

## ***July 2025 Course Syllabus: Introduction to Classroom Management***

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

**Course Schedule:** Friday, July 25, 2025, through Tuesday, July 29, 2025.

### **Required Text:**

Jones, V. and Jones, L. (2013) **Comprehensive Classroom Management** (12<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:** You can access all required articles and Websites through the internet

**Instructor's Name:** Sidney G. Delepine, III Ed.D.

**Telephone:** 757-536-7010

**E-mail Address:** [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com)

**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 Friday, July 25, 2025, and ends on Tuesday, July 29, 2025. Students will collaborate with team members using in-person class time or the internet and post their assignments to Dr. Delepine daily at [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com) . Students will create written answers to key questions concerning the learned material a minimum of two times daily. Students will collaborate daily to create a PowerPoint presentation and present to every member of the class twice daily. Each student will design and present their classroom management Tuesday, July 29, 2025. Please see the following for a breakdown of the course schedule:

<b>Day 1 – Friday:</b>	<b>0800 – 1900</b>
<b>Day 2 – Saturday:</b>	<b>0800 – 1900</b>
<b>Day 3 – Sunday:</b>	<b>0800 – 1900</b>
<b>Day 4 – Monday:</b>	<b>0800 – 1900</b>
<b>Day 5 – Tuesday:</b>	<b>0800 – 1900</b>

### ***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 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 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

## **COURSE OBJECTIVES:**

**Upon completion of this course, you will be able to:**

- Identify and define the foundations necessary for effective comprehensive classroom management
  - Identify and define the need for classroom and schoolwide behavior-management
  - Identify and define the legal parameters for classroom management
  - Define the term “in loco parentis”
  
- Create a safe and supportive learning environment
  - Identify the components necessary to create a positive learning environment
  - Explain the importance of developing a positive teacher/student relationships
  - Explain the importance of working with parents
  - Each student will develop standards for classroom behavior and methods for maximizing on-task student behavior
  
- Demonstrate how to Increase student motivation and learning by designing and implementing instructional methods that meet students’ academic needs
  - Identify the components of effective instruction within lesson/learning plans
  - Identify effective delivery methods of instruction that promote positive learning environments and classroom management
  
- Demonstrate how to develop methods of controlling classroom behavior when prevention is not enough
  - Develop methods for dealing with behavior that disrupts the learning process
  - Develop problem solving methods to resolve student behavior
  - Develop individual behavior change plans to meet individual students’ needs

**Participation in the Introduction to Classroom Management**

Learners must 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 is broken up into groups of two learners. Learning teams will consist of 2 (or more) 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 2 (or more) 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 contains 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.

### **DISABILITIES & RELIGIOUS ACCOMMODATIONS:**

If you are a student with a documented learning or physical disability who is requesting accommodations for this course, please make sure you are registered with the **office of Disability Services (Student Success Center, phone 540-568-6705)** and provide the course instructor with an Access Plan letter outlining your needed accommodations.

If the course falls on a religious holiday let me know and we will make accommodations for you.

### **ASSIGNMENTS**

**Discussion and class participation:** students must participate in every activity daily to achieve the maximum benefit of this course.

**Class Participation (each Class session): (15X20 pts per session) 300 points**

**Identify the Foundations Necessary for Effective Classroom Management Strategy Project: 100 points**

**Create a Safe and Supportive Learning Environment Project 100 points**

**Building positive teacher/student relationship project 200 points**

**Building a Schoolwide Positive Behavior Intervention and Support Project – 100 points**

**Designing a Classroom Management Plan for your curriculum and shop – 200 points**

**Total Points = 1000 points**

### **Grading Scale:**

**A” 100-95% (1000 – 950) A-: 94-90% (940 – 900) B+: 89-87% (890 – 870)**

**B: 86-83% (860 – 830) B-: 82-80% (820 – 800) C+: 79-77% (790 – 770)**

**C: 76-73% (760 – 730) C-: 72 – 70 (720-700) F: >69% (690)**

### **Class participation (140 points per class for a total of 700 points):**

Each student will receive 140 points per class session based upon their individual participation and self-evaluation presented on a 3X5 exit ticket after each class session. Students will explain what they learned from each class session on their exit card. Students will prepare and deliver a 10-minute class presentation sharing their learned knowledge about a topic assigned at the beginning of each class.

