

Department of Teaching and Learning
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Course Information

Prefix & Number	CIE 508
Title	Classroom Management Elementary Education
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	Distance Education (online)
Office Hours	
Prerequisites	EDEL323, admission to the Elementary Teacher Education Program and Completion of EDEL 311, enrollment in practicum or access to an elementary classroom . ARL students: admission to ARL program, enrollment in a practicum or access to an elementary classroom, preferably through CIE 601.
Course Description (Course Introduction)	Introduction to the management of the elementary classroom by surveying literature in supervising the psychosocial environment, the physical environment, curriculum implementation, fundamentals of classroom control, discipline, and the monitoring of student learning, 3 credit hours. Graduate credit may be obtained for courses designated 500 or above. It is important to keep up with the work diligently so you do not fall behind. Since this is one of the most important classes you will take with regard to your success as a teacher, even if you don't realize it now, we want you to gather as much skill and knowledge as you can before you begin teaching. We want you to become "clearly outstanding" Rebel teachers.
SPA Standards Addressed: Standard Domain Areas Addressed in	Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning

<p>this Course</p> <p>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</p>	<p>process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential.</p> <p>Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.</p> <p>InTASC Standards addressed in this course:</p> <p>InTASC Model Core Teaching Standards</p> <p>Summary of Updated InTASC Core Teaching Standards The standards have been grouped into four general categories to help users organize their thinking about the standards:</p> <p><u>Standard #1: Learner Development</u></p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><u>Standard #2: Learning Differences</u></p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><u>Standard #3: Learning Environments</u></p> <p>The teacher works with others to create environments that support Individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
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Learning Outcomes:

By conclusion of the course you will have demonstrated by written communication, through on-line discussions, and presentation of evidence of your performance, objectives reflecting an understanding of the following College of Education (COE) Principles. The COE Principles are closely correlated to the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. As a teacher education candidate, you should also be familiar with this set of guidelines.

Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective: This course is designed to prepare teacher education candidates to plan for, implement, and assess the many dimensions of an effective classroom management program: curricular, instructional, contextual and behavioral. Teacher education candidates will develop an understanding of how their beliefs influence how they manage the classroom, and how the context, curriculum, instruction and teacher behavior influence student behavior.</p>	
<p>Standards:</p>	
	<p><u>InTASC Standard #1 :</u> Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>

<p>Objective: The course combines theoretical aspects of teaching with practical experience through exploration of various approaches to classroom management. Students will have opportunities to reflect upon their personal attitude toward student behavior and to develop a repertoire of effective managerial behaviors that encourage the construction of knowledge, social interaction, and active involvement with content among learners from diverse backgrounds.</p>	
<p>Standards:</p>	
	<p><u>InTASC Standard #2 ; Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures</p>

	and communities to ensure inclusive learning environments that enable each learner to meet high standards.
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Objective: Participants in this course will become aware of teaching as a developmental process that requires ongoing study and reflection. The course is constructivist in nature. Participants will be expected to observe, question, explore, and problem solve. Participants in the course will be expected to share their growing understanding of classroom management with their classmates through online discussions.

Standards:

	<u>InTASC Standard #3: Learning Environments</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
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RESULTS

Course Objectives	INTASC Standards Addressed	Measurement/Evaluation
This course is designed to prepare teacher education candidates to plan for, implement, and assess the many dimensions of an effective classroom management program: curricular, instructional, contextual and behavioral. Teacher education candidates will develop an understanding of how their beliefs influence	<u>InTASC Standard #1:</u> Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the	Description of Classroom Management Plan and Academic Plan for the first week of the school.

