



# On-Campus Course Syllabus

## EDU 312 L1

### Discipline and Classroom Management

### Spring 2021

#### Class Information

**Day and Time:** T/TH 3:15 to 4:30 p.m.

**Room Number:** E 202

#### Contact Information

**Instructor Name:** Dr. Vickie S. Brown

**Instructor Email:** vbrown@criswell.edu

**Instructor Phone:** 214.818.1341

**Instructor Office Hours:** M: 9:00 to 3:00; T/W/TH: 9:00 to 11:00

#### Course Description and Prerequisites

Describes what the prospective teacher can do to create a well-managed classroom. Principles include planning in several key areas before the school year begins; implementing that plan; establishing good management at the beginning of the year and maintaining good management procedures throughout the year. Instructional leadership and excellent communication skills are key elements of this course.

#### Course Objectives

1. Organize the classroom and supplies.
2. Select and teach rules and plan classroom procedures.
3. Communicate clearly, various student assignments and requirements.
4. Monitor progress on and completion of assignments.
5. Maintain good student behavior through monitoring and consistency.
6. Plan, organize, and conduct instruction through various individual and group activities.
7. Plan strategies for handling individual differences.
8. Develop necessary leadership and communication skills needed for effective teaching.

#### Required Textbooks

*Classroom Management for Elementary Teachers*, Everston & Emmer, 10<sup>th</sup> edition, New York: Pearson, 2017, ISBN-9780134028941, Publisher only

#### Course Requirements and Assignments

**\*\*\*Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.\*\*\***

**1. Classroom Plan:** After being given specification, you will design a classroom plan that makes provisions for high traffic areas, visibility of teacher and all students, and reduces distractions. This design is to be a scaled drawing, on a single page, and of professional quality. You will share your design with your peers, in class.

**DUE: 1/28/21**

**POINTS: 5 points**

**2. Classroom Rules:** You will compose a set of five (5) to eight(8) classroom rules. These are to be broad, clear, and positively stated. They are to be neatly written on poster board so as to be appropriate for classroom display. You will share your rules in class with your peers.

**DUE: 2/04/21**

**POINTS: 5 points**

**3. Journal Articles:** You will locate and summarize journal articles on designated topics. Each article summary is to be two typed pages in length, be double-spaced and 12cpi, be bibliographically notated, and be accompanied by a copy of the article. **The articles are to be from journals published later than 2010.** The article summaries are due on the designated dates. You will be expected to discuss the information gleaned from your article on those dates.

**Due: 2/09/21 Classroom Rules**

**POINTS: 5 points each/25 total**

**2/25/21 Starting the Year**

**3/04/21 Planning Instruction to Meet TEK Standards**

**4/27/21 Managing Problem Behaviors**

**5/04/21 Free Choice**

**4. Chapter Assignments:** You will be assigned various case studies and chapter activities to complete in order to help you prepare yourself for class discussions. Each assignment is due on the designated date.

**DUE: 2/04/21 Chapter 4**

**POINTS: 5 points each/30 total**

**2/11/21 Chapter 5**

**3/04/21 Chapter 7**

**4/01/21 Chapter 9**

**4/13/21 Chapter 10**

**4/20/21 *Life Would Be Easy* Review**

**5. Notes:** All chapter outlines are to be completed by you during the semester. Class discussions will cover portions of the notes. However, it is understood, that time constraints do not permit completion of all notes during class. Therefore, it is your responsibility to complete the remainder of the outlines during your own studies of the text material.

**Due: 5/06/21**

**POINTS: 5 points**

**6. Teacher Interview:** You are to interview a teacher with a minimum of three (3) years of teaching experience. You are to use the provided questionnaire as a guide. The interview summary is to be a minimum of three typed pages, double-spaced, and 12 cpi. You will share your interview with your peers.

**DUE: 5/11/21**

**POINTS: 15 points**

**7. Exams:** You will complete two exams during this semester. They will cover the designated text material and notes from class discussions.

**Chapters 3-5 2/16/21**

**POINTS: 5 points**

**Chapters 6-8 & 2 4/06/21**

**5 points**

**Chapters 9-12 5/06/21**

**5 points**

## Course/Classroom Policies and Information

### Texas Educator Standards:

#### **Pedagogy and Professional Responsibilities EC–12 Standard II**

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

#### **Pedagogy and Professional Responsibilities EC–12 Standard III**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

#### **Pedagogy and Professional Responsibilities EC–12 Standard IV**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/19/21	Syllabus Explanation		
1/21/21			
1/26/21	Chapter 3 Organizing Your Classroom	pp. 30-49	
1/28/21	Chapter 3 Organizing Your Classroom	pp. 30-49	Classroom Plan Due
2/02/21	Chapter 4 Establishing Classroom Norms	pp. 50-73	

<b>2/04/21</b>	<b>Chapter 4 Establishing Classroom Norms</b>	<b>pp. 50-73</b>	<b>4.1 &amp; 4.2 Case Study Question</b>
			<b>Classroom rules</b>
<b>2/09/21</b>	<b>Chapter 5 Managing Student Work</b>	<b>pp. 74-94</b>	<b>Journal Article #1 Due</b>
<b>2/11/21</b>	<b>Chapter 5 Managing Student Work</b>	<b>pp. 74-94</b>	<b>5.1, 5.2, 5.3 Case Study</b>
<b>2/16/21</b>	<b>Chapters 3-5 Test</b>		
<b>2/18/21</b>	<b>Chapter 6 Getting Off to a Good Start</b>	<b>pp. 95-130</b>	
<b>2/23/21</b>	<b>Chapter 6 Getting Off to a Good Start</b>	<b>pp.95-130</b>	
<b>2/25/21</b>	<b>Chapter 6 Getting Off to a Good Start</b>	<b>pp.95-130</b>	<b>Journal Article #2 Due</b>
<b>3/02/21</b>	<b>Chapter 7 Planning &amp; Conducting Instruction</b>	<b>pp.131-156</b>	
<b>3/04/21</b>	<b>Chapter 7 Planning &amp; Conducting Instruction</b>	<b>pp.131-156</b>	<b>Journal Article #3 Due</b>
			<b>Case Study 7.2</b>
<b>3/09/21</b>	<b>Chapter 8 Managing Cooperative Groups</b>	<b>pp.157-179</b>	
<b>3/11/21</b>	<b>Chapter 8 Managing Cooperative Groups</b>	<b>pp.157-179</b>	
<b>3/16-18</b>	<b>Spring Break</b>		
<b>3/23/21</b>	<b>Chapter 2 Building Supportive Relationships</b>	<b>pp.12-29</b>	
<b>3/25/21</b>	<b>Chapter 2 Building Supportive Relationships</b>	<b>pp.12-29</b>	
<b>3/30/21</b>	<b>Chapter 9 Maintaining Appropriate Behavior</b>	<b>pp.180-201</b>	
<b>4/01/21</b>	<b>Chapter 9 Maintaining Appropriate Behavior</b>	<b>pp.180-201</b>	<b>Question #5</b>
<b>4/06/21</b>	<b>Chapters 6-8 &amp; 2</b>		
<b>4/08/21</b>	<b>Chapter 10 Communication Skills for Teaching</b>	<b>pp.202-227</b>	
<b>4/13/21</b>	<b>Chapter 10 Communication Skills for Teaching</b>	<b>pp.202-227</b>	<b>Activity 10.2 &amp; 10.3</b>
<b>4/15/21</b>	<b>Chapter 10 Communication Skills for Teaching</b>	<b>pp.202-227</b>	

4/20/21	Chapter 10 Communication Skills for Teaching	pp.202-227	<i>Life Would Be Easy</i> Review
4/22/21	Chapter 11 Managing Problem Behaviors	pp.228-254	
4/27/21	Chapter 11 Managing Problem Behaviors	pp.228-254	Journal Article #4 Due
4/29/21	Chapter 12 Managing Special Groups	pp.255-289	
5/04/21	Chapter 12 Managing Special Groups	pp.255-289	Journal Article #5 Due
5/06/21	Chapters 9-12 Exam		Chapter Notes Due
5/11/21	Final Project		Teacher Interview Due

### **Selected Bibliography**

Berry, S., *100 Ideas That Work!: Discipline in the Classroom.*, ACSI, Colorado Springs, CO. 1994.

Lemov, D. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College.* Jossey-Bass. 2010.  
ISBN 9780470550472

Podesta, C., *Life Would Be Easy If It Weren't For Other People.*, Corwin Press, Thousand Oaks, CA. 1999.

Wong, H., *How to be an Effective Teacher*, Harry K. Wong Publications, Mountainview, CA., 1998.

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**On-Campus Course Syllabus  
ADDENDUM FOR SP 21  
EDU 312 L1**

**Discipline and Classroom Management**

In the event that Criswell College has to close the campus to on-campus classes in during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below.

**Course Requirements and Assignments**

Course requirements, assignments, and due dates will remain in place if this course must become a remote learning situation due to COVID restrictions.

**Class Attendance**

Students will be expected to fully participate in the course in spite of the COVID restrictions or protocols.

**Remote Class Sessions: Identity and Participation Verification**

Students must have their cameras on and participate in class discussions, projects, and presentations in spite of any COVID restrictions. The professor is responsible for sending the conferencing link to any and all students who must attend class from a remote location due to COVID protocols.