

EDUC 220 - Classroom Management

Dakota College Bottineau

Spring 2020

Tuesday and Thursday - 11:00-12:15

3 Semester Credits

Instructor: Ms. Jackie Migler, MS

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Office: Thatcher 2213, Tuesday and Thursday, 8:00 – 10:30, Monday and Wednesday, 8:00 – 4:00, Friday by appointment

Text Book: Jones, V. and Jones, L. (2016). 1th Ed. *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Boston: Pearson.
ISBN: 0-13-414354-X

Resources: This course will use the Internet for viewing videos and various sites exploring educational sites. Please make sure that you have access to a computer/internet. There will also be additional discussion papers, supplemental readings, and reading assignments that will be required. There will also be assignments and quizzes that will be done during class time.

Course Description: This course will provide an introduction to classroom management techniques for the elementary teacher and/or paraeducator. Topics that will be covered include: understanding students' basic psychological needs, creating a safe and supportive community, creating positive teacher-student relationships, working with parents, developing standards for classroom behavior and methods for maximizing on-task student behavior, enhancing motivation, responding to behavior that disrupts the learning process, and how to develop individual behavior change plans.

Prerequisites: None

Course Goals:

Upon completion of this course, students will be able to:

- Identify key concepts regarding students' psychological needs that influence behavior and success.
- Establish positive, professional relationships with their students.
- Establish a cohesive, supportive peer culture in their classroom
- Identify methods for keeping parents and caregivers informed about their student's work and behavior at school.
- Create behavior expectations and standards in their classroom that will support a safe, positive learning environment.
- Identify key concepts in working with students identified under the Individuals with Disabilities Education Act (IDEA) as having special needs

- Identify student academic needs that, when met, significantly increase student motivation and learning.
- Respond effectively to minor disruptive behaviors as well as major disruptions and defiant student behavior.
- Use problem-solving methods with students in order to develop effective solutions to ongoing academic and behavior problems.
- Use a functional behavioral assessment to develop a behavior intervention plan to assist a student in developing specific skills that will help them to demonstrate more responsible behavior.

Course Requirements:

Grading is based on a standard college curve, where students earn a grade based upon the percent of total points possible. Drop quizzes may not be made up. There will be a one week grace period to make up any missed exams or assignments. Any missed exam/work not made up within that allotted time will be given a zero. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor.

Final letter grades are based on the following criteria:

A - 89.5 - 100% of the total points

B - 79.5 - <89.5% of the total points

C - 69.5 - < 79.5% of the total points

D - 59.5 - <69.5% of the total points

F - <59.5% of the total points

Tentative Course Outline (Subject to Change):

<u>WEEK</u>	<u>Discussion Topic and Activities</u>	<u>Assignments/Readings</u>
Week 1	-Review syllabus Questionnaire Overview of the class -Chapter 1 –Classroom Management in Perspective	Read Chapter 1 for TH Assignment: Answer the question at the end of chapter 1 (page 28)
Week 2	Chapter 2 – Understanding Students' Basic Psychological Needs	Read Chapter 2 for T (week 2)
Week 3	Exam on Tuesday (Ch 1 and 2) Chapter 3 – Establishing Positive Teacher- Student Relationships	Read Chapter 3 for Th (week 3)

Week 4	Chapter 3	Assignment: Activity 3.6 (page 90)
Week 5	Chapter 4: Creating Positive Peer Relationships	
Week 6	Chapter 4 Chapter 5: Working with Parents	Assignment: Activity 4.1 (page 127)
Week 7	Chapter 5	Read Chapter 6 for week 8
Week 8	Chapter 6 – Developing Standards for Classroom Behavior and Methods for Maximizing On-Task Behavior	
Week 9	Chapter 6	Read Chapter 7 for week 11 Assignment: Activities 6.1 and 6.2 (page 214)
Week 10	Exam 2 Chapter 7 – Increasing Student Motivation and Learning by Implementing Instructional Methods That Meet Students' Academic Needs	
Week 11	Spring Break	XXXXXX
Week 12	Chapter 7	EXAM #3 Read Chapter 8
Week 13	Chapter 8: Responding to Behavior That Disrupts the Learning Process Chapter 9: Using Problem Solving to Resolve Behavior Problems	Assignment: Activity 8.1 (page 317) Read Chapter 9
Week 14	Chapter 9	Read Chapter 10

Week 15	Chapter 10: Developing Individual Behavior Change Plans	
Week 16	Chapter 10	Assignment: Activities 10.4 – 10.8 (pages 392-395)

Week 17	Finish assignments EXAM 4 (ch 8-10)	
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Final Exam covering Chapters 12-13

Tentative Course Assignments and Assessments:

There will be weekly readings, assignments, and assessments.

<u>Week (Date Due)</u>	<u>Assignment</u>	<u>Points</u>
Weekly	Participation attendance points	5 points per week (90 points)
Week 1	1.1	20 points
Week 3	Exam #1	50 points
Week 4	3.6	20 points
Week 6	4.1	20 points
Week 9	6.1/6.2	30 points
Week 11	Exam #2	50 points
Week 12	Exam #3	50 points
Week 13	8.1	10 points
Week 16	10.4-10.8	100 points
Week 17	Exam #4	50 points
Classroom Work	Throughout the semester	110 points

Total points for semester: 600 points

Paper Requirements:

Papers will be typed, double spaced, using Times New Roman size 12. You are required to use APA or MLA formatting. Sources must be cited and a reference page must be provided.

Exams:

Four exams will be given in this course. A study guide will be given regarding content of exams prior to the exam. Exams are open book, open note.

Class Participation:

Attendance in class is very important. Participation points will be given for each class. If you need to miss class, please email me prior to class. Assignments done in class will not be allowed to be made up unless you have been excused prior to class.

Relationship to Campus Theme:

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:

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

Academic Integrity:

The academic community is based on honesty, integrity, and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity. Dishonesty in the classroom and with assignments, quizzes, and exams is a serious offense and is subject to disciplinary action by the instructor and college administration. For more information, refer to the Student Handbook.

- Students are responsible for submitting their own work. Violations of academic principles such as cheating, plagiarism, and other academic improprieties will be handled according to the guidelines outlined in the Student Handbook. **"Faculty members have the prerogative of determining the penalty for prohibited academic conduct in their classes. Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case."**

- Students must not cooperate on oral or written exams or quizzes or work collaboratively on other assignments unless authorized by the instructor.
- Students will hand in assignments and assessments on the due date specified.
- Completion of assigned readings is imperative to your professional development.
- Students are expected to attend class and participate in classroom discussions. Lack of attendance and participation will affect your final grade. The student is responsible for the information presented in class whether they are in attendance or not.

Confidentiality:

The experiences or problems shared by classmates during class time should not be discussed outside of class. This is part of the professional code of ethics.

Disabilities and Special Needs:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and the Disability Center to request disability support services as early as possible in the beginning of the semester.