
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Summer 2019**EDUC 436 – Management Strategies for the Classroom****Instructor Information:**

Instructor Name	Dawn Y Greene, Ph.D.
Office Number:	537
Phone Number:	219-473-4306
Email:	dgreene@ccsj.edu
Office Hours:	7:00 AM – 2:00 PM Tuesday-Thursday; Evenings by appointment
Instructor Background: Dr. Dawn Greene, after eventually transitioning to full time high school teaching, pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and operations. After working as a teacher, school principal, administrator, district assistant superintendent and higher education professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).	

Course Information:

Course Time: July 1-July 19, 2019 (Monday – Thursday) 8-Noon	
Classroom: 308	
Prerequisites: Prerequisites: ED 200, 300, 311, 342, 430	
Required Books and Materials:	Wong H. (2005). How to Be an Effective Teacher: The First Days of School. Harry J. Wong Publications, Inc. Additional Resources used in class: Wong H. (2014). The Classroom Management Book. Harry J. Wong Publications, Inc.
Learning Outcomes/ Competencies:	

Students in this course will:

This course meets the following learning objectives for the Elementary Education Program

1. Teacher candidates will be able to develop and implement classroom management strategies, as prescribed by the Interstate New Teacher Assessment and Support Consortium (INTASC) principles.
2. Teacher candidates will be able to apply management principles and strategies to real-world learning opportunities during field experiences.
3. Teacher candidates will evaluate various management theories and create learning environments for all types and levels of learners.

Course Description:

This course provides an opportunity for the teacher candidate to gain the knowledge and practical experiences to develop knowledge, disposition, and performance skills regarding classrooms and instructional organization. Selection and arrangement of classroom materials, the role of technology, implementation of rules and procedures for the management of student work, problem behavior and special student groups, planning for the beginning of the school year, maintenance of appropriate student behaviors, and communication strategies for effective classroom management are some of the topics explored in this course. Field experience required

Learning Strategies:

- Lecture, viewing of media, and presentations of developed work. Course information is also provided via Blackboard.

Experiential Learning Opportunities:

Field experience in classrooms.

Assessments:		
Major Assignments:	Teacher Interview (20 points) Rubric Observations (20 Points) Classroom Management Policy (20 Points)	Objectives: 2 Objectives: 1, 2 &3 Objectives: 2 & 3
Assessments:	Reflective Summer (20 Points) Theorist Research Paper (20 Points)	Objectives : 2 Objectives: 1 & 3
Class Participation:	Discussion prior to clinical	
Total		100 Points
Grading Scale:		
100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

ASSIGNMENTS and ASSESSMENTS:

Chapter Readings:

Your textbook is your resource. Although we will use the book, we will not study the book and read chapter by chapter; this will be your responsibility. Class discussions will come from the “Teaching as Decision Making” textbook.

Complete the required blackboard assignments by responding by due date. Then respond to at least one of your classmates in each discussion.

Teacher Interview: Week #1

This assignment will allow you to develop a series of questions to ascertain the style of classroom management that your chosen teacher utilizes. After developing a list of questions for the teacher, you will ask the teacher to describe how they feel about their classroom management style education that they are giving to students. Ask them why they feel the way that they do and how they feel that education could be improved. Please look for opportunities to expand on the discussion with your selected teacher based on their responses. Please submit a one-page reflection on this interview experience. Reflect on what you learned from the teacher and how it will benefit or change your classroom delivery and presence. Paper should be double spaced with standard 12-point font.

In Class Assignments: Teaching Observations

Each In-Class assignment will be given on the day that it is due in class. There will group and individual assignments designed to assess your understanding of classroom management and organization. We will utilize classroom teaching observations in this requirement. The rubric will be presented in class.

Classroom Management Policy: Week #2

Develop the Classroom Management Policy that you will use in your classroom. Considerations might include: Discipline/consequences and rewards, empowerment language and progressive steps. Consider the method of policy delivery for students and parents.

- o Create on document for parents describing the policy (please use the format that you will use for the parents whether letter, newsletter, etc.)
- o Create a second document describing the policy to students (please use the format that you will use for the students)

Paper on Management Theorists: Week #3

Please write a "Position Paper" in which you will take a stand on your support or denouncing of a theorists' perspective on classroom management. The paper must be five pages long (typed and double spaced). Please ensure that the following elements have been included:

1. A statement of thesis, (for example your agreement or disagreement with the theorist)
2. Please include within your statement evidence of clear understanding/description of the theorist perspective.
3. A presentation of a contrary position with accompanying support for that position
4. A well-reasoned argument for the rejection of one theorist in favor of another
5. **In short, you will have two major points of view in your argument: 1) your supported theorist and view of management, versus 2) an opposing viewpoint.**
6. Include a works cited section that will support four credible reference.

Summer Reading Program Reflection:

Please write a three-page reflection on what you learned from this experience and include strategies utilized, challenges, solutions and opportunities for professional growth. In short, what went well, what you would change and resources employed or needed. You may also use actual examples of success and/or challenge from within the classroom

Course Schedule:

Week	Essential Questions	Tasks
Week 1	What is classroom management?	Creating Classroom Management Rules
Week 2	How do I implement policy and theory to classroom management strategy?	Classroom Management Visitation

Week 3	What does Classroom Management Intervention look like?	Classroom Assessment Visitation
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I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. <u>Late work is not accepted beyond one week after the last day of class.</u>
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. <u>Instructor reserves the right limit use of technology during class.</u>
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent. <u>The instructor is not responsible for anything missed during your absence and does not have to allow for make-up.</u>
Doing Your Own Work	If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite PLEASE NOTE: All papers may be electronically checked for plagiarism.

Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .