



SYLLABUS
CIED 5022: Classroom Management Concepts
Fall 2012

University of Arkansas
 College of Education and Health Professions
 Department of Curriculum and Instruction

Welcome to class!

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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

Theoretical Framework: Classroom Management addresses each of the four points of the Scholar-Practitioner Conceptual Framework. Teacher Candidates become **knowledgeable** about how to manage an effective classroom for middle and secondary learners. They become **skillful** by applying the techniques they learn in the classroom to their own practice and by reflecting and discussing the management techniques of their mentor teachers. Teacher candidates exhibit **caring** by creating their ideal classroom and classroom environment plan that considers each individual student's needs and learning potential, and finally, they demonstrate the importance of **inquiring** about good classroom management through observation, reflection, and research.

Required Texts:

Emmer, E.T., & Evertson, C.M. (2009). *Classroom management for middle and high school teachers* (8th ed.). Boston, MA: Allyn and Bacon.

Esquith, R. (2007). *Teach like your hair's on fire: The methods and madness inside Room 56*. New York, NY: Penguin Books.

II. Goals: To introduce classroom management techniques and how to apply them to the classroom. Students will discuss issues involving classroom management based on their experience in the classroom and on their readings and research about the topic. 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 techniques 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 Danielson Framework for Teaching

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?
- What makes an effective classroom environment?
- How does this information help you as an emerging professional?
- How does this information relate to the Danielson domains?

V. Course Requirements:

A. Class participation based on readings and other assignments

Assigned readings from the texts 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 (50 points)

You will be given three assignments from the text to prepare you for the Classroom Environment Plan and two assignments in GoogleDocs to assess your ability to reflect on your understanding of the course (10 pts each).

C. Creative Assignments (30 points)

Bio poems: You will create a poem about yourself to share with your classmates in order to build a learning community and practice an instructional strategy combining content and creativity with the personal.

D. Major Assignment (100 points—Chalk and Wire)

Classroom Environment Plan: You will create a classroom environment plan based on Chapters 1-4 that includes the following: the elements of a good plan and importance of having a plan; a visual depiction of your ideal classroom; connections to Danielson; and an explanation of how this assignment will benefit you as an emerging professional.

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 or from another source of peer-reviewed scholarly articles. You will find and read the article, complete the EDOK, and upload the article and EDOK to C & W.

F. Group Project Assignment (40 points)

Students will be divided into groups (small learning communities) for discussion and reflection related to course topics and to begin building a collection of resources for sharing as emerging professionals. Presentations will include a discussion of relevance to internship experience and your emerging professionalism.

Analysis of Final Course Grade

Areas of Assessment	Possible Points	Your Score
Formative Assessments 5x10	50	
Poem	30	
Fall Workweek Assignment	100	
EDOK	30	
Group Presentations	40	
Total points	250	

VI. Grading Scale

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

VII. Academic Honesty:

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

VIII. Inclement Weather Procedure:

Schedule follows RazALERT System as determined by administration.

IX. Class Expectations:

All assignments are due on the assigned date unless otherwise required. Late work will be accepted, but a penalty will be included: one CLASS late, 50% deducted; two classes late, 75% deducted.

Punctuality: Please be in class on-time. This behavior shows professionalism and respect for the learning environment.

Attendance: Mandatory. We have very little time and few class meetings, so let's make every meeting productive and engaging. Your presence is necessary to make this happen!

Assignment Submissions:

- **Subject line:** Last name_Class name_Assignment name _date
- Example: Bowles_CMC_BioPoem_8-31-12

*** 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. Accommodations:

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at: <http://cea.uark.edu/>.

The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Please let me know if you need any accommodations.

XIII: Recommended Reading:

Glaser, W. (1998). *Choice theory*. New York, NY: HarperCollins.

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. (2009). *How to be an effective teacher: The first days of school (4th ed.)*. Mountain View, CA: Harry K. Wong Publications, Inc.

Learning is forever.