



Course Prefix/Number/Title: EDUC 220: Classroom Management

Number of Credits: 3

Course Description: EDUC 220 is an introduction to K-12 classroom management techniques for the K-12 classroom teacher or paraeducator. Topics that will be covered include: physical space, behavioral norms, safety, time-management, managing student work, and managing other special classroom needs.

Pre-/Co-requisites: None

Course Objectives:

- Recognize behavioral norms with the classroom setting.
- Describe management skills as related to the classroom.
- Give details regarding unique aspects of the classroom including special needs and violence.
- Distinguish the role of the paraeducator's role versus classroom teacher's role in guiding the classroom.
- Formulate techniques and strategies to modify student activities based on student behaviors and skill level.
- Demonstrate an understanding of a variety of classroom management programs
- Learn to provide cooperative learning activities to encourage positive social interaction among

Instructor: Erika Hamilton, Ed.S.

Office: Thatcher 203

Office Hours: M/W/F: 11:00-12:00, T/R: 10:00-11:00

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Lecture/Lab Schedule: M/W/F 9:00-9:50, Thatcher 1107

Textbook(s):

Jones, V. and Jones, L.(2016). 11th Ed. Comprehensive Classroom Management: Creating Communities of Support and Solving Problems. Boston: Pearson.
ISBN: 0-13-414354-X

Course Requirements: Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

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

Tentative Course Outline: This syllabus is a living document. Any changes in the class or assignments will be discussed in class. Attendance is vital.

Description of Assignment/Assessment	Points Possible	Points Received
Philosophy Builders (PB) 15 PBs x 10 pts	150	
Participation: Students are required to participate in the course each week. This includes logging in to the course 3 times a week. Students will engage in "Philosophy Builders" to develop a person stance on important issues or concepts they learned from the week's reading/objective. Participation is earned based on number of substantive posts over the two-week topic (7 topics x 20 pts = 140 pts)	140	
Topic Assignments: Each topic contains an assignment aligned with the topic's objective (CMP). (7 CMPs x 50 pts = 350 pts)	350	
A final Classroom Management Plan is assembled and created using the CMPs.	150	
Assignments from textbook.	70	
Chapter Quizzes	175	
A final reflection essay is used to summarize course learning.	150	
Total Points Possible & Received:	1185	/1185

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employs industry-specific skills in preparation for workplace readiness/Demonstrate effective oral and written communication.

Relationship to Campus Focus: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers. The discipline provides coursework which transitions to higher education degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instruction techniques.

Classroom Policies:

- Regular participation is expected in order to finish all requirements of the class
- Learning activities will require internet connectivity
- Work completed shall be your own.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the

	student. If violation is still suspected, inform the appropriate semester coordinator/program director.
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