<p>how they manage the classroom, and how the context, curriculum, instruction and teacher behavior influence student behavior.</p>	<p>cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	
<p>The course combines theoretical aspects of teaching with practical experience through exploration of various approaches to classroom management. Students will have opportunities to reflect upon their personal attitude toward student behavior and to develop a repertoire of effective managerial behaviors that encourage the construction of knowledge, social interaction, and active involvement with content among learners from diverse backgrounds.</p>	<p><u>InTASC Standard #2: Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Theory into Practice Paper and Online Discussion of Differentiating Instruction</p>
<p>Participants in this course will become aware of teaching as a</p>	<p><u>InTASC Standard #3: Learning Environments</u> The teacher works</p>	<p>Online Discussion of Classroom Environment and Description of</p>

<p>developmental process that requires ongoing study and reflection. The course is constructivist in nature. Participants will be expected to observe, question, explore, and problem solve. Participants in the course will be expected to share their growing understanding of classroom management with their classmates through online discussions.</p>	<p>with others to create environments that support Individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Classroom Management Plan</p>
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REQUIRED MATERIALS AND COURSE RESOURCES

- Evertson, C. M., & Emmer, E. T. (2017) *Classroom management for elementary teachers* (10th Ed.). Boston. MA. Pearson.

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Video tapes available with the textbook

ASSIGNMENTS

Important note: Students are expected to complete ALL assignments. Students may not pick and choose.

(Drop boxes on WebCampus will be created for each of these assignments).

Remember, you have a 2 day grace period after the due date. No late assignments will be accepted.

Readings that state they are on the Home Page can be found under Learning Modules.

Introduction—Due January 20. This introduction is worth **5 points**. You are to introduce yourself to everyone through the **Discussion site**. Tell us something about yourself. Let us know what kind of teaching experiences you are having. Where are you placed for your practicum? What grade level? Is there anything unusual about your circumstances? If you are

not in a practicum or student teaching assignment, what will you use as the basis for completion of some of the assignments for the course? This introduction assignment will be posted under the **discussions** icon, not the assignments icon. One or two paragraphs will suffice.

Response to Syllabus Questions—January 23. Five questions are posted for you to answer. 0-5 Points (Zero points for no response--5 points for answering all of the questions correctly) This is one way for me to know you have read the syllabus and to give you credit for doing so.

Response to Readings—Ongoing— (50 points in all)—10 points for each of 5 responses. There are 12 readings from the text required for this course—you need only respond to five of the readings. Chapters for the Response to Readings assignment are listed below. Due dates for individual readings are noted by reading assignments. The purpose of the response to reading assignment is for you to recreate meaning and understanding of the text. *You are not to write a summary of the text,* but rather demonstrate the depth of your understanding in response to the text as well as a thorough interpretation of key concepts. Your ideas should be supported with explanation and evidence from the text. Extend your thinking beyond the text by assessing the plausibility of ideas and practices through comparison and contrast to personal experience. Provide comments that demonstrate connections between theory and practice. Demonstrate your insightfulness by reflecting on issues presented in the text and by offering critical opinions that are defended and supported. The following are required in each written response to readings:

(a) one quote or more that caught your attention,

(b) an explanation of what was noteworthy about that passage, in other words, your reaction to that passage, and

(c) a brief discussion of how the information covered might relate to you as a teacher education candidate.

- Chapter 3: Organizing Your Classroom and Supplies **and** Reading from home page “Creating a Manageable Classroom”—due **January 25**.
- Chapter 5: Procedures for Managing Student Work—due February 20.
- Chapter 9: Maintaining Appropriate Student Behavior—due February 28.
- Chapter 10: Communication Skills for Teaching—due March 6.
- Chapter 11: Managing Problem Behaviors—due March 13.

Ongoing Assessments: In addition to the responses to readings there will be seven short tests during the course. (10 points for each test--70 points in all). These tests will consist of five questions each. The questions will be 1) true or false (yes or no), 2) fill in the blank, 3) multiple choice, and 4) short answer. Each test item will be worth 2 points.

