



**WILLIAM PEACE**  
UNIVERSITY  
*Your Success. Our Mission.*

**EDU 451 Classroom Management**  
**January 25-March 13, 2021**  
**Day and Time: Online Course (Moodle)-Term II**

***Instructor***

Name: Dr. Gail Mazyck

Telephone: 919.295.2013

Email: gmazyck@peace.edu

Office Hours: Emails and phone calls will be answered within 48 hours. Office Hours, by student appointment, can be held via Google Meet. A meeting code will be shared.

***Course Description***

This course is designed to provide practical methods for creating a positive, safe, efficient, and orderly learning environment, and to develop strategies for working with behavior problems and other challenges in the classroom. Students will focus on developing an understanding of students' personal, psychological, and learning needs; developing positive teacher-student and peer relationships; organizational and group management methods; and using a wide range of methods focused on correcting behavior that negatively affects learning. Throughout this course, students will review scientific-based research on best practices in education as related to classroom and behavior management.

***Objectives***

Students in this course will:

1. Define positive reinforcement, negative reinforcement, and punishment and the effects it has on behavior.
2. Identify the basic psychological needs of students and theories of behavior. (NCPTS 2, 4; NCSPED 3, 5)
3. Identify preventive and proactive strategies to increase appropriate behaviors in the classroom (NCPTS 2, 4; NCSPED 3, 5; CF-R-6)
4. Develop a class behavior management system identifying a philosophy of behavior management, classroom rules and procedures, organization of classroom including map, positive and negative consequences of behavior (including letters communicating to parents, progress reports, behavior contracts, and description of token economy system. (NCPTS 2, 4; NCSPED 3, 5; CF-R-6)

5. Identify behaviors that require seclusion and restraint with the appropriate teacher response. (NCPTS 2)
6. Identify different modes of communication to keep families informed about their child's progress. (NCSPED 6; CFC3; CF-R4)
7. Identify different ways in which families can help their children complete school-related tasks. (NCPTS 4; NCSPED 6; CFC 3; CF-R4)
8. Identify the components of a functional behavior assessment.
9. Identify the components of a behavioral intervention plan.
10. Develop a behavior intervention plan based on a functional behavior assessment. (NCPTS 2, 4; NCSPED 3, 5; CF-R-6)

### ***Textbook***

Comprehensive Classroom Management: Creating Communities of Support and Solving Problems, 11th edition (2016). Vern Jones, Louise Jones. Additional required reading Opening Minds: Using Language to Change Lives. Peter H. Johnston

### ***Additional required reading***

Opening Minds: Using Language to Change Lives. Peter H. Johnston

### ***Email/Communication Policy***

Emails and phone calls will be answered within 48 hours

### ***Online Course***

All online courses in the School of Professional Studies are fully online and require the use of Moodle. Weekly readings, activities, and assignments will be listed in Moodle. You should expect to spend on average 10-15 hours per week on an individual 3-credit course. This includes all the readings, posts and assignments as well as being actively engaged in the discussions on the message boards. You should expect to log into the course daily, or at least 4-5 times per week. If you have any problems accessing Moodle please contact Dr. Lori McClaren, Director of Online Learning at 919-508-2367.

### ***Late Assignments***

Successful classroom teachers are effective time managers. Therefore, class assignments are due on the assigned day. Late assignments will not be accepted unless prior instructor approval is granted. Students with serious, mitigating circumstances that prevent them from completing assignments on time should contact the instructor as soon as possible - prior to the assignment deadline. Students who find themselves in this situation should be prepared to provide documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will be established outlining the conditions for an extension.

### ***Missed Work***

Instructor approval is needed prior to submitting late assignments. Students who find themselves in this situation should be prepared to provide documentation/verification of the circumstances that prevent them from submitting work on time. In these cases a contract will

be established outlining the conditions for an extension. A zero may be earned for missing work.

### ***Proctoring Policy***

All online courses at William Peace University require one (1) proctored exams or activities during the final week of the course. For more information on proctoring options, please see:

[http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students\\_2016.pdf](http://www.peace.edu/wp-content/uploads/Proctoring-Options-for-Online-Students_2016.pdf)

### ***Academic Integrity***

William Peace University seeks to develop both the intellect and character of its students. All members of the University are expected to promote a culture of academic integrity, and all students are expected to inform themselves of the University's policies and procedures related to the Honor Code.

All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not
- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the *2017-2018 Academic Catalog*.

### ***Tutorial Services***

Peer Tutoring is available for all WPU students free of charge. Support is offered in many subjects, including anthropology, biology, business, chemistry, criminal justice, history, math, political science, psychology, simulation and game design, and writing. Free workshops on study skills and documentation styles like MLA and APA are also offered each semester. Tutorial Services also has many resources on studying, citation, grammar, and other academic topics. Students can sign up for individual appointments using WPUConnect or in person at the Center

for Student Success, located on the 2nd floor of Finch Library. For more information, contact Dr. Deanna Rogers, Director of Academic Support, at [drrogers@peace.edu](mailto:drrogers@peace.edu) or 919-508-2080.

### ***Disability or Learning Services***

Disability Services are available to all WPU students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be certified with the Disability Services Office and provide appropriate documentation to receive an Academic Accommodation Plan. For more information or to become certified, please contact a counselor in the Disability Services Office, which is located on the 1st Floor of Joyner House. You may also reach Disability Services by sending an email to [Disability@peace.edu](mailto:Disability@peace.edu).

### ***Attendance Policy***

William Peace University students are expected to attend all classes and laboratories for which they are registered, believing that regular class attendance and participation are an essential part of a student's educational program. However, the University's policy is that students may not miss more than one (1) class in a 7-week session or two (2) classes in a 15-week session or the student is subject to course failure. It is the responsibility of the student to meet the attendance policy.

All members should arrive on time for classes and activities and leave when dismissed. Students who must arrive or depart a class early should notify the instructor prior to class and do so with minimal disruption to the class. Attendance and conduct-related problems may be reported to the Vice President of SPS or designee.

Failing to meet the attendance requirements may result in a grade of zero for the assignment(s) and/or be subject to course failure.

### ***Class Participation***

This class is designed to foster discussion and interaction. Students are expected to be prepared and apply readings in discussions and activities. It is your responsibility to actively participate in class.

### ***Incompletes***

An Incomplete is appropriate for a student that has been making steady, successful progress in a course and has an unexpected, verifiable mitigating circumstance at the end of the semester which precludes them from completing the last assignment or exam. Poor time management is not an appropriate reason to request an Incomplete. All incomplete grade requests must be approved first by the Instructor, and then by the Director of Online Programs. If the Incomplete is approved the student will have up to six additional weeks to complete the work, as determined by the Instructor. If the student does not complete the final work, the Instructor will assign the appropriate letter grade for work completed or the grade will revert to an "F."

***Assignments and Grading***

Grades and feedback will be posted to Moodle. All written assignment grades and feedback will be posted to Moodle within 5-days of the due date.

Grading for this course will include:

20% Chapter Reflections and Preparation (essential for informed discussions)

25% Classroom Management Portfolio: Moodle submission

25% Classroom Management Presentation: Moodle submission

30% Discussion Board Participation and Preparation (essential for informed discussions)

***Grading Scale***

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

***Weekly Activities/Assignments***

Written papers are required to be typed, double-spaced with all sources cited appropriately using APA format. Edit papers carefully for spelling and grammatical errors. Discussion Forum responses should contain appropriately cited sources using APA format too. The expectation is for all assignments to be uploaded to Moodle by the due date.



**WILLIAM PEACE**  
UNIVERSITY  
*Your Success. Our Mission.*

**Course Readings-Subject to Change**

Week	Date	Topic	Activity
1	Jan 25-Jan 31	Chapter 1: Introduction to Classroom Management	Discussion Forum A: Introductory Video <i>Due: 1/28</i> Peer Response : <i>Due 1/31</i>  Discussion Forum 1 <i>Due: 1/29</i> Peer Response: <i>Due 1/31</i>
2	Feb 1-Feb 7	Chapter 2: Understanding Basic Psychological Needs	Discussion Forum 2 <i>Due: 2/5</i> Peer Response: <i>Due: 2/7</i> Chapter Reflection: <i>Due: 2/7</i>
3	Feb 8-Feb 14	Chapter 3: Establishing Positive Teacher-Student Relationships	Discussion Forum 3 <i>Due: 2/12</i> Peer Response: <i>Due: 2/14</i> Portfolio Assignment 1 <i>Due: 2/14</i>
4	Feb 15-Feb 21	Chapter 4: Creating Positive Peer Relationships Chapter 5: Working With Parents	Discussion Forum 4 <i>Due: 2/19</i> Peer Response: 2/21 Portfolio Assignment 2 <i>Due: 2/21</i>
5	Feb 22-Feb 28	Chapter 6: Maximizing On-Task Behavior Chapter 7: Enhancing Students' Motivation to Learn	Discussion Forum 5 <i>Due: 2/26</i> Peer Response: <i>Due: 2/28</i> Chapter/Topic Reflection 2 <i>Due: 2/28</i> Portfolio Assignment 3 <i>Due: 2/28</i>
6	Mar 1-Mar 7	Chapter 8: Responding to Disruptive Behavior Chapter 9: Problem Solving to Resolve Behavior Problems	Discussion Forum 6 <i>Due: 3/5</i> Peer Response: <i>Due: 3/7</i> Chapter/Topic Reflection <i>Due: 3/7</i> Portfolio Assignment 4 <i>Due: 3/7</i>

7	Mar 8-Mar 13	Chapter 10: Individual Behavior Plans	Discussion Board 7 (Classroom Management Presentations) <i>Due: 3/10</i> Peer Response: <i>Due: 3/12</i> Completed Portfolio <i>Due: 3/13</i>
---	--------------	---------------------------------------	--

### **Major Assignments**

**Chapter Reflections (20% of final grade)** Throughout the semester, you will complete chapter summaries and reflections for each chapter in your textbook. You will receive a full description of this assignment and how it will be graded.

**Classroom Management Portfolio (25% of final grade)** Each portfolio assignment is expected to be 3-5 pages in length and submitted in Moodle for feedback. Throughout the course, you will complete assignments for your portfolio. As you turn in these assignments in Moodle, I will give you feedback on each of them. At the end of the course, you will have a completed portfolio which will be a resource for you during your first year of teaching. You will receive a full description of this assignment and how it will be graded.

**Classroom Management Presentation (25% of final grade)** You will create a complete classroom management plan over the course of the semester. Your culminating project will be a virtual (video-upload) presentation of the many elements of your classroom management plan. You will receive a full description of this assignment and how it will be graded.