

***Course Syllabus: Introduction to Classroom Management***

**Course Title:** Introduction to Classroom Management, Undergraduate or Graduate Credit

**Course Schedule:** Saturday, July 20, 2019 through Friday, July 26, 2019.

**Required Text:**

Jones, V. and Jones, L. (2013) **Comprehensive Classroom Management** (10<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson. ISBN-978-0-13-269708-8 (paper), ISBN-10: 0-13-269708-4, ISBN-13: 978-0-13-269708-8.

**Additional Resources:** All required articles and Web sites can be accessed through the internet

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**Availability:** I am available by email 24/7 and will respond usually within 24 hours. You can call me at the above number any time between 0800-2100.

**Schedule:**

The course begins on Saturday, July 20, 2019 and ends on Friday, July 26, 2019. Students will collaborate with team members using the internet and post their assignments to Dr. Delepine weekly at [retired46msgt@charter.net](mailto:retired46msgt@charter.net) or [Sidney.delepine@vbschools.com](mailto:Sidney.delepine@vbschools.com). Students will create written answers to key questions concerning the learned material a minimum of four times weekly. Students will collaborate weekly to create a PowerPoint presentation and post to every member of the class twice weekly. The final assignment will be submitted electronically to Dr. Delepine by Tuesday, August 8, 2019. Please see the following for a breakdown of the course:

|                          |                    |
|--------------------------|--------------------|
| <b>Day 1 – Saturday:</b> | <b>0800 – 1830</b> |
| <b>Day 2 – Sunday:</b>   | <b>0800 – 1830</b> |
| <b>Day 3 – Monday:</b>   | <b>0800 – 1830</b> |
| <b>Day 4 – Tuesday:</b>  | <b>0800 – 1830</b> |
| <b>Day 5 – Friday:</b>   | <b>1130 – 2130</b> |

**Out of class requirements:** Each learner will provide a classroom management plan that implements strategies developed over the course of study. The plan must be comprehensive and incorporate plans that reach the needs of all students. The learning goals of the course must be addressed as well as the teaching methods of the teacher. This assignment must be electronically submitted to Dr. Delepine at [Sidney.delepine@vbschools.com](mailto:Sidney.delepine@vbschools.com) or [retired46msqt@cox.net](mailto:retired46msqt@cox.net) before August 8, 2019.

## ***COURSE DESCRIPTION***

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This one-week accelerated learning course introduces classroom management theories. Over the course of study, learners will participate in more than 48 hours of learning, which surpasses the number of hours received in a typical 16-week course. Topics include classroom management in perspective, understanding the student's basic psychological needs, establishing positive teacher-student relationships, creating positive peer relationships, working with parents, developing standards for classroom behavior and methods for maximizing on-task student behavior, enhancing students' motivation to learn, responding to behavior that disrupts the learning process, using problem solving to resolve behavior problems, and developing individual behavior change plans. Instructional process will include APA formatting and style, individual and group presentation techniques, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

### ***Purpose and Approach***

*Introduction to classroom management* uses a foundation-building method that provides new and experienced teachers with an introduction to classroom management knowledge that will assist the teachers design learning strategies that will assist all learners achieve academic success. It is both skills based and theory related, as the learner needs to understand the development of students in their tutelage in order to design learning methodologies and management skills that will assist each student learn new information.

Introduction to classroom management employs a formative, rather than summative, assessment of learners' preparedness for teaching modern high school students. The individual assignments throughout the course, as well as class discussions, are designed to build on one another, enabling learners to apply their learning in the modern classroom.

## ***COURSE TOPICS AND OBJECTIVES***

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### ***Scholarship, Practice, and Leadership***

- Build competence in online learning through active participation, adherence to classroom guidelines, and effective use of the asynchronous environment
- Assess information from multiple sources for similarities and divergences in order to create greater meaning
- Model scholarship through the synthesis of an informed statement

- Understand the adverse effects of plagiarism within written communication

### ***Dialogue***

- Engage in constructive conversation with peers and faculty to enable greater learning outcomes
- Integrate feedback and dialogue in the formulation of scholarly thought
- Develop skills for finding information to frame dialogue appropriately
- Form and articulate values regarding team processes and collaborative learning

### ***Participation in the Introduction to Classroom Management***

It is expected that learners substantially participate in the class discussion by attending each class as scheduled. Participation is determined as follows:

- Integrate theory, research, and/or professional experience
- Include specific examples and/or substantiating evidence
- Include in-text citations and references in APA format
- Stay on topic and address the course objectives
- Demonstrate proper spelling, grammar, and scholarly tone in all written work

### ***Groups and Teams***

This course will employ individual, group, and team learning activities. The class will be divided into groups and team on the first day of class. Each group will consist of 3-5 learners. Learning teams will consist of 4-8 learners who work together to accomplish specific learning objectives and course or team projects.

