

**CEDAR CREST COLLEGE
ALLENTOWN, PENNSYLVANIA**

COURSE TITLE

CLASSROOM MANAGEMENT

Course Number:	SPE 347
Semester Hours:	Three
Prerequisites:	SPE 344; SPE 345
Limitations on Enrollment:	30
Required:	

Catalog Description: This course provides the foundation for effectively using classroom management techniques within special education and included classes. Principles and theories of classroom management, with emphasis placed upon their practical application are emphasized. Methods to create positive interpersonal relationships between teachers, students, peers, and parents will be covered.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education

Furthermore: Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

N. B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor or instructor at the beginning of the course. For the student's convenience, both the professor's/instructor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

Attendance Policy: This course is discussion and group process oriented. In order to gain the full breadth of this course, it is imperative students attend all classes. Students earn points for attendance and participation for attending class and actively participating. Assignments are due on scheduled dates. Absences of greater than two hours will significantly impact a student's grade. Excused and unexcused absences will result in the loss of attendance and participation points. Absences do not alter the date in which assignments are due.

Final Exam: Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

I. Course Objectives:

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with the skills and values needed for teaching students within a full continuum of settings. The course will include practical methods used in schools to included students with disabilities in general education classes as well as support students in more restrictive settings. Students will:

- A. Discuss the psychological factors that influence student behavior.
- B. Determine effective teacher skills needed to create positive interpersonal relations with students.
- C. Analyze group dynamics and arrangements that foster positive peer relations in the classroom.
- D. Compare collaborative approaches that can be used to improve student behavior.
- E. Explore and critique instructional methods that enhance student motivation and learning.
- F. Integrate classroom organization management skills that prevent students' disruptive behaviors and increases on-task behaviors.
- G. Explore and critique behavior management techniques proven effective in classrooms.
- H. Assess classroom problems using problem analysis models.
- I. Design classroom management systems to meet individual needs of students.

- J. Apply behavioral management principles to solve specific classroom behavior problems.
- K. Develop a written philosophy of classroom management
- L. Work within collaborative teams analyzing key components of content area instructional strategies and present those components to colleagues.

Course Requirements: The following course requirements are designed to assess student mastery of material, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Pre-Class Assignment: Read Chapters 1 and 2 of the textbook, Jones, V. F., & Jones L. S. (2010). *Comprehensive classroom management: Creating communities of support and solving problems (9th ed.)*. Needham Heights, MA: Allyn & Bacon, **in preparation for the first class.**

II. Course Content

- A. Classroom Management in Perspective
- B. Understanding Students' Basic Psychological Needs
- C. Learning Styles and Cooperative Learning
- D. Discipline and Teaching: A Developmental Process
- E. Discipline Inventory
- F. Continuum of Discipline
- G. Increasing On-task Behavior
- H. Reinforcement Strategies
- I. Behavioral Analysis
- J. Functional Behavioral Assessment
- K. Positive Discipline Model
- L. Assertive Discipline Model
- M. Leveled Token System
- N. Glasser's Reality Therapy
- O. Cooperative Discipline
- P. The Rogerian Emotionally Supportive Model
- Q. Designing a Discipline System

III. Methods of Instruction

- A. Teacher-lead Presentation and PowerPoint Presentations
- B. Discussion Format
- C. Cooperative Learning
- D. Videos
- E. Simulations and role playing
- F. Case-study approach readings
- G. Student-lead Presentations
- H. Research and Critique Articles
- I. Produce quality written summaries
- J. Interacting with Text

IV. Methods of Evaluation

- A. Position Paper (rubric scoring)

- B. Quizzes (8)
- C. Final Exam part 1 and 2
- D. Class Participation
- E. Class Attendance

Required Texts:

Emmer, E. T., Evertson, C., & Woesham, M. E., 8th (2009). Classroom management for secondary teachers. Needham Heights, MA: Allyn & Bacon.

Evertson, C., Emmer, E. T., & Woesham, M. E., 8th (2009). Classroom management for elementary teachers. Needham Heights, MA: Allyn & Bacon.

Jones, V. F., & Jones L. S., 9th Edition (2010). *Comprehensive classroom management: Creating communities of support and solving problems*. Needham Heights, MA: Allyn & Bacon.

CLASS PROTOCOL

I. Following the Calendar

1. Not handing in assignments when due will result in a loss of points.

II. Meetings

1. This class has 11 meetings (including the final exam). Make every effort to attend each 4 hour class meeting.

III. Grading

Grading

Position Paper	_____ (16)
Quiz I	_____ (15)
Quiz II	_____ (25)
Quiz III	_____ (20)
Quiz IV	_____ (15)
Quiz V	_____ (10)
Quiz VI	_____ (15)
Quiz VII	_____ (11)
Quiz VIII	_____ (21)
Final Exam I	_____ (30)
Final Exam II	_____ (30)
Extra Credit (Q-II)	_____ (10)
Attendance/Participation	_____ (110)
TOTAL	_____ (318)

Grading

300 - 318 =	A
287 - 299 =	A-
274 - 286 =	B+
268 - 273 =	B
254 - 267 =	B-
242 - 253 =	C+
236 - 241 =	C
223 - 235 =	C-
212 - 222 =	D+
191 - 211 =	D
below 191 =	F

Instructor: Deborah Hartman

Contacting the Instructor: email: dwhartma@cedarcrest.edu

Meeting with Instructor: Immediately follow class or as arranged with the instructor.