**Foundations for Effective Classroom Management Strategy Project (100 points):**

Students will select a group of 4-5 students to collaborate on identifying foundations necessary to design and implement an effective classroom management plan. Students will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

**Safe and Supportive Learning Environment Project (100 Points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers can build safe and supportive learning environment for their students. Students will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

**Building Positive Teacher/Student Relationship Project (100 points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers can build positive appropriate relationships with their students. Groups will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

**Building a Schoolwide positive Behavior Intervention and Support Plan project (100 points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers and administrators can build a schoolwide positive behavior intervention and support plan. Groups will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

**Designing a Classroom Management Plan for your Curriculum and Shop (200 Points):**

Students will work individually to create and present to their classmates their plan on how teachers can build a classroom management plan for their classes. Students will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

**COURSE POLICIES**

This course will provide you with maximum exposure to theories and practices of classroom management. I will be challenging you throughout this course to expand your knowledge as you learn how to master the expectations of professional educational objectives. All students must participate fully in each class activity to gain the full benefit of this course.

Final grades are determined based on the scores totaled throughout the course. I expect each of you to complete every assignment to the best of your ability.

**Schedule:**

The course begins on Friday, July 25, 2025, and ends on Wednesday, July 29, 2025. Students will collaborate with team members and post their assignments to Dr. Delepine daily at [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com). Students will create written answers to key questions concerning the learned material a minimum of four times daily. Students will collaborate daily to create a PowerPoint presentation and post to every member of the class twice daily. The final assignment will be submitted electronically to Dr. Delepine by 12:00 AM (Midnight) Tuesday, July 29, 2025. Please see the following for a breakdown of the course:

Day 1 – Friday:	0800 – 1900	Lunch from 1130-1200 daily
Day 2 – Saturday:	0800 – 1900	
Day 3 – Sunday:	0800 – 1900	
Day 4 – Monday:	0800 – 1900	
Day 5 – Tuesday:	0800 – 1900	

### **GRADE APPEAL CHANGE PROCEDURE**

Maintaining standards of excellence and the integrity of the teaching/learning process are important values to the university and faculty. Occasionally, students receive a grade in error or one that the student disagrees with. If this error or disagreement occurs, students have a right to voice their opinion concerning a course grade. Evaluation of student work is the prerogative and responsibilities of the professor. However, I will collaborate with each student prior to the end of class to share your progress and grade after each class assignment.

### **WITHDRAWAL POLICY**

The deadline for dropping this course usually falls on Tuesday of the weeklong course. The exact date will be provided once confirmed.

### **Instructional Activities:**

Each class day is divided into two equal sessions lasting approximately four 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. Learners will complete learning assignments outside of the class and read all chapters assigned prior to the next day of class.

### **Day 1, Friday, July 25, 2025: 0800 – 1900 (10.5 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 presentation from the following:
  - Learners may select any topic learned throughout the course to prepare a 30-40-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 Wednesday, July 29, 2025
- Final individual project: Each student must create their own Classroom management plan and present to Dr. Delepine by Tuesday, July 29, 2025

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

- Instructor will lead the class through a discussion of the theories of classroom management (30 min)
- Learners will be placed into learning groups
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
  - Concerns about student behavior and the need for improved teacher knowledge and skills in classroom management
  - Components of Comprehensive Classroom Management
  - Historical perspective of classroom management
  - School factors that Influence Students' Learning and Behavior
  - The issues of Order, Caring, and Power
  - Factors that Influence Teachers' Classroom Management Decisions
  - Developing your own approach to effective and professionally responsible classroom management
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning

**Break for lunch (30 Minutes) 1130 - 1230**

**PM Session 1230 – 1900**

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

- Instructor will lead the class through a discussion of the understanding students' basic psychological needs (30 min)
- Learning groups will select a topic to research and prepare a 10-20-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

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

- Instructor will lead the class through a discussion of establishing positive teacher-student relationships (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
  - Research on Teacher/Student relationships
  - Establishing effective relationships with students
  - Methods for communicating caring and support
  - Evaluating the quality of teacher-student relationships
- Learning groups will present their topic to the class (90 min)
- Review the morning's learning
- Release for lunch

