

EDUC525 16

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC525 **Title :** Classroom Management

Length of Course : 16

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines classroom- management models, including theoretical and empirical approaches to classroom management. The course helps candidates develop appropriate classroom management skills, including decision-making and problem-solving; explore the merits and limitations of each classroom-management model; and examine the rationale for when each approach to classroom management would be most appropriately implemented. The course also presents concepts of extrinsic and intrinsic motivation; the concept of self-motivation; assertive, positive, and cooperative discipline methods; and examines the interactions of classroom environment, classroom behavior, and learning. Candidates will focus on implementing practical strategies for both preventing and managing disruptive behaviors. Topics include establishing effective classroom rules and procedures, relationships among students, teachers, families, and administrators, and helping students contribute to a positive and relevant learning environment. A field observation classroom experience where candidates apply what they are learning is a requirement of this course.

Course Scope:

This course focuses on behavior management and cognitive-behavior modification with emphasis on tools and techniques that candidate, or future teachers, can use to help motivate students to change and manage their own behavior. There is an emphasis on practical, contemporary classroom-tested techniques and strategies that range from initial classroom organization to development of specific classroom management plans. The course explores steps in making classroom routines more effective and communicating to students the importance of each behavior choice. There will be a detailed investigation of various theories and models of classroom management and motivation.

Objectives

After successfully completing this course, candidates will be able to:

1. Analyze the theory, goals, benefits, limitations, and possible outcomes of at least five different classroom management approaches (e.g. reward/punishment models, efficiency models, analytical models, and self-management models).
(WVPTS 1A1, 1A2, 1A3, 1B2, 1B3, 1D1, 1D2, 2A1, 2A2, 2A3, 2B1, 2B2, 2B3, 2C1, 2C2, 2D1, 2E1,

- 2E1, 2E2, 2E3, 3A1, 3A2, 3B1, 3D1, 3D3, 3F1, 3F2, 3F3)(ISTE 5C)
(NCATE 1B, 1C, 1D, 1F, 5B, 5C, 5D)
2. Evaluate the potential effectiveness of any given management approach in meeting the needs of diverse students.
(WVPTS 2A3, 2B1, 3F1, 3F2, 5D1, 5F1, 5F2) (ISTE)(NCATE 4A, 4C, 4D)
 3. Analyze the components of routine classroom procedures and events.
(WVPTS 2D1, 2E1, 2E2, 2F1, 2F2, 3B2)(ISTE) (NCATE 1B)
 4. Analyze the components of disruptive classroom events, including social, curricular, and instructional factors within the classroom, as well as outside cultural, economic, and family influences.
(WVPTS 1D1, 1D2, 2A1, 2E1, 2E2, 2F1, 2F2, 3B2, 5F1, 5F2)(ISTE)(NCATE 1B, 1C, 1G, 4A)
 5. Examine the impact of adjusting instructional relevancy on student behavior and motivation.
(WVPTS 1D1, 2A1, 2A3, 3A1, 3D1, 3F1, 3F2)(ISTE 1B, 2B, 3D)(NCATE 1A, 1C)
 6. Analyze effective teacher-student-parent/family relationships to support classroom expectations.
(WVPTS 2B1, 2B2, 5A2, 5B1, 5F1, 5F2, 5I1)(ISTE)(NCATE 3A)
 7. Analyze the roles of teachers and students in classroom management (e.g. guiding appropriate behavior and maintaining academic accountability).
(WVPTS 1C1, 1C2, 1E1, 2A1, 2A2, 2B1, 2B2, 2C1, 2C2, 3B1, 3B2, 3E1, 3E2, 3E3, 3E4, 5F1, 5F2)
(ISTE) (NCATE 1C)
-

Outline

Week 1: Foundations of Classroom Management - Organizing a Classroom and Materials

Learning Objectives

- Evaluate different classroom management approaches.
- Analyze classroom environments and interactions.
- Reflect on personal skills and philosophy about teaching and classroom management.
- Describe how appropriate room preparation and arrangement of materials help promote classroom efficacy

