styles
6. To develop communication skills among adults, children and families

- The learner will be an active and engaged participant in discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

- The learner will demonstrate an understanding of the philosophy used in education by writing a classroom management paper, highlighting the models and methods employed, and the appropriateness and effectiveness in the study of early childhood and elementary education.

- The learner will also demonstrate understanding of the course materials through objective examinations.

## COURSE REQUIREMENTS

**Activities / Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various combinations of assignments, activities, discussions, readings, research, and projects.

**Online Class Discussions (8): 10 points each – Total 80 points**

**Course Objective/Learning Outcome # 3**: The learner will apply principles and theories of guidance models.

The purpose of a discussion board is for students to enhance critical thinking, and writing skills while providing personal reflections and relevant experiences.

These online discussion topics will be available in the eCollege course shell until the assigned due date. In order to encourage full class participation, students will be required to post an initial discussion of at least 75 to 100+ words to the assigned chapter topic and respond to any other student's initial posting with at least 50 to 75+ word response by the indicated due date.  Discussion postings must be substantive *not repetitive* or the student will not be given full credit.  Minimum word postings and responses are generally **not** adequate to receive maximum points.  If it is apparent to the professor that students have not spent enough time or effort in writing their responses, for example, "I agree. You are absolutely right" does not constitute a substantive response and is not included in the minimum word count.

**Online Quizzes (8): 10 points each – Total 80 points**

**Course Objective/Learning Outcome # 3-4**: The learner will apply principles and theories of guidance models and use appropriate guidance techniques with children.

There will be a total of 9 model quizzes which will cover the required textbook readings and the content of the PowerPoint presentations.  Chapter quizzes are to be completed online during the dates posted and announced in the syllabus.  Each quiz is created from a question pool and each student will get a different set of 5 questions on each chapter quiz.  Each *quiz* can be taken *once* and is timed for 15 minutes each.  Grades only are made available to students following the submission of the quiz. If you wish to review your answers, please make an appointment with the professor to do so. If you lose Internet connectivity during the quiz, log back in immediately and continue on with the exam. Save your answers often (after each answer). If you experience any issues while taking the exam, you must contact the *eCollege Helpdesk immediately* so that your issue is documented with a helpdesk ticket number. Then contact the instructor with your concern accompanied by the helpdesk ticket number.  Considerations regarding quiz issues will be made by the professor on an individual basis based on the documentation provided.

**Assessment Method:**  Multiple-Choice

**Journal Article:  25 points total**

**Course Objective/Learning Outcome #5:**  The learner will explain strategies associated with various classroom management styles.

The purpose of the article review is for students to become familiar with professional literature in early childhood/elementary classroom management.

For this assignment students are required to find an early childhood or elementary classroom management peer-reviewed, professional journal article (newspaper or magazine articles are not acceptable) through the library website that interests you. Read the article and write a review about what you read. The journal article should not be more than 5 years old (**2011** and newer).  Include citation data as outlined in the form below.

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**Citation data requirements:**

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Author/s. Title of article. *Journal name.* Date, year, page numbers (beginning & end).
DeVries, R & Zan, B.  When Children Make Rules. *Educational Leadership*. September, 2003, 64-67.

The reviews should be 1+ page in length not including the title page and reference.  Students are to cite the article that they reviewed.  No other citations are necessary.  This outside activity is due on the date listed in the course syllabus.  In order to receive full credit, the student will include all the required elements listed on the article rubric and present this in class on the due date.

**Assessment Method:**  Journal Article Rubric

**Classroom Management Webliography:  40 points total**

**Course Objective/Learning Outcome #4-5:** The learner will use appropriate guidance techniques with children, and explain strategies associated with various classroom management styles.

Create an <u>annotated</u> webliography of useful YouTube videos appropriate for this course.  Select one YouTube video (*not previously chosen*) for your current teaching level listed under Webliography in eCollege.  Choose a second YouTube video (not previously chosen) that illustrates a strategy from one of the models included in the course.  Fill in **all** Webliography data entry lines and describe the YouTube video in a short paragraph.

**Assessment Method:**  Webliography entry

**Classroom Management Paper: 75 points total**

**Course Objectives/Learning Outcome #1, 2, & 6:** The learner will foster pro-social behavior among children in the classroom; build positive self-esteem within children, and develop communication skills among adults, children and families through classroom management.

The purpose of the management paper is to get students to think about past, present and future classroom management methods and techniques they can use.  Students are to examine their procedures in terms of what works and why they work in their classroom.  Students are to identify additional techniques and methods that could be adapted for use in the classroom based on the course models **only**.  Finally, students are to compare and contrast their revised classroom management styles to include the specific course goals identified for this assignment.  Papers should **not** to be based on a single classroom management style or any model **not** included in this course.

