



EDUC 220 Classroom Management  
Madison Junker  
Online  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Classroom Management	<b>Instructor:</b> Madison Junker
<b>Course Prefix/Number:</b> EDUC 220	<b>Office:</b> Th 203
<b>Class Location:</b> 16 week session	<b>Office Hours:</b> As requested
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b> <i>Phone: 701-228-5674</i>  <i>Email: madison.junker@dakotacollege.edu</i>
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**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.

**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 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 instructional techniques.

**Goals/Objectives:** Upon completion of this course, student will be able to:

- Recognize behavioral norms within 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 and the teacher 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



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### Required Textbooks and Materials:

Weinstein, C.S., Romano, M.E., & Mignano, Jr., A. (2011). 5<sup>th</sup> Ed. *Elementary classroom management: Lessons from research and practice*. New York: McGraw-Hill. ISBN: 0073010367

### Course Requirements:

Each week contains a list of readings and work to complete. All readings and assignments must be completed and submitted by noon of the Monday following the week. Late work is accepted for half credit.

There are no exams in this course. However, students will complete weekly assignments and participate in discussion forums. Students will also develop a portfolio which contains items that are due throughout the semester.

Description of Assignment/Assessment	Number of Items	Points Possible	Total Points
<i>Graded Work:</i> An assignment or discussion is graded each week that a chapter is covered – thirteen chapters total. The assignment/discussion reviews concepts learned during the week.	13	20	260
<i>Portfolio Items:</i> An electronic portfolio is created to prepare students for an interview for a classroom teacher. Each item will be useable in the classroom!	13	20	260
<i>Reflection Paper</i>	1	80	80
Total Points Possible:			600

### Grades:

*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:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable



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## **Academic and Institution Policies:**

### Assignments and Participation

Students are required to complete assigned weekly readings and assignments. Work must be submitted by **noon the following Monday**.

### Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. Cheating and/or plagiarism may include: using unauthorized assistance on any exam, paper or project; presenting the work of someone else as your own without acknowledging the source; taking exams or course material from an instructor or student; submitting the same academic work for credit more than once without consent. Violations will result in a “zero” on the assignment or exam, even if cheating is suspected by the instructor.

View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

### Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

### Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

### Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.



**Tentative Course Outline** (*Subject to Change*)

<b>Week</b>	<b>Reading</b>	<b>Assignment</b>
<b>Week 1</b>	<ul style="list-style-type: none"><li>- Review Syllabus</li><li>- Read Chapter One</li><li>- What is "Management" in the classroom?</li><li>- Read Chapter Two</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #1: Scavenger Hunt</li></ul>
<b>Week 2</b>	<ul style="list-style-type: none"><li>- Read Chapter Three</li></ul>	<ul style="list-style-type: none"><li>- Begin drawing classroom layout (portfolio item)</li><li>- Graded Work #2: Webquest for Classrooms</li></ul>
<b>Week 3</b>	<ul style="list-style-type: none"><li>- Read Chapter Four</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #3: Relationships</li></ul>
<b>Week 4</b>	<ul style="list-style-type: none"><li>- Read Chapter Five</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #4: Classroom Rules</li></ul>
<b>Week 5</b>	<ul style="list-style-type: none"><li>- Read Chapter Six</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #5: A Special Classroom</li></ul>
<b>Week 6</b>	<ul style="list-style-type: none"><li>- Read Chapter Seven</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #6: Working with Families</li></ul>
<b>Week 7</b>		<ul style="list-style-type: none"><li>- Part One Review: Putting it Together (Portfolio Items 1-6)</li></ul>
<b>Week 8</b>	<ul style="list-style-type: none"><li>- Read Chapter Eight</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #7: Making the Most of Classroom Times</li></ul>
<b>Week 9</b>	<ul style="list-style-type: none"><li>- Read Chapter Nine</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #8: Motivating Students</li></ul>
<b>Week 10</b>	<ul style="list-style-type: none"><li>- Read Chapter Ten</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #9: Managing Independent Work</li></ul>
<b>Week 11</b>	<ul style="list-style-type: none"><li>- Read Chapter Eleven</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #10: Small-Group Work</li></ul>
<b>Week 12</b>	<ul style="list-style-type: none"><li>- Read Chapter Twelve</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #11: Recitations &amp; Discussions</li></ul>
<b>Week 13</b>		<ul style="list-style-type: none"><li>- Part Two Review: Putting it Together (Portfolio Items 7-11)</li></ul>
<b>Week 14</b>	<ul style="list-style-type: none"><li>- Read Chapter Thirteen</li></ul>	<ul style="list-style-type: none"><li>- Graded Work #12: Problem Behaviors</li><li>- Portfolio Item 12</li></ul>
<b>Week 15</b>		<ul style="list-style-type: none"><li>- Graded Work #13: Preventing &amp; Responding to Violence</li><li>- Portfolio Item 13</li></ul>
<b>Week 16</b>		<ul style="list-style-type: none"><li>- Complete the course evaluation</li><li>- Reflection paper/final due</li></ul>

*Assignments are due by noon on the Monday following the week.*

*Assignments turned in late will receive half credit.*