## **Day 2, Saturday, July 26, 2025: 0800 – 1900 (10.5 Hours)**

### **AM Session 0800 – 1130:**

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

- Instructor will lead the class through a discussion of the themes of creating positive peer relationships (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
  - Why is it important to develop a positive classroom community
  - 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 class

- Release learners for the day

**Break for lunch (30 Min) 1130 – 1200**

**PM Session 1230 – 1900:**

**Review Chapter 5: Working with Family Members:**

- Instructor will lead the class through a discussion of working with parents (30 min)
- Learning groups will select a topic to research and prepare a 10-20-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

**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 (30 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 learners for the day

**Day 3, Sunday, July 27, 2025: 0800-1900 (10.5 Hours)**

**AM Session 0800-1130:**

**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 (30 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

**Break for lunch (30 Min) 1130 – 1230**

**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 (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
  - Key concepts in responding to behavior that disrupts the learning process
  - Effective responses to behavior that disrupts the learning process
  - Responding to common classroom disruptions
  - Responding to defiant behavior
  - Developing a classroom procedure for responding to disruptive behavior
  - Developing a comprehensive classroom management plan
  - 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

### **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 (30 min)
- Learning groups will select a topic to research and prepare a 10–20-minute presentation from the following (90 min):
  - Placing problem solving 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
  - Zero-tolerance policies, suspensions, & expulsions
- Learning groups will present their topic to the class (90 min)
- Review the day's learning
- Release learners for the evening

### **Day 4, Monday, July 28, 2025: 0800-1900 (10.5 Hours)**

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

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

- Instructor will lead the class through a discussion of developing individual behavior change plans (30 min)
- Learning groups will select a topic to research and prepare a 10-20-minute presentation from the following (90 min):
  - Behavior management in perspective
  - Using a team approach to develop appositive behavior change plan
  - Strategies for helping students develop new behavior skills
  - General education teacher's use of Functional Behavior Assessment (FBA) / Behavior Support Plan (BSP)
- Learning groups will present their topic to the class (90 min)

### **Break for lunch (30 Min) 1130 – 1230**

### **Review – Review all materials covered this week.**

**Group presentations:**

Students begin researching and preparing their final group presentations. The presentations must be a minimum of 30 minutes in length and use a viable delivery method such as PowerPoint, Prezi, or any other medium selected by the students in the group. Students have the entire class period to prepare their presentation. Presentations will begin Tuesday morning at 0800.

**Students will select a partner to research and develop a presentation on one of the following topics:**

- **Foundations for Effective Classroom Management Strategy Project (100 points):**

Students will select a group of 4-5 students to collaborate on identifying foundations necessary to design and implement an effective classroom management plan. Students will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

- **Safe and Supportive Learning Environment Project (100 Points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers can build safe and supportive learning environment for their students. Students will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

- **Building Positive Teacher/Student Relationship Project (100 points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers can build positive appropriate relationships with their students. Groups will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

- **Building a Schoolwide positive Behavior Intervention and Support Plan project (100 points):**

Students will select a group of 4-5 students to create and present to their classmates their plan on how teachers and administrators can build a schoolwide positive behavior intervention and support plan. Groups will prepare and deliver a 30-40-minute class presentation of this project to their classmates.

**Once students have completed their group projects, they must complete their individual assignment of developing their own classroom management plan:**

- **Designing a Classroom Management Plan for your Curriculum and Shop (200 Points):**

Students will work individually to create and present to their classmates their plan on how teachers can build a classroom management plan for

their classes. Students will prepare and deliver a 5–10-minute class presentation of this project to their classmates.

**Release learners for the day**

**Day 5, Tuesday, July 29, 2025: 0800 – 1900 (10.5 Hours)**

**Am session 0800-1130**

**Final Team Project:** Students begin presenting their final group presentations. The presentations must be a minimum of 30 minutes in length and use a viable delivery method such as PowerPoint, Prezi, or any other medium selected by the students in the group.

**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. You must address the learning goals of the course as well as the teaching methods of the teacher.

You must submit this assignment electronically to Dr. Delepine at [Sidney.delepine@vbschools.com](mailto:Sidney.delepine@vbschools.com) or [sidney.delepine@gmail.com](mailto:sidney.delepine@gmail.com) on or before Midnight 12:00 AM, July 29, 2025, **late submissions will not be accepted.**

Release learners