The length for the paper is to be 2 full double-spaced pages but no more than 3 pages not including a cover page.  The paper should *not* contain quoted materials and should be written in a professional manner, free of grammar and spelling errors.  Paper content and level of insight will count for 85% of the paper grade, while presentation and grammar will count for the other 15%.

**Attendance & Participation:**

Class participation – Asking questions, making comments, participating in cooperative activities
Online participation – Reading discussions, giving other students feedback and opinions

**Extra Credit Opportunities:**
There will be a few opportunities to earn extra credit during the semester.  Once these opportunities have expired, there will not be any other extra credit opportunities given.  Every person in class has the same opportunities to earn extra credit.  They are not assigned to only 1 person, so that s/he may pass the class.

**Grading:**
Grading in this class will include *only points,* no percentages, so that students can determine at any time in the class where they stand.  The grade book will be available through eCollege and students may access it at any time they wish.

Grades will be determined as follows:

| Course Evaluation | |
|---|---|
| Discussions (8) | 80 points |
| Quizzes  (8) | 80 points |
| Journal Article | 25 points |
| Webliography | 40 points |
| Classroom Mgt paper | 75 points |
| **Grading Scale** | |
| A =  90 – 100% | 270 – 300 points |
| B =  80 -  89% | 240 – 269 points |
| C =  70 -  79% | 210 – 239 points |
| D =  60 -  69% | 180– 209  points |
| F = below 60% | below 180 points |

# TECHNOLOGY REQUIREMENTS

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

• To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
      512 MB of RAM, 1 GB or more preferred
      Broadband connection required courses are heavily video intensive
      Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
• You must have a:
      sound card, which is usually integrated into your desktop or laptop computer
      speakers or headphones.
• Depending on your course, you might also need a:
      microphone
      webcam
      (For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are
      suggested for use with recording and playback. We recommend a webcam with an integrated
      microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and
      configured before class begins.)
• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp
• Current anti-virus software must be installed and kept up to date.
• You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
      Adobe Reader
      Adobe Flash Player

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
• For additional information about system requirements, please see:
https://secure.ecollege.com/tamuc/index.learn?action=technical

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 'myCourses' tab, and then select the "Browser Test" link under Support Services.

## ACCESS AND NAVIGATION

**Access and Log in Information**

This course will be facilitated using Pearson LearningStudio (eCollege) to enhance the learning experience.  eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

## COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org  to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.).

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1.866.656.5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should advise me of the problem via e-mail with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**Internet Access**
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903.468.6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Learner Support**
Go to the One Stop Shop created to serve you by attempting to provide as many resources as possible in one location. Go to the Academic Success Center focused on providing academic resources to help you achieve academic success.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course and University Policies**

**Attendance & Participation**

Course attendance and participation is one of the most important, yet underrated elements of a student's education. There are numerous elements that go into course participation:

1. Good attendance
2. Relevant contributions to course discussions
3. Reading assigned work and course material
4. Polite and civil interactions with all members of the course ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

Students are required to participate in online instruction. Recovering missed course content or assignment information is the responsibility of the student.  Reading assignments must be completed and any other assignments must be submitted prior to the stated date and time. Participation in course activities, including discussion groups and small group assignments, is a component of attendance. Failure to prepare and participate effectively will negatively impact the learning processes devised for the course.

**Assignments and readings**

Material from course assignments may not always be found in your text. Use of online discussions and class activities will be included in most class sessions.  Please note that all questions on the examinations will be taken from the text, as well as the PowerPoint presentations, and discussions.  Typically, you will be expected to read 1 chapter per topic. It is advised that you do not wait until the night before the exam to start the reading material.  It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class session.
If you would like to review an exam, contact me via e-mail to set up an appointment. If you are having problems in class, contact me immediately.  I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

**Late Assignments**

Assignments are due on specific dates, as assigned.  Assignments will be accepted after the due date with the exception of online discussion boards, quizzes and exams.  However, a 10 % deduction will be applied to assignments 1 day late, and an additional 5 % for each day thereafter. For example, if an assignment is due by 5:00 PM on Sunday in the drop box of eCollege and is not placed in the drop box until 6:15 PM on Sunday, there will be a 10 % deduction; if the paper is turned in on Wednesday the paper will start to be graded with a grade of 80%.

**Withdrawal Policy**

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.  If you choose to stop attending class, you may be dropped from the course due to excessive absences.  If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course.  Once a grade of DP or DF has been submitted, it cannot be changed.  A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

**Student Conduct**

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

**Academic Integrity**

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words 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) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
*http://www.plagiarism.org/*
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

**University Policies**

**Requests for Special Accommodations**

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee.  An individual instructor cannot decide to make accommodations for you without that Committee's approval.

*ADA Statement*

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:

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

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