Required Readings

- Hardin – Chapter 1
- INTASC Standards 2 and 5

Assignments

- Homework Assignment 1
- Introductions Forum
- Forum 1: Classroom Management

Week 2: Classroom Management as Discipline – Behavioral and Assertive Approaches

Learning Objectives

- Discuss the principles behind a behavioral approach and an assertive approach to classroom management to include strengths and weaknesses of the approaches.
- Evaluate the role of extrinsic rewards on students' behavior and establish appropriate reward strategies for individual students and for class-wide recognition.
- Develop behavioral and assertive strategies for classroom management
- Describe behavioral and assertive techniques and determine whether to incorporate them into a classroom setting.
- Discuss the importance of the first day of class.

Required Readings

- Hardin – Chapters 2 and 3
- INTASC Standards 2, 5, 9 and 10

Assignments

- Homework Assignment 2
- Forum 2: Students Taking Ownership in the Classroom

Week 3: • Classroom Management as Discipline cont'd – Positive and Cooperative Approaches

Learning Objectives

- Discuss the principles of Positive Classroom Discipline.
- Explain the impact of nonverbal communication in setting limits in the classroom.
- Apply Positive Discipline in the Classroom
- Evaluate classroom seating and materials arrangement in maintaining appropriate classroom control.
- Evaluate the relationship between instruction and classroom management.
- Describe the key points about human behavior and classroom management drawn from the research of:
 - Jones
 - Adler
 - Dreikurs
 - Albert
 - Nelson
- Identify alternative classroom management systems and explain what motivates student behavior.
- Describe how the social structure of a classroom can be identified using a sociogram.
- Discuss the research concerning the use of consequences as an alternative to traditional punishment.
- Describe the principles of Cooperative Discipline

Required Readings

- Hardin – Chapters 4 and 5
- INTASC Standards 2, 5, 8, and 9

Assignments

- Homework Assignment 3
- Forum 3: Cooperative Discipline Theory
- In a short email to your professor notify your professor about your plan to complete your case study prior to the end of this course.

Week 4: Hypothetical and real-life case studies to formulate solutions to problem situations in a classroom environment

Learning Objectives

- Identify and address disruptive events in the classroom.
- Identify different personalities of students in the classroom
- Recognize that some disruptive events are generated outside of the classroom by a larger system.
- Develop and improve classroom management strategies.
- Experience use of a simulation in the classroom.

Required Readings

- Payne – Read Entire Book

- INTASC Standards 3 and 5

Assignments

- Discipline Simulation
- Forum 4: Discipline Simulation

Week 5: Classroom Management as a System

Learning Objectives

- Discuss knowledge about human behavior drawn from:
 - Reality Therapy
 - Control Theory
 - Choice Theory
- Apply techniques from:
 - Reality Therapy
 - Choice Theory
- Discuss the essential elements of a Quality School.
- Describe Glasser's concepts for classroom management and discuss how you can incorporate them into your classroom.
- Evaluate curriculum for relevance to students' lives.
- Explain how classroom meetings can help manage curriculum and discipline problems.
- Evaluate the impact of teaching style and strategies on discipline.
- Prevent situations that require discipline from occurring.
- Discuss strategies for dealing with students with the potential for violence and aggression.
- Explain techniques for involving students in resolving classroom problems.
- Distinguish between productive praise and evaluative praise.
- Describe the principles behind Classroom Organization and Management Program (COMP).
- Describe an effective classroom manager.

