



## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Classroom Management	<b>Instructor:</b> Kaley Mills
<b>Course Prefix/Number:</b> EDUC220	
<b>Class Location:</b> ONLINE	<b>Office Hours:</b> <b>*Phone calls can be scheduled with the instructor as needed*</b>
<b>Lecture/Lab Schedule:</b> ONLINE	<b>Instructor Contact Information:</b> <i>Email: <a href="mailto:kaley.mills@dakotacollege.edu">kaley.mills@dakotacollege.edu</a></i> Emails will be checked daily, but times may vary due to instructor's full time teaching job.
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	
<b><u>A course week begins Monday at 5pm and ends Monday at 5pm. Assignments will be posted Mondays through a course message and are due the following Monday at 5pm.</u></b>	

**Course Description:** EDUC 220 is an introduction to K-12 classroom management techniques for the K-12 classroom teacher or paraeducator. Topics that will be covered include: physical space, behavioral norms, safety, time-management, managing student work, and managing other special classroom needs.

### **Relationship to Campus Theme:**

This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers

### **Goals/Objectives:**

Upon completion of this course, student will:

- Recognize behavioral norms with the classroom setting.
- Describe management skills as related to the classroom.
- Give details regarding unique aspects of the classroom including special needs and violence.
- Distinguish the role of the paraeducator's role versus classroom teacher's role in guiding the classroom.
- Formulate techniques and strategies to modify student activities based on student behaviors and skill level.
- Demonstrate an understanding of a variety of classroom management programs



- Learn to provide cooperative learning activities to encourage positive social interaction among children, to

promote positive strategies of conflict resolution and to develop personal self-control, self-motivation and self-esteem

- Identify the principles of child guidance based on the developmental characteristics of young children

**Required Textbooks and Materials:**

Jones, V. and Jones, L.(2016). 11<sup>th</sup> Ed. Comprehensive Classroom Management: Creating Communities of Support and Solving Problems. Boston: Pearson.

ISBN: 0-13-414354-X

All other materials are provided in the course.

**Grades:** Grades are earned through points and converted into a percentage. **Late work is accepted with a 10% deduction, a few late grades can drop the course grade drastically so please submit work on time.** Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable



**Course Assignments:**

Description of Assignment/Assessment	Points Possible	Points Received
Philosophy Builders (PB) 15 PBs x 10 pts	150	
Participation: Students are required to participate in the course each week. This includes logging in to the course 3 times a week. Students will engage in "Philosophy Builders" to develop a person stance on important issues or concepts they learned from the week's reading/objective. Participation is earned based on number of substantive posts over the two-week topic (7 topics x 20 pts = 140 pts)	140	
Topic Assignments: Each topic contains an assignment aligned with the topic's objective (CMP). (7 CMPs x 50 pts = 350 pts)	350	
A final Classroom Management Plan is assembled and created using the CMPs.	150	
Assignments from textbook.	70	
Chapter Quizzes	175	
A final reflection essay is used to summarize course learning.	150	
<b>Total Points Possible &amp; Received:</b>	<b>1185</b>	<b>/1185</b>

## **Academic and Institution Policies:**

**Academic Integrity:** The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

### **Which Means:**

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

### **Quality of Work:**

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work is expected and taken into account when determining course grades. Discussion and information must be thought- out, in-depth and incorporate new vocabulary and concepts learned during the course.

### **Confidentiality**

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

### **For Students with Disabilities and Special Needs:**

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs.