

Stillman College

Department of Education

EED 300 Management and Communication [Tentative]

Spring 2021

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COURSE DESCRIPTION

This course is an introduction to K-12 classroom management techniques. Topics include physical space, behavioral norms, safety, time management, managing student work, and managing other special classroom needs.

This class is taught online. Assignments are due every week which runs from Monday to Saturday. Students should check Canvas daily for announcements, assignments, and updates. Students must sign in and demonstrate adequate time on assignments within the course to fulfill the attendance requirements. Attendance is recorded every Saturday evening before 9:00 p.m.

Students may contact the instructor at any time; however due to the Coronavirus pandemic, there will be no physical appointment hours. My virtual Office Hours are Monday 6:00-8:00 p.m., Tuesday 1:00-3:00 p.m., & Wednesday 3:00-5:00 p.m.

Students needing to consult with me must send an Email to Inbox of Stillman College Email address {not to Canvas Inbox}: srichter@stillman.edu . The email must contain the student's CLASS NUMBER AND ISSUE IN THE SUBJECT LINE. The email must clearly state reasons for needing a “meeting” with me.

COURSE OBJECTIVES

By the end of this course, the student will:

1. Define terms relating to classroom management, e.g., rules, routines, consequences, and relationships (INTASC 1, CEC 9).
2. Discuss environmental influences on behavior and apply knowledge to create positive classroom environments. (INTASC 5, CEC 5).
3. Discuss the components of an effective behavior management system for the classroom e.g., positive reinforcement, negative reinforcement, punishment, etc., including primary approaches to intervention for students with ED and conduct disorders (INTASC 9, CEC 9).
4. Discuss a working knowledge of basic legal and ethical issues that pertain to discipline techniques from both the teachers' and students' perspectives (INTASC 9, CEC 9).
5. Develop a comprehensive classroom management plan including culturally sensitive/ethical procedures (INTASC 3, CEC 3).
6. Discuss and apply data collection strategies to assess student behavior (INTASC 9, CEC 8).
7. Identify issues relating to family involvement as it relates to classroom management in the school setting (INTASC 10, CEC 10).

8. Discuss the various concepts and models of classroom management in the school setting (INTASC 1, CEC 1).
9. Discuss the importance of smooth transition and other teacher behavior that support positive classroom management (INTASC 5, CEC 5).
10. Discuss the essential elements of effective teaching as they apply to classroom management (INTASC 5, CEC 5).
11. Identify strategies of discipline and management that are appropriate to accommodate diverse learners (INTASC 5, CEC 5).
12. Demonstrate appropriate methods to task analyze goals and objectives to support effective approaches and strategies for students with a wide range of diverse needs (INTASC 1, 2, 3, 7).
13. Develop and implement behavior change objectives to decrease behaviors that interfere with learning (INTASC 2, 5, CEC 5).
14. Address the legal requirement of a behavior intervention plan based on functional behavioral assessment (FBA) in the case of a student with ED (INTASC 9, CEC 9).

Course Units:

SECTION I: FOUNDATIONS

The Basics

Nature of Discipline Problems

Understanding Why Children Misbehave

Philosophical Approaches to Influencing Students

SECTION II: PREVENTION

The Professional Teacher

Structuring the Environment

Building Relationships

SECTION III: INTERVENTIONS FOR COMMON BEHAVIOR PROBLEMS

Using Nonverbal Interventions to Influence Students to Behave Appropriately

Using Verbal Interventions and Logical Consequences to Influence Students to Behave Appropriately

SECTION IV: INTERVENTIONS FOR CHRONIC BEHAVIOR PROBLEMS

Classroom Interventions for Working with Students Who Exhibit Chronic Behavior Problems

Seeking Outside Assistance

ASSIGNMENTS/ASSESSMENTS/GRADE DETERMINANTS

Grading:

Grades will be based on performance on weekly discussions, quizzes, tests, online assignments, Evidence-Based Classroom Management project, and Classroom Rules and Routines/Procedures project. Grades will be averaged and rounded to the nearest whole number, with .50 and above rounding up (e.g., 89.4 = B, 89.5 = A). The grading scale will be as follows:

A = 90-100	D = 60-69
B = 80-89	F = 59 and below
C = 70-79	

Textbook: Burden, Paul R. *Classroom Management: Creating a Successful K-12 Learning Community*. Wiley Publishing, 2017.

This text is essential to the successful completion of this course. Check to see if you can rent an e-version for the semester. It is cheaper than buying.

ESSENTIAL STUDENT FUNCTIONS

In order to understand, comprehend, and learn the course material, each teacher candidate should:

1. Effectively communicate outlined course material, ideas, and information in a concise, literate, and scholarly fashion
2. **Communicate effectively in writing**
3. Develop a conceptual outlook and understanding of psychological principles and apply course material accurately
4. Participate in all online activities and assignments
5. Read all assigned topics in the text
6. Understand and observe class policies and adhere to attendance guidelines
7. **Complete all written assignments by assigned due dates**
8. Take all examinations on scheduled dates
9. Maintain individual continuity with the course and keep up with course material

COURSE REQUIREMENTS

1. All assignments must be typed and free of grammatical and spelling errors. Proofread your work.
2. Complete all examinations and written assignments.
3. Critically assess and understand the role of being a teacher in relation to the assessment/evaluation/measurement of students' performance.
4. Have access to a computer and the Internet.

STUDENT SPECIAL NOTES

Students must take examinations during scheduled times. **THERE WILL BE NO MAKE-UP EXAMS.** Examinations will not be administered after the due date. Late students will receive a **zero** on that examination.

****All written assignments must be typed, free of grammatical errors, and submitted by the due date.** Late submission will be penalized 10 points for each day the assignment is late. If the assignment closes at 10:00 and the student's work is submitted at 10:02, the deduction will be 10 points.

Original Work

Assignments such as course preparations, exams, texts, projects, papers, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the APA style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, or in-service teacher, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an expressed part of the assignment.

Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the APA style manual. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. At Stillman College, it is plagiarism to represent another person's work, words, or ideas as one's own without use of appropriate citation.

Academic Misconduct

No form of academic misconduct will be tolerated. Anyone suspected of academic misconduct will be reported to the appropriate person for disciplinary action.

Disability Statement

A Stillman College student with a disability should contact the Director of the Student Development Center. It is the responsibility of the Stillman College student to declare the disability, document it, and request appropriate accommodations. Accommodations will be made for those persons with learning or physical disabilities

Remediation

Remediation is offered at the request of the candidate and should be requested with enough advance notice so the candidate has a reasonable opportunity to successfully complete the course. The method of remediation is at the discretion of the instructor, as deemed appropriate for the candidate based on the perceived abilities.

*** THE PROCEDURES IN THE COURSE AND THE SCHEDULE ARE SUBJECT TO CHANGE**