

SYLLABUS
CIED 5022: Classroom Management Concepts
WAAX 202
Fall 2009
University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

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- I. Program Affiliation:** Curriculum and Instruction
Course Number and Title: CIED 5022: Classroom Management Concepts
Catalogue Description: A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager.
Prerequisites: Admission to the M.A.T. program
Required Texts:
Emmer, E.T., & Evertson, C.M. (2009). *Classroom management for middle and high school teachers* (8th ed.). Boston, MA: Allyn and Bacon.
- II. Goals:** To introduce different theories of classroom management, techniques related to such theories, and classroom applications of the theories. Students will discuss issues involving classroom management and how to apply the theories to their own classes. Students are expected to synthesize and evaluate the information as they strive to formulate their own model of classroom management in order to create an engaging and effective learning environment.
- III. Competencies:** Upon completion of CIED 5022, students will
- Understand different theories of classroom management
 - Understand ethical and moral issues of classroom management
 - Be able to apply techniques of classroom management
 - Evaluate the efficacy of classroom management
 - Connect the concepts of classroom management to the Pathwise Classroom Observation Protocol

IV. Essential Questions

- What is the difference between management and discipline?
- Is management discipline?
- What are the roles of punishment and reward in the classroom?
- What is ethical classroom management?
- What is the relationship between content and management?
- What does effective classroom management look like?
- How does this information help you as an emerging professional?
- How does this information relate to the Pathwise domains?

V. Course Requirements:**A. Class participation based on readings and other assignments**

Assigned readings from this book should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

B. Formative Assessments / Homework (as needed up to 70 points)

The instructor will provide a format during class time to check for understanding.

C. Creative Assignments (25 points)

Bio poems: You will create a poem about yourself to share with your classmates.

D. Fall Workweek Assignment (100 points—Chalk and Wire)

Classroom Environment Plan: You will create a classroom environment plan to include a description of your philosophy of classroom management and how you would create an engaging classroom environment. Your plan should include elements from Chapters 1-4, a visual representation of your ideal classroom design, and an explanation of how this assignment will help you as an emerging professional, and how this information relates to Pathwise.

E. EDOK: Expert Distiller of Knowledge (30 points—Chalk and Wire)

You will read one professional article of your choice from the selections at the end of any chapter in your textbook. You will find the article, provide a copy to me, complete an EDOK, and upload to C & W.

F. Group Project Assignment (25 points)

Students will be divided into groups and assigned a chapter to present to the class. Presentations will include a discussion of chapter relevance to internship experience.

G. Final Exam (50 points)

Your final exam will be a compilation of information from the group presentations (Chapters 6-10) and instructor lectures.

Analysis of Final Course Grade

Areas of Assessment	Possible Points	Your Score
Formative Assessments	+ / - 70	
Poem	25	
Fall Workweek Assignment	100	
EDOK	30	
Group Presentations	25	
Final Exam	50	
Total points	+ / - 300	

VI. Grading Scale

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

VII. Academic Honesty:

Academic honesty involves acts, which subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work.

The application of the University of Arkansas Academic Honesty Policy, as stated on in the 2009-2010 Undergraduate Studies Catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

VIII. Inclement Weather Procedure:

If Fayetteville schools are closed due to inclement weather, we will not have class.

IX. A note about assignments:

All assignments are due on the assigned date unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can always arrange to turn assignments in early). Please be in class on-time. This behavior shows professionalism and respect for the learning environment.

Directions for Email submissions:

- Subject line: Last name_Assignment name (Bowles_BioPoem1)
- All assignments created as a word doc. and sent as an attachment

*** Incompletes will not be given this semester due to departmental recommendations.

X. Syllabus Changes:

The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will notify students by Email and in class.

XI. Attendance: Mandatory.

XII. Accommodations:

“The Center for Educational Access (CEA), 104 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University. CEA staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based on an analysis of medical or psychological documentation provided to the CEA by the student. Students must meet with one of the CEA staff to discuss their needs and provide such documentation before any accommodations can be granted” (2008-10, Graduate Catalogue, Appendix).

Please let me know if you need any accommodations.

XIII: Recommended Reading:

Jones, F. (2000). *Tools for teaching: Discipline, instruction, motivation*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

Marzano, R. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Partin, L. P. (2005). *Classroom teacher's survival guide: Practical strategies, management techniques, and reproducible for new and experienced teachers, 2nd ed.* San Francisco, CA: John Wiley & Sons, Inc.

Payne, R. K. (1996). *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc.

Smith, R. (2004). *Conscious classroom management: Unlocking the secrets of great teaching*. San Rafael, CA: Conscious Teaching Publications.

Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management, 2nd ed.* San Francisco, CA: John Wiley & Sons, Inc.

Wong, H. K., & Wong, R. T. (2001). *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.

Welcome to class
and
good luck this semester.

Learning is forever.