### ***Learning Team Formation and Evaluation***

The facilitator will form Learning Teams of 3-5 learners by the end of day One. Every effort will be made to form teams that are relatively equal in size and represent a diversity of backgrounds and a balance of genders. If you experience difficulties working with your team, you are expected to resolve the difficulties within the team. All team members are expected to contribute equally to each team project. Because Learning Team projects are outcome-based, all members may earn the same grade for Learning Team assignments. However, individual scores for Learning Team assignments may be adjusted to reflect varying levels of contribution and quality of work.

### ***Learning Teams and Plagiarism***

All team members are responsible for the academic integrity of any team presentation. If a team, assignment is found to contain plagiarized material, all team members may incur a penalty, and a record of the plagiarism incident may be placed in each team member's permanent file with the university. Do not jeopardize your academic success or those of your teammates by committing plagiarism.

### ***Copyright Violations***

It is a violation of copyright laws to post entire articles or lengthy excerpts of published work in any class forum, even if citations and references are used. To avoid copyright infringement, do not paste lengthy passages of published material into any forum. Instead, summarize the passage in your own words and provide a complete in-text citation and reference so that others can retrieve the source from a public Web site or database.

### ***APA Style and Formatting***

Learners are expected to follow the manuscript preparation guidelines of the American Psychological Association (APA) when formatting course papers. In addition, learners are expected to use APA-formatted in-text citations and references to their best ability. In Week 1, learners read chapter 2 of the *Publication Manual of the American Psychological Association*, a section that provides guidance and rationale for this mode of writing. Learners should refer to their APA manual as a guide for applying APA style appropriately and consistently.

**Instructional Activities:**

Each class day of Introduction to classroom management will be divided into two equal sessions lasting approximately three and a half hours. The last class period will be a little longer to ensure that the class has the number of hours necessary for credit. Friday, July 28, 2019 class will last until 2130 (9:30 PM) to allow students an early start home on Saturday. Learners will be expected to complete learning assignments outside of the class and read all chapters assigned prior to the next day of class.

**Day 1, Saturday, July 20, 2019: 0800 – 1830 (9.5 hours)****AM Session 0800 – 1130**

**Introductions:** Instructor and learners will introduce each other

- Instructor will review the process for learning used during this course of instruction
- Students will understand their responsibilities throughout the course and will select the people for their learning groups

**Final Team Project:**

- Learning groups will select a topic to research and prepare a 10-20 slide PowerPoint presentation from the following:
- Learners may select any topic learned throughout the course to prepare a 30-minute presentation detailing their topic. Learners must incorporate visual aids and expansion of the topic beyond the learning in the class discussions
- Final team project must be submitted to Dr. Delepine by Friday, July 29, 2019

**Review Chapter 1 – Classroom Management in Perspective:**

- Instructor will lead the class through a discussion of the theories of classroom management (60 min)
- Learners will be placed into learning groups
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Historical perspective of classroom management
  - School factors that Influence Students' Learning and Behavior
  - Factors that Influence Teachers' Classroom Management Decisions
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning

**Break for lunch (60 Minutes) 1130 - 1230**

## **PM Session 1230 – 1830**

### **Review Chapter 2: Understanding Students' Basic Psychological Needs:**

- Instructor will lead the class through a discussion of the understanding students' basic psychological needs (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Theoretical perspectives
  - Students at risk of failure
  - Applications
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Assign homework: review Chapters 3 & 4 for tomorrow's class
- Release learners for the day

## **Day 2, Sunday, July 21, 2019: 0800 – 1830 (9.5 Hours)**

### **AM Session 0800 - 1130**

#### **Review Chapter 3 Establishing Positive Teacher-Student Relationships:**

- Instructor will lead the class through a discussion of establishing positive teacher-student relationships (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Establishing effective relationships with students
  - Methods for communicating caring and support
  - Evaluating the quality of teacher-student relationships
  - Applications
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Release for lunch

### **Break for lunch (60 Min) 1130 – 1230**

## **PM Session 1230 – 1830**

### **Review Chapter 4 – Creating Positive Peer Relationships:**

- Instructor will lead the class through a discussion of the themes of creating positive peer relationships (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Understanding the classroom group