Test content and due dates are:

- Reading from the home page: What is Classroom Management—due January 30
- Chapter 4: Establishing Classroom Rules and Procedures—due February 13
- Chapter 6: Getting Off to a Good Start—due February 27
- Reading from the home page “A Multidimensional Look at Classroom Management”—due March 1
- Chapter 7: Planning and Conducting Instruction—due April 3
- Chapter 8: Managing Cooperative Learning Groups—due April 17
- Chapter 12: Managing Special Groups— April 24

On-line Group Discussions (5)—100 points (10 points for each original posting and 5 points each for two responses to colleagues = 20 points for each discussion) There are five on-line, group discussions required for this course. The due dates for discussions are: **Discussion #1, due February 3, Discussion #2, due February 17, Discussion #3, due March 10, Discussion #4, due March 21, and Discussion #5, due April 7.**

You are required to write at least **one** main posting and respond to **two** of your peers in each group discussion. Suggestions: 1. Keep your postings to the point. 2. Participate in a regular and **timely** fashion. Do not do all your posts the first week or you will have few posts to respond to from your peers- pace yourself. Make the reading discussion forum a regular stop in your WebCampus visits. 3. Prompts for the discussions are in the course schedule. 4. The main purpose of these discussions is for you to bring up topics related to the readings and your practicum, have a chance to reflect on them and listen to your peers’ responses. You are encouraged to engage in conversations more than just the required postings. 5. Support your comments with references to the course readings and activities. Avoid frivolous short postings, such as ‘Good point’ or ‘I totally agree’ unless you support your point. **Each main posting is worth 10 points** and each response to your **colleagues is worth 5 points**. You will receive full points for posting unless your response lacks evidence of reflection. You are expected to read all of your colleagues’ postings. I will be a participant as well.

Your first discussion is due **February 3**. (Topic: **Room Arrangement**) In this first discussion, talk about the importance of room arrangement in classroom management and the number of details that must be addressed. Identify one specific detail of one of your practicum classrooms that you believe is an exemplar of room arrangement to facilitate student learning. What is one element of room arrangement you will be sure to have in your own classroom?

Discussion 2: **February 17** (Topic: **Who’s Coming to School?**) What are the demographics of the school you are placed in? If you are not currently in a school, use one of your previous practicum placements. Look at the school’s report card. Identify the ethnic breakdown, free and reduced lunch percentages, attendance rates, homelessness, etc. What kinds of learners

are the children? Ask the teachers about the ways in which the students learn best and the instructional activities they prefer to engage in. How many students are English language learners? What are the test scores like? Did the school make AYP? How does this information influence teaching and management?

Discussion 3: Due on **March 10**, (Topic: **Expectations and Accountability**) By the time children start first grade most are already schooled in norms of behavior expected of students. While they may be aware of these norms (raising your hand to speak, completing your work, participating in group work, using an inside voice when in the classroom--to name a few) it is another thing to follow them in any situation. Teachers must continually remind students what the expectations for behavior in their classrooms are, practice these procedures, and have a plan for tracking individual student behavior. In this discussion, talk about ways the teachers you have observed establish expectations and help students be accountable for their actions. Are there some practices that you observed that you plan to implement in your own classrooms? Are there some you plan to avoid? Why?

Discussion 4: Due on **March 21** (Topic: **Managing Behavior**) Managing student behavior is much more difficult than managing the arrangement of your classroom. There are many strategies that teachers use to manage misbehavior. Some make sense, some don't. Talk about the management strategies that you have observed teachers using that seem to be effective, strategies that take care of the behavior quickly and decently without taking too much time from instruction. Think about some specific problem behaviors that you have observed or had to deal with in your practicum. What did you do right, and what might you have done better to defuse the problem behaviors? What have you learned about managing behavior from actually having to deal with specific problems? Also consider what role communication plays in managing behavior and how some forms of communication can cause problem behaviors in students. See if you can figure out at what points in the learning activity most off-task behavior occurs and what could be done to keep things moving along at a reasonable pace.

Discussion 5: **April 7**. (Topic: **Focus and Motivation**.)

Discuss the ways you have observed teachers encouraging students to become interested in what is being taught and to stay focused during the lesson. How do they make the curriculum meaningful and relevant to the students? What kinds of activities seem to create the most interest and on-task behavior? Also describe ways you have done this in your teaching to small or large groups. Describe a learning activity you have observed that is deadly in terms of student motivation and on-task behavior.

Personal Attitude Statement Regarding the Management of Student Behavior—Due February 8

—10 points (This assignment should be at least two pages in length.)

Someone once said that managing furniture is much easier than managing peoples' behavior. I couldn't agree more. People talk back. They disagree. They have their own ideas about what should be done and how it should be done. Sometimes other people are not feeling well or are in a bad mood. Sometimes when you give directions to other people they don't hear you or they just don't listen because they are thinking of something else. Interpersonal relationships are difficult. Sometimes you might feel like you'd just like to have a relationship with a chair that would stay wherever you put it and wouldn't complain when you sat down. We all react differently to the behavior of others. Behavior that might drive one person to fits of anger might make another person laugh.

Knowing our boiling points and what makes us reach them is one of the first steps in becoming an effective manager of student behavior. Individuals who come to teaching with a well- developed understanding of the many dimensions of human nature, who recognize the purposes behind the placement of people in social structures and who possess a sense of humor and an appreciation of human behavior from the absurd to the sublime have a better chance of being able to manage a group of elementary students' behavior than someone who just can't figure out the reasons that people act the way they do.

This assignment asks you to reflect on your own reactions in specific situations. Pick one situation below that relates to some experience you have had—or describe a situation that I haven't mentioned here.

- Have you ever been trapped in an argument with a student?
 - Have you ever seemed to be unreasonably angry with a student or a child?
 - When students haven't completed their assignments, have you ever blamed yourself?
 - How do you feel when students ignore you when you are giving directions?
 - How do you feel when students interrupt you when you are talking?
 - How do you react to the student who constantly tries to play the clown at inappropriate times in the classroom?
 - If you have, how did you learn to control your reactions to disturbing circumstances—to stay calm in the face of chaos?
1. Describe the situation in detail.
 2. Analyze the possible reasons for your reactions.
 3. Consider where your reaction to this behavior may have come from.

We can all name specific behaviors that we like or dislike (you know, the one where the kid scrapes his fingernails on the blackboard) but knowing the genesis for these likes and dislikes may help us defuse our reaction to them when they catch us off guard.

Description of Classroom Management Plan—Due May 3 —20 points

First Week of School Plan

The purpose of writing a plan for the beginning of school is to provide you the opportunity to demonstrate your knowledge and skill in anticipating and planning for events that will promote success for your students. One of the objectives for this course states that “participants will plan effectively for the first day of school in congruence with their beliefs and assumptions about classroom management.” This objective is grounded in the concept that getting off to a successful beginning is important; that the behavior, attitudes and work habits that students learn at the beginning of the year will affect the classroom environment for the remainder of the year.

Write a detailed plan for your **first week of school**. Indicate the **grade level** for this plan. Describe what you will do to set the students up for a successful year from the moment they enter your door. Describe what students need to know and be able to do to learn and to feel comfortable in your room and in the school. Include objectives and rationale in terms of “getting off to a good start” for each activity your students will be engaged in. Explain procedures for assessing how well students are able to meet the objectives you set.

Some areas to consider are:

- Practicing movement of students in the classroom and throughout the school
- Establishing class rules that are congruent with the rules set for the school
- Attending to daily routines that require students’ attention
- Building a sense of community among and with your students
- Demonstrating student individuality
- Identifying student ability levels
- Introducing curriculum
- Providing for students who may arrive after the first week of school

The Plan should state what you expect the students to be doing at any time. Indicate the **amount of time** that will be spent on each “event.” The plan should set a course for the first week that is ambitious yet doable. Plan events that will provide success for all (i.e., You may choose to take your students on a tour of the school. If so, next time you are at your practicum site spend a few minutes walking around the school making note of the places and people that new students should know.) Keep the students actively involved. Be watchful of how much teacher talk you incorporate into the days of your first week. Send students home feeling that they have accomplished something (i.e., Kindergarten students learning to “read” a few words.”. Make them want to come back each day of the first week and even after the first week.

