

# Argosy University Course Syllabus



## ED 6001 Classroom Management for Effective Teachers

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### Course Information

Term: Fall 2014, Session I

Dates: 9/2/14-10/26/14

Course Number and Section: ED 6001- Section BLA

Course Title: Classroom Management for Effective Teachers

Credit Hours: 3

## Instructor and Class Meeting Time Information

Instructor's Name and Credentials: Talitha Gentry, BS, MAED

Office Number and Email Address: (770)407-1045/ [tgentry@argosy.edu](mailto:tgentry@argosy.edu)

Class Meeting Dates: September 5-6 (9AM to 5 PM) and October 3-4 (9AM to 5PM) in Room 345

Instructor Biography: Hello students! My name is Talitha Gentry and I will be your instructor for ED 6001. My educational background began at Florida State University where I received a BS in Biology, and I received an additional BS in Human Services and Child and Family Welfare at Kaplan University. I received my Master's in Education from Michigan State University, and will be pursuing Doctoral Studies in Education at Michigan State University. I currently reside in Atlanta, Georgia with my fiancé, miniature schnauzer (Anakin Skywalker), tabby cat (Mischa), and I am also expecting our first child in October. I enjoy cooking, fishing, and travelling in my spare time. I have visited several countries, and have a passion for being active.
















## Course Description

This course focuses on training new and continuing educators on the components of organizing a successful classroom, and to ensure that students are effectively and actively engaged to learn at all times. Students will learn classroom management strategies to deal with a variety of situations in a learning environment, and how to effectively manage their responses to these situations. Students will demonstrate mastery of the course by designing a Classroom Management Plan that could be implemented in any classroom setting.

## Course Calendar


Unit	Specific Activities	Evaluations/Assessments
<b>Unit 1: Learning Classroom Management Basics and How to be an Effective Teacher</b>	<ul style="list-style-type: none"> <li>Introduce yourself on the Introductions Board</li> <li>Complete assigned readings</li> <li>Review key components</li> <li>Post responses on Discussion Board</li> <li>Attend class on September 5-6 at (9AM-5PM)</li> <li>Submit your preliminary Classroom Introduction for Parents and Students</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board (graded)</li> <li>Classroom Introduction (graded)</li> </ul>
<b>Unit 2: How to Create a Effective Classroom Discipline Plan</b>	<ul style="list-style-type: none"> <li>Complete assigned readings</li> <li>View articles on sample discipline plans</li> <li>Post responses on the Discussion board</li> <li>Submit revised Classroom Introduction and Rough Draft Outline of Classroom Discipline Plan</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board (graded)</li> <li>Revised Classroom Introduction (graded)</li> <li>Rough Draft Outline of Classroom Discipline Plan</li> </ul>
<b>Unit 3: Implementing the Discipline Plan in the Classroom</b>	<ul style="list-style-type: none"> <li>Complete assigned readings and watch YouTube video on examples of classroom management</li> <li>Post responses on the Discussion Board</li> <li>Submit Classroom Discipline Plan</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board (graded)</li> <li>Classroom Discipline Plan (graded)</li> </ul>
<b>Unit 4: How to Manage Student Behaviors in the Classroom</b>	<ul style="list-style-type: none"> <li>Read the assigned pages in your textbook and assigned articles</li> <li>Contribute to the Discussion Boards</li> <li>Attend class on October 3-4 (9AM-5PM)</li> <li>Submit your Classroom Expectations Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (graded)</li> <li>Classroom Expectations Presentation (graded)</li> </ul>
<b>Unit 5: Establishing and Maintaining Parental Involvement</b>	<ul style="list-style-type: none"> <li>Read the assigned articles and readings from the textbook</li> <li>View YouTube video on parental involvement in</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board (graded)</li> <li>Parental Involvement Plan (graded)</li> </ul>

