



EDCI 538.01W Classroom Management for Teachers

COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Karyn Miller, Assistant Professor

Office Location: N/A

Office Hours: Online only

Office Phone: N/A

Office Fax: 903.886.5581

University Email Address: karyn.miller@tamuc.edu

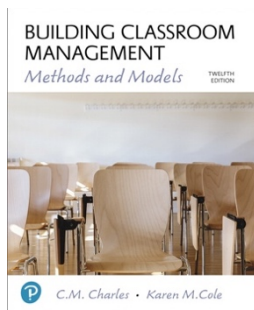
Preferred Form of Communication: Email

Communication Response Time: 48 hours maximum

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required- Building Classroom Management: Models and Methods by Charles and Cole, 12th edition (ISBN-13: 9780134459455)



Software Required-Microsoft Office

Optional Texts and/or Materials-*Publication Manual of the American Psychological Association* (6th edition)

The syllabus/schedule are subject to change.

Course Description

This course provides a study of current theories and practices of classroom management and discipline in schools. Course participants will explore various philosophical and practical approaches to leading and managing young people as they seek to answer, “how can I create the best environment for students to be able to learn?” Participants will explore their own values and beliefs as they consider how to set limits without punishment, encourage cooperation and inclusivity in the classroom, and transform schools into communities. 3 semester hours.

Student Learning Outcomes

At the completion of the course, students should be able to:

1. Compare and contrast various theoretical approaches to classroom management.
2. Develop practical routines and procedures for supporting an effective learning environment.
3. Evaluate strategies that foster classroom community, particularly in a diverse setting.
4. Investigate how their own views, beliefs, and experiences impact classroom culture, community, and the learning environment.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be prepared to use the learning management system (D2L Brightspace), Microsoft Office software, presentation and graphics programs, chat programs such as Adobe Connect and Zoom, and VoiceThread.

Instructional Methods

This course is delivered 100% online. It includes lectures, inquiry-based discussions, an ongoing learning log, and individual assignments. Expect to spend an average of 7-9 hours completing readings and assignments.

Tips for Success in the Course

1. Read the syllabus and course schedule. Mark important dates on a calendar or planner. Know the policies and follow them. Read assignment details carefully and follow them exactly.

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2. Check announcements in D2L Brightspace every week. This is where I post reminders and updates. I rarely send class emails.
3. Post questions about the course in my virtual office in D2L Brightspace. Email me for personal concerns. If you'd like to have a virtual discussion with me, I'm happy to schedule a time for us to meet using Adobe Connect or Zoom.
4. Get your [textbook](#) right away and complete all assigned readings throughout the semester.
5. You are expected to use APA-style for documenting sources in this course and other graduate courses in the College of Education. There is an APA folder in D2L Brightspace. The documents in this folder will help you learn APA formatting rules if you use them. You should consult these documents to learn the correct style before submitting any work.
6. There is a [TAMUC-Online Writing Lab](#). Use this lab, especially if you struggle with writing.
7. You will also need to use the virtual services of the [TAMUC Library](#). Get acquainted with their offerings.
8. All documents related to the course are posted in D2L Brightspace.
9. The course is divided into 4 modules with several due dates within each module. There are 4 major assignments throughout the course, one due at the close of each module.
10. Grades are posted in D2L Brightspace. You should expect grades to be posted within two weeks after assignments are due.
11. It is your responsibility to make sure your assignments are submitted correctly and on-time.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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Assessments

Assignment	Point Value
Discussion Board Posts & Responses	75 points for each module 15 points for Learning log discussion post 15 points for Introduction (330 total)
Learning log (4)	75 points for each module (300 total)
Major Assignment 1	100 points
Major Assignment 2	100 points
Major Assignment 3	100 points
Major Assignment 4	100 points

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- 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.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- 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.

ACCESS AND NAVIGATION

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You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

You should expect responses to questions and concerns posted in my virtual office or sent by email within 48 hours. In most cases, I respond within 24 hours. **Please email me only for personal concerns.** Questions about the class should be posted in my virtual office for the benefit of the class. From time-to-time, I will make comments on the discussion board, but my role is to facilitate the discussion by asking thought-provoking questions.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This course allows students to work through each module at their own pace. However, all assignments, quizzes, and discussion board posts must be submitted by the due date. **No late work will be accepted after the due date** except for in extenuating circumstances. Examples of extenuating circumstances include a verified illness, death in a student's immediate family, and obligation of a student at legal proceedings in fulfilling responsibility as a citizen. Documentation is required to be granted an exception to the late work policy. Make-up work, re-writes, and extra credit are not permitted.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Civility Statement

You are expected to exhibit civil classroom behavior toward each other and toward your professor. This is especially important in an online course where the main form of communication is writing. Tone, gestures, and facial expressions are not available to assist us in communicating. Civil behavior includes showing respect for different experiences, beliefs, and values. It also includes abstaining from obscene or offensive language. Bullying behaviors in any form, including name-calling, threatening, intimidating, and/or harassing, will not be tolerated.

University Specific 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. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

COURSE OUTLINE / CALENDAR

Module 1: Foundations of Classroom Management

January 30-February 24

**All assignments due at 11:59pm on due date*

Readings	Assignments	Due Dates
Charles & Cole, Chapters 1-4	Introduction	February 5
	Discussion board posts	February 10
	Discussion board responses	February 17
	Discussion log	February 17
	Learning log	February 24
	Major Assignment 1	February 24

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Module 2: Classroom Management, Models and Methods

February 24-March 23

**All assignments due at 11:59pm on due date*

Readings	Assignments	Due Dates
Charles & Cole, Chapters 5-8	Discussion board posts	March 9
	Discussion board responses	March 16
	Discussion log	March 16
	Learning log	March 23
	Major Assignment 2	March 23

Module 3: Classroom Management, Models and Methods (cont'd)

March 23-April 15

**All assignments due at 11:59pm on due date*

Readings	Assignments	Due Dates
Charles & Cole, Chapters 9-11, 13	Discussion board posts	April 1
	Discussion board responses	April 8
	Discussion log	April 8
	Learning log	April 15
	Major Assignment 3	April 15

Module 4: Culturally Responsive Management, Social & Emotional Learning, and Teacher Wellbeing

April 15-May 6

**All assignments due at 11:59pm on due date*

Readings	Assignments	Due Dates
Choose 3 of the following:	Discussion board posts	April 24
	Discussion board responses	May 1
Delpit, L. (1996). Education in a Multicultural Society: Our Future's Greatest Challenge. In <i>Other People's Children: Cultural Conflict in the Classroom</i> . New Press: New York, NY.	Discussion log	May 1
	Learning log	May 1
	Major Assignment 4	May 6

The syllabus/schedule are subject to change.

Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally Responsive Classroom Management: Awareness into Action. *Theory into Practice*, 42(4), 269–276.

Norris, J. (2003). Looking at Classroom Management Through a Social and Emotional Learning Lens. *Theory into Practice*, 42(4), 313-318.

Deruy, M. (2016, May). [Does Mindfulness Actually Work in Schools?](#) *The Atlantic*.

Godsey, M. (2016, Jan). [Why Introverted Teachers Are Burning Out.](#) *The Atlantic*.