
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

MAT 520: Management Strategies for the Classroom

Instructor Information:	
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Instructor Name	Frederick Greene
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Office Hours:	Evenings by appointment
Instructor Background: Educational: PhD Urban Education (Loyola University) – In Process MA Educational Administration (Marion College) MA Urban Ministry – (Martin University) BA English (Wabash College) Professional: I have served the educational community as Adjunct Professor of Education at Calumet College of St. Joseph, Principal of Barker Middle School in Michigan City and Assistant Principal of Fegely Middle School in Portage. I have also served as an English Teacher in Merrillville Community Schools and as an English Teacher at Andean High School in Merrillville.	

Course Information:	
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Course Time:	August 31-September 14, 2019 Hybrid (8:30-3:30/e-learning 9/14/19)
Classroom:	308
Prerequisites:	Prerequisites: Prerequisites: MAT 502
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:

This course invites the teacher candidate to view the management of the classroom from a broad perspective. That is to say, this class will not merely focus on the understanding and possible application of given “programs” for classroom management (to use a more tradition term, “student discipline”) but on a more holistic approach to classroom management, taking as its cue the noted educator Harry Wong’s threefold perspective on the “effective teacher.” This is the perspective wherein the effective teacher succeeds as teacher by developing the inter-related skills of positive motivation, planning and executing lessons for mastery, and managing the learning environment. Furthermore, the teacher candidate will be asked to come to understand and evaluate various programs or models of classroom management as to their effectiveness and consonance with her/his philosophy of education. This will be done in the light of Alfie Kohn’s understanding of classroom management as an exercise of building an educational community. Finally, the student will be asked to come to understand and apply to lesson planning Thomas Lickona’s belief that “educating for character” should animate one’s educational efforts.

In this sense then, Bloom’s taxonomy of educational objectives, both from the cognitive (especially “evaluating”) and affective (especially “valuing”) domains will figure into the achievement of course competencies.

Thus, in this course, the student will:

1. Come to understand that employment of various management strategies reflects an implicit philosophy of education. Educational value judgments can and do “fuel” management practices.
2. Come to observe, understand and evaluate the effectiveness of various management strategies employed by veteran practitioners in the field by way of field experience.
3. Come to understand and evaluate the effectiveness of the holistic behavior theorist claims for the nature of the “effective teacher” as motivator and classroom manager by way of text and video analysis accompanied by evaluative discussion in the light of timely educational research.
4. Demonstrate the ability to research and evaluate appropriate literature on effective management strategies.

In the light of the above, to come to an informed, personally appropriated and adequately defended position of one’s own perspective on classroom management.

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:

Guided practice, lecture, activity based learning

Experiential Learning Opportunities:

Field experience in classrooms.

Assessments:		
	Assessment:	
	1. Field Experience Analysis & Reflection 20 Points	Objective(s): 2 & 3
	2. Power-Point Presentation of Personal Management Plan 20 Points	Objective(s): 3 & 4
	3. Reflection Paper on Management Programs 20 Points	Objective(s): 2, 3 & 4
	4. Final Assignment 20 Points	Objective(s): 1, 2, 3 & 4
	5. Weekly Reflections & Assignments/Discussions 10 Points	Objective(s): 1 & 2
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	

Course Schedule:

Week	Essential Questions	Tasks
Week 1	<p style="text-align: center;">What is classroom management?</p> <p>The Aspirational Dimension: Kohn versus Lickona/Duckworth; <i>Reflection Due by 11:59 that evening. Weekly Discussion Board Kohn and Lickona Reflection</i></p>	Creating Classroom Management Rules
Week 2	<p style="text-align: center;">How do I implement policy and theory to classroom management strategy?</p> <p><i>Practicum; The Practical Dimension: Harry Wong Presentations of Field Experience Reflections; Discussion Board Wong reflection.</i></p>	Classroom Management Visitation
Week 3	<p style="text-align: center;">What does Classroom Management Intervention look like?</p>	Classroom Assessment Visitation

	<p>Final Assignment: Your final assignment will be done on your own time & not in class. You will have to watch the movies, <i>Lean On Me (The Story of Joe Clark)</i>, and <i>Stand And Deliver (The Story of Jaime Escalante)</i> after viewing both, you will assess the management styles of each educator and discuss which management style they best align with (i.e Cohn, Lickona, Wong, etc).</p>	
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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 .