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	 school systems  Contribute to the Discussion Boards  Submit your Parental Involvement Plan	
<b>Unit 6: Being an Effective Teacher in the Classroom</b>	 Complete assigned readings and articles  Contribute to the Discussion Boards  Submit Rough Draft Outline of Cumulative Classroom Management Plan	 Discussion Board (graded)  Rough Draft Outline of Cumulative Classroom Management Plan (graded)
<b>Unit 7: Reflection</b>	 Complete assigned readings  Post responses on Discussion Board  Submit Final Cumulative Classroom Management Plan	 Discussion Board (graded)  Cumulative Classroom Management Plan (graded)

## Course Materials

### Textbook Information

-  Textbook name: *Effective Classroom Management (3<sup>rd</sup>. Edition)* by Carlette Jackson Hardin.  
ISBN13: 978-0137055036.  
Publisher: Merrill Education/Prentice Hall  
Published: 03/31/2011  
\*Can purchase online at Amazon or at campus bookstore.

### Software Requirements:

-  Microsoft Word®
-  Microsoft PowerPoint®
-  Adobe Acrobat Reader®

## Course Outcomes

By the end of the course students should be able to effectively show mastery in the following areas:

1. Develop specific rules and guidelines of successful and effective classroom
2. Properly analyze and articulate how classroom management and discipline can aid in establishing an effective classroom

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3. Analyze the components of a well- managed classroom
4. Evaluate how effective classroom management can affect student behavior
5. Evaluate the importance of encouraging parental/guardian participation in classroom management
6. Articulate how effective classroom management increases student learning and aids in effective teaching
7. Effectively create a superior classroom management plan based on prior weekly course outcomes

## Instructor's Grading Criteria and Course Evaluation

As your instructor I agree to provide you with supportive and substantial feedback on all assignments, including discussion boards. Students can also expect a timely response in grading all assignments, and should expect the assignments to be graded within seven (7) days of their submission to the drop box. All discussion board grades will be posted after three (3) days once the calendar week ends on Tuesday night at 11:59 PM EST.

All late assignments will be graded within seven (7) days of their submission to the drop box, and any late discussion boards will ONLY be graded if there is a pre-approved reason for a late submission. I will not accept any late discussion board entries if prior arrangements have not been made, and students can expect to receive a zero (0) grade for their score for the week.

Assessments/Evaluations	Number of Entries	Points Possible for Each Entry	Total Points Per Term
<b>Discussion Boards</b>	14	15	210
<b>Assignments</b>	6	100	600
<b>Final Project</b>	1	190	190
<b>Total Points Possible</b>			1000 Points

## Argosy University Graduate Grading Scale

Grade	Points	Percentage	Grade Point Average
<b>A</b>	900-1000	90-100%	4.0
<b>B+</b>	850-899	85-89%	3.5
<b>B</b>	800-849	80-85%	3.0
<b>C (Failing for Graduate Program)</b>	799 and below	74% and below	0.0
<b>I</b>		Incomplete	N/A
<b>P</b>		Pass	N/A
<b>S</b>		Satisfactory	N/A
<b>TR</b>		Transfer Credit	N/A
<b>W</b>		Withdrawal	W
<b>WF</b>		Withdrawal Failing	WF

## Late Policy

### Discussion Boards

Weekly participation on the discussion boards is essential for proper classroom discussion; therefore, late submissions to the discussion board WILL NOT be accepted unless prior arrangements have been made and approved.

### Classroom Meetings

Students are expected to come to class on time and to remain in class for the entire duration of the course. Any unexcused tardiness or absences will result in a 40 point deduction on the weekly project for that week.

### Written Assignments

Late assignments are only accepted at my discretion, and must be approved with a prior arrangement. All late assignments will be graded within seven (7) days of the submission. Students have up to two (2) weeks to submit a late assignment with a prior approval.

### Incompletes

Incompletes will allow students to submit coursework after the term's end within a limited time frame per Argosy University's guidelines. Per these guidelines, students must also have completed at least 67% of their coursework. All students are advised to contact their Academic Advisor for more information regarding these policies, and incompletes can only be granted at the instructor's discretion.

## Classroom Etiquette

Proper professional student behavior is expected both in the classroom and on the online classroom forums. Students must have the ability to use appropriate forms of communication online, and should also treat their peers with respect during in-class sessions.

Here are some common etiquette guidelines for the course based on Argosy University guidelines, and should always demonstrate courtesy when interacting with their peers and professors:

- ✚ Always use spell check prior to submitting any work
- ✚ Practice proper grammar and punctuation. Using "text shorthand" is not acceptable (i.e. acronyms like LOL, etc.), and students should use thoughtful responses to all discussion replies

- ✚ Students should respect others who are speaking, and allow time for each person to speak their thoughts. Please wait to respond to any comments and/or discussion messages that are offensive and report directly to me
- ✚ Always use proper dictation and never use all capital letters. Each posting should always be written as if you were submitting a graded paper
- ✚ Offensive or rude language will not be tolerated in class
- ✚ Please respect your peers and treat each other as you would like to be treated
- ✚ Only use the discussion forums for the assigned activities. All other communication should only be posted via private email or using Argosy chat rooms
- ✚ When in doubt, refer to the Argosy University Communications Policy in the University Catalog!

## Policies

Any student who has questions or would like to review current policies regarding plagiarism, academic appeals, attendance and posting, or any other pertinent academic policy should refer to the Argosy University Catalog found here <http://argosy.catalog.acalog.com/index.php?catoid=29>

## Projects

- ✚ Unit 1: Classroom Introduction
- ✚ Unit 2: Revised Classroom Introduction and Rough Draft Outline of Classroom Discipline Plan
- ✚ Unit 3: Classroom Discipline Plan
- ✚ Unit 4: Classroom Expectations Presentation
- ✚ Unit 5: Parental Involvement Plan
- ✚ Unit 6: Rough Draft Outline of Cumulative Classroom Management Plan
- ✚ Unit 7: Cumulative Classroom Management Plan

## Discussion Boards

A description of each of the weekly discussion board questions can be found in the student portal under the specified unit for the week. Students are expected to contribute thoughtful contributions to the initial discussion board posts, and each post should be a minimum of 200 words.

Students are also expected to provide insightful feedback to their peers that will extend the conversation about the specified topic. All initial replies should be at least 100 words and students should reply to at least two (2) of their peers for each discussion question. The discussion board rubric is posted below as a reference guide:

Points Available

Responses Required

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<b>15</b>	Provide an initial response of at least 200 words, student replies to at least 2 or more peers on the discussion board with adequate responses of 100 words or more that advance the conversation
<b>10-14</b>	Provides an initial response of less than 200 words, student replies to 2 or more peers with a response of less than 100 words and provides some conversation to advance the conversation
<b>5-9</b>	Provides an inadequate initial response that does not meet requirements and has minimal interaction with peers
<b>1-5</b>	Student provides minimal information for initial response and does not interact effectively with peers by advancing the conversation

## Assignment Rubrics

Assignment	Points Possible	Breakdown of Point Categories
<b>Unit 1</b>	100	<ol style="list-style-type: none"> <li>1. 85-100- Clear classroom introduction emphasizing information about teacher, guidelines, and expectations. Clearly written with great grammar, spelling, and is visually appealing.</li> <li>2. 70-84- Classroom introduction features information about teacher, guidelines, and expectations but some information is not as clear and needs clarification. Few grammatical and syntax errors.</li> <li>3. 0-69- Introduction is lacking detailed information about teacher, guidelines, and expectations. Writing is not clear and has some grammatical errors.</li> </ol>



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<b>Unit 2</b>	100	<ol style="list-style-type: none"> <li>1. 85-100- Classroom Introduction has been completely revised and updated based on previous feedback. Outline of preliminary classroom discipline plan is clear and features a solid plan of action in creating final management plan. Clearly written, no grammatical errors.</li> <li>2. 70-84- Classroom management plan has a few revisions based on prior feedback. Outline of preliminary classroom discipline plan needs some clarification, and there are some grammatical errors.</li> <li>3. 0-69- Classroom management plan has virtually no revisions. Outline of preliminary classroom discipline plan is not clear and needs further elaboration. Grammatical and vocabulary errors are numerous.</li> </ol>
<b>Unit 3</b>	100	<ol style="list-style-type: none"> <li>1. 85-100- Classroom Discipline plan is clear and features a solid plan of action in leading an effective teaching environment. Clearly written, no grammatical errors.</li> <li>2. 70-84- Classroom Discipline plan is somewhat clear and features a plan of action in leading an effective teaching environment, but some ideas could be clarified. Few grammatical and spelling errors.</li> <li>3. 0-69- Classroom Discipline</li> </ol>

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		<p>plan is not clear and there is a lack of direction in leading an effective teaching environment. Ideas need to be clarified. Numerous grammatical errors.</p>
<b>Unit 4</b>	100	<ol style="list-style-type: none"> <li>1. 85-100- Presentation is clearly organized and is visually entertaining for all viewers. Clearly explains all ideas and expectations. Virtually flawless presentation, and easy to navigate.</li> <li>2. 70-84- Presentation is organized but could use more visual effects or organization to entice all viewers. Ideas are explained but could be clarified further. Could be easier to navigate, and has a few grammatical errors.</li> <li>3. 0-69- Presentation is somewhat disorganized and needs more visual effects or organization to entice all viewers. Ideas need to be clarified further. Difficult to navigate, many grammatical and vocabulary errors.</li> </ol>
<b>Unit 5</b>	100	<ol style="list-style-type: none"> <li>1. 85-100- Parental Involvement plan is clear and features a solid plan of action to help parents and teachers to work to support the needs of the student. Clearly written, no grammatical errors.</li> <li>2. 70-84- Parental Involvement plan is not as clear in terms of developing a solid plan of action to help parents and teachers to work to support the needs of the student. Needs</li> </ol>

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		<p>some clarification, some grammatical errors.</p> <p>3. 0-69- Parental Involvement plan does not clearly convey a focal point for parents or teachers. Needs a lot of clarification of ideas. Many grammatical errors.</p>
<b>Unit 6</b>	100	<p>1. 85-100- Rough draft of cumulative plan is clear and features a solid plan of action in creating final management plan. Clearly written, no grammatical errors.</p> <p>2. 70-84- Rough draft of management plan needs some clarification, and there are some grammatical errors.</p> <p>3. 0-69- Rough draft is not clear and needs further elaboration. Grammatical and vocabulary errors are numerous.</p>
<b>Unit 7</b>	190	<p>1. 145-190- Cumulative classroom management plan has been revised and updated based on previous feedback. Features a stellar and solid plan of action, and vividly displays all elements of each unit assignment with a clear flow of ideas. Clearly written, no grammatical errors.</p> <p>2. 95-144- Cumulative classroom management plan has a few revisions based on prior feedback. Features great usages of prior elements from each unit, but some areas are in need of some clarification, and there are some grammatical errors.</p> <p>3. 0-94- Cumulative classroom</p>

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management plan has no revisions based on prior feedback. Features minimal or virtually no usage of prior elements from each unit, and many areas are in need of some clarification. There are numerous grammatical errors.

### Rationale for Approach and Theories for the Syllabus of ED 6001

Devising a creative yet effective syllabus is extremely important in any type of educational setting because it not only gives the teacher a clear path of instruction, but also prepares the student for the rigors and expectations of the course. For this course we are preparing Master's level students for the challenges of teaching in the K-12 school systems, and assisting in their development of establishing a solid framework to manage their future or current classrooms. Due to the complexities of this task and others concerning classroom management, we have determined that an outcomes-centered design is the most beneficial approach to help students to succeed and effectively learn the material necessary to master the course. In this brief analysis we will discuss the importance of utilizing the outcomes-centered course design, how the syllabus was created to cater to the components of this design, and how student motivation is positively affected from this approach.

The innate purpose of teaching is to help a student to become open and receptive to learning information, so our course design focuses on ensuring that the ultimate outcome results in the student understanding the purpose and logistics of the learning process. According to Linda Nilson, "outcomes-centered course design guarantees a high level of student engagement because the process steers the instructor toward more student-active teaching strategies," while also identifying and conforming to the necessary standards of accountability for learning at the collegiate level (pg. 18, 2010). The teacher will also have a higher level of flexibility to develop specific activities and assignments that produce outcomes that will help the student to develop and mold their understanding of the material, aiding in their abilities to adapt and practice their newfound knowledge in their professional and personal lives.

Outcome-based learning also assists students to have quantitative levels of performance they can physically measure and track so they can understand how they are measured (Nilson, 2010). For the purpose of our syllabus we have chosen to deconstruct each component of the learning outcomes by using specific action verbs for students so they are aware that these are tasks they will achieve by the end of each week, while also illuminating key critical thinking applications for maximum learning knowledge potential. Our syllabus has been built upon Benjamin Bloom's taxonomy of cognitive outcomes, and each unit of the course focuses on the student mastering the following six cognitive outcomes:

1. Knowledge (Remembering what is read and learned in class)
2. Comprehension (Individual reading assignments and note-taking)
3. Application (Classroom Discussions)
4. Analysis (Discussion Boards)
5. Synthesis (Discussion Boards)
6. Evaluation (Graded Assignments) (Nilson, 2010).

Designing the course focusing on these specific outcome-based cognitive themes not only guides the teacher to adhere to specific learning criteria guidelines, but it also helps the student to track the progress and purpose of the course. Outcomes help the student to constructively build their knowledge with each unit, and each activity has a specific purpose to solidify the outcomes for the course.

We chose to construct our syllabus in a manner that would not only highlight specific outcomes for the course, but would also give the student the most detailed information possible

regarding the standards of expectations throughout the duration of the course. It is critical that students have a clear path of communication with the instructor, a list of all necessary reading materials, a breakdown of learning outcomes, grading and assignment requirements, policies on late work and assignments submitted, as well as an etiquette guideline of how to conduct themselves in the various classroom formats (online and campus) (Nilson, 2010). Our syllabus mimics and highlights key elements of a learning-centered syllabus as it is the most appropriate syllabus to utilize with our outcomes-based design. Learning-centered syllabuses focus on these points along with quite a few others to give students the “tools they will need to succeed from the onset of the course,” and each element remains concrete throughout the duration of the course (pg. 37, Nilson). We also chose to highlight our syllabus with engaging graphics and colors to not only intrigue the student to read all elements, but to provide clear instruction on how the course would flow. Our goal is to ultimately to motivate the student to become excited to learn more about the course, and to predictably understand what they can do to be successful in the course.

As we expound upon our last point regarding student motivation, it is critical that we provide a solid analysis of why this approach is so critical to increase student motivation to learn. Nilson states while the classroom environment and activities are important to facilitate learning, clear organization and communication are also key factors to increase student motivation (pg. 55, 2010). Students aspire to achieve palpable goals, and a rigid or unclear syllabus may adversely deter a student to believe that they can successfully pass the course. An outcomes-based approach within the syllabus vividly shows the student what they are expected to do if they want to achieve a specific grade or comprehension level, while also demonstrating to the student that

the goal is also highly attainable (Nilson, 2010). Their expectancy of goal achievement immediately elevates their own intrinsic motivation because they have a clear understanding of the path that they need to take, but they also know they ultimately have control over their fate. The students have a clear guideline of how to achieve a particular assessment score and the grading criteria is not based upon factors that are not relevant to the proposed outcomes of each assignment (Nilson, 2010). Our motivational techniques are clear and easily understood, and the student has the set expectation that his or her success is the prime objective of the course.

Regardless of the class that is taught, an outcomes-based design is the most optimal approach for most higher education courses because of its clarity and simplicity. Clear communication and clarity are critical components of the classroom setting at this level, but the student also must have a clear understanding of why the information is relevant to their goals. We also are firmly aware that this syllabus and design will create an even greater level of equity within the classroom, as it is quite evident that learning and success are easily measured and attained by adhering to the goals of each unit. Each student will broaden their own learning and expectations throughout the course, with the end result of having taught another successful future educator of our community.



References

Nilson, L. B. (2010). *Teaching at its best: a research-based resource for college instructors*. (3rd ed.). San Francisco, CA: Jossey-Bass.