Required Readings

- Hardin – Chapters 6 – 9
- INTASC Standards 1, 2, 4, 6, and 9

Assignments

- Homework Assignment 4
- Forum 5: Name Calling and Hurt Feelings

Week 6: Classroom Management as Instruction

Learning Objectives

- Evaluate the philosophical tenets upon which Inner Discipline is based.
- Discuss the principles of Reconciliatory Justice.
- Evaluate classrooms to determine if they are:
 - Jellyfish
 - Brickwall
 - Backbone
- Differentiate between punishment and discipline.
- Describe "Skillstreaming" and evaluate the curriculum of Skillstreaming.
- Determine appropriate instructional strategies to be used in developing social skills to include:
 - listening
 - summarization
 - sharing

- taking turns
- giving support

Required Readings

- Hardin – Chapters 10 and 11
- INTASC Standards 1 – 5, 7, and 9

Assignments

- Homework Assignment 5
- Forum 6: Group Dynamics

Week 7: Conflict resolution and Peer Mediation - Judicious Discipline

Learning Objectives

- Describe the difference between conflict resolution and peer mediation.
- Apply conflict resolution and peer mediation skills in the classroom.
- Explain the basic reasons conflict occurs in the classroom.
- Describe Judicious Discipline, how it can bond students to the school community, and how it can be applied in the classroom.
- Explain due process and the rights guaranteed by the United States Constitution.
- Establish classroom rules based on the 1st, 4th, and 14th Amendments to the U.S. Constitution.

Required Readings

- Hardin – Chapters 12 and 13
- INTASC Standards 3 and 9

Assignments

- Homework Assignment 6
- Forum 7: Behavioral Problem Prevention

Week 8: Classroom Management and Diverse Students, Students with Disabilities, and At-Risk Students - Meeting the needs of the Teacher, the Students, and the School Environment

Learning Objectives

- Describe strategies that create a classroom environment that respects individual differences.
- Use knowledge of different cultural contexts in managing student behavior and developing classroom management plans.
- Implement culturally sensitive communication by and among all students in the classroom.
- Identify students who have a tendency towards violent or abusive behavior.
- Evaluate the impact of:
 - a teacher's philosophy, personality, and style on the selection of a classroom management plan
 - teaching strategies on a classroom management plan
 - a teacher-centered or student-centered approach to classroom management
- Describe ways to prevent student misbehavior.
- Discuss how the school environment impacts individual management plans.

Required Readings

- Hardin – Chapters 14 and 15
- Review all INTASC Standards

Assignments

- Homework Assignment 7
- Case Study
- Forum 8: Action Plan

Week 9:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Week 10:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Week 11:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Week 12:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Week 13:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Week 14:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading

Recommended Media

Week 15:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Week 16:

Learning Outcomes
Required Readings
Assignments
Recommended Optional Reading
Recommended Media

Evaluation

Grading:

Name	Grade %
------	---------

Materials

Book Title: Working With Students : Discipline Strategies for the Classroom -Text Only

Author: Payne, Ruby K

Publication Info: aha! Process, Inc.

ISBN: 9781929229680

Book Title: Effective Classroom Management: Models & Strategies for Today's Classrooms, 3rd Ed (custom)- (The non-custom ISBN is:9780137055036, please use this one to search for the book from other booksellers.)

Author: Hardin, Carlette J.

Publication Info: Pearson

ISBN: 9781269648905

Book Title: If you prefer the electronic format, your required book(s) may be available for purchase from the APUS Bookstore in a VitalSource e-book format

Author:

Publication Info:

ISBN: GRAD NOTE

Course Guidelines

Phasellus eros sapien, lacinia eget veit vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetra quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consectetur, faucibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales, diom eel tempor posuere, ougue risus ullamcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consectetur, faucibus magno et, ullamcorper eros. lacinia eget velit vitae, vrvetro finibus neque Donec vulputate tempor erot id laoreet Nunc commodo ornare 'usto, sit omet ultrices magno pharetra quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodales, diom eel tempor posuere, ougue risus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consectetur, faucibus magno et, ullamcorper ecos. Phosellus eros sapien, lacinia eget veit vitae, viverra finibus neque Donec vulputate tempor erot id laoreet Nunc commodo ornare justo, sit omet ultrices magno pharetra quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales, diom eel tempor posuer ougue nsus ullamcorper quom, id vehicula libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consectetur, faucibus magno et, ullamcorper eros.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.