- Acquaintance Activities
- Activities for establishing a cohesive and supportive group
- Activities for enhancing diversity
- School climate
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Assign homework: review Chapters 5 & 6 for next week's classes
- Release learners for the weekend

**Day 3, Monday, July 22, 2019: 0800-1830 (9.5 Hours)**

**AM Session 0800-1130**

**Review Chapter 5: Working With Parents:**

- Instructor will lead the class through a discussion of working with parents (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Keeping caregivers informed
  - Parent Conferences
  - Dealing effectively with parents' criticism and confrontations
  - Methods for positively engaging parents of English language learners
  - Assessing parental contacts
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Assign homework: review Chapter 6 for tomorrow's class
- Release learners for lunch

**Break for lunch (60 Min) 1130 – 1230**

**PM Session 1230-1830**

**Review Chapter 6– Developing Standards for Classroom Behavior and Methods for maximizing On-Task Student Behavior:**

- Instructor will lead the class through a discussion of the themes of Developing Standards for Classroom Behavior and Methods for maximizing On-Task Student Behavior (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Developing General Standards or Rules

- Classroom Procedures
- Creating examples of teaching and reviewing rules and procedures
- Developing an outline for beginning the school year
- Developing classroom management skills that help maximize on-task behavior
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Release students for the day

**Review Chapter 7: Enhancing Student Motivation and Learning by Implementing Instructional Methods That Meet Each Student's Academic Needs:**

- Instructor will lead the class through a discussion of the themes of Enhancing Student Motivation and Learning by Implementing Instructional Methods That Meet Each Student's Academic Needs (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Meeting students individual academic needs
  - Meeting the needs of students with special learning needs
  - Cooperative learning
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Release learners for the day

**Day 4, Tuesday, July 23, 2019: 0800-1830 (9.5 Hours)**

**AM Session 0800-1130**

**Review Chapter 8 – Responding to Behavior That Disrupts the Learning Process:**

- Instructor will lead the class through a discussion of theories designed to help teachers learn how to respond to behavior that disrupts the learning process (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Effective responses to behavior that disrupts the learning process
  - Responding to common classroom disruptions
  - Responding to defiant behavior
  - Disciplining students with special needs
- Learning groups will present their topic to the class (90 min)
- Review the morning learning
- Assign homework: review Chapters 9 &10 for next week's classes

- Release learners for the lunch

### **Break for lunch (60 Min) 1130 – 1230**

### **PM Session 1230-1830**

#### **Review Chapter 9 – Using Problem Solving to Resolve Behavior Problems:**

- Instructor will lead the class through a discussion of the using problem solving skills to resolve behavior problems (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Placing problem solving skills in context
  - Developing a model for solving problems with individual students
  - Developing methods for using group problem solving skills to solve problems
  - Methods for responding to continuous and serious student behavior problems
  - Incorporating problem solving methods into a school-wide student management plan
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Release learners for dinner

#### **Review Chapter 10: Developing Individual Behavior Change Plans**

- Instructor will lead the class through a discussion of developing individual behavior change plans (60 min)
- Learning groups will select a topic to research and prepare a 20 minute presentation from the following (90 min):
  - Understanding what causes student behavior by conducting a classroom behavior assessment
  - Using a team approach to develop apposite behavior change plan
  - Strategies for helping students develop new behavior skills
- Learning groups will present their topic to the class (90 min)
- Review the afternoon's learning
- Release learners for the day

### **Day 5, Friday, July 26, 2019: 1130 – 2130 (10.5 Hours)**

#### **AM Session 1130-1530**

- Instructor will lead the class through a discussion of the themes of classroom management (60 min)
- Review the materials learned over the past three weeks
- Learning groups will present their final team project

**Break for lunch (60 Min) 1530 – 1630**

**PM Session 1630 - 2130**

**Student presentations continue**

**Review – All coursework covered this week (2000-2130)**

**Final individual assignment:** Each learner will provide a classroom management plan that implements strategies developed over the past several days of study. The plan must be comprehensive and incorporate plans that reach the needs of all students. The learning goals of the course must be addressed as well as the teaching methods of the teacher. This assignment must be electronically submitted to Dr. Delepine at [Sidney.delepine@vbschools.com](mailto:Sidney.delepine@vbschools.com) or [retired46msgt@cox.net](mailto:retired46msgt@cox.net) on or before August 8, 2019, **late submissions will not be accepted.**