Your plan should include detailed lesson plans for the first week, embedding managerial strategies along with learning strategies. For example, before beginning any academic activity, you need to set out the behavioral expectations for that activity. How should students collect

materials, how do they get into groups, what are the procedures for the activity. That way, you teach them the going to school skills they will need to be successful.

Your detailed plan for the first week of school should be as long as it needs to make you feel confident that you have covered all possibilities. A three -page paper is not sufficient. 10-15 pages would be more realistic. It should be a narrative as well as a daily lesson plan format. You must show a specific plan for each day. Do not just say “ditto” for days 2-5! You may use your text as a reference and you may use the additional readings suggested in your text. You may ask for my input if you are not sure you are on the right track.

Attached find a sample of how one student chose to respond to the assignment. I am not setting this up as a required template, but only as an example for those of you who are having trouble visualizing what the finished product could look like.

Case Study—10 points. Due March 29

This assignment requires you to pinpoint the behavior of a specific student or a challenging situation within a classroom. You must describe a problem situation or a student behavior and then write a four-point plan to solve the problem. 1. Diagnose—describe the challenge, tell when it happens or any variable that might cause it to happen. 2. Prescribe—write a brief description of what to your best knowledge would be the management strategy the correct the challenge. Utilize what you have learned from your text and readings. 3. Implement—put the management strategy you believe will work into practice. 4. Assess—tell whether or not the strategy you implemented worked. Was the behavior corrected? If you are not working in a classroom, describe how you **would** assess the effectiveness of the strategy. What will you do if the strategy does not result in the desired behavior?

I realize that some of you are not in a classroom at this point and may not have the opportunity to put this four-point plan in play. Most of you will at least be observing in a field placement. So why am I giving you an assignment that may be impossible to complete? That’s not my goal. My goal is to encourage you to think through the process of identifying problems in student behavior, applying some reasonable strategy to correct them and then evaluating if the strategies you know and use work. Teachers should use data to make decisions about how effective their classroom management plans are. Preparing for classroom management is much like preparing to teach a lesson. In planning lessons you have objectives for student learning, you arrange some instructional strategies to help the students meet those objectives, and then you assess whether the students have met them or not. Classroom management should never be a mystery, but it is always the magic bubble that provides a peaceful place for instruction to occur. Without an effective management plan, the teacher and the students are always confused and tired and a

little off kilter in their ability to grasp content. So----use an example from your past or something that you saw one of your practicum teachers do.

Linking Theory and Practice/Article—due February 24 —10 points—Teachers stay abreast of current ideas in education by attending workshops offered by their school districts, by going back to college to take graduate courses, or by reading research reports on issues that are of interest to them. This assignment asks you to read an article in an educational journal or from an online source that is relevant to your concerns about classroom management. It should be a research-based article, i.e., should be based on studies that show the effectiveness of the approach in action. It should not just be an article by a teacher of what worked in his/her classroom. For example, if you read an article about Class Dojo (a very popular strategy today) it should talk about the effectiveness of the strategy in preventing or redirecting inappropriate behaviors in the classroom, not just how to do it. Submit a summary of the article (one paragraph) and describe how the article relates to what you have experienced in the classroom or with a specific student. Be sure to include **the title, author(s), date of the article and the journal in which it was published**. Points will be taken off if this information is not included. Use APA style.

Example:

Evertson, C. (2010). Classroom management for special groups of students. *Action in Teacher Education*. v.6, pp. 201-220.

Transformative Knowledge Conclusion (TNC) - 10 points Due to May 8

This is your last assignment for this class. You are expected to write 1-2 pages regarding your experiences from this course. Have you changed your ideas about the classroom environment, group identity, enrolling students in the social norms of the classroom, time management, creating a safe and welcoming environment? Did you have any “Aha” moments? How do you think this class will affect your future as a teacher? Thanks for providing this reflection for us.

Assignment Point Guide Assignments will be given a score of 0-5, 0-10, 0-20, or 0-50 depending on the assignment. The highest score indicates all criteria for the assignment were met, there were no grammatical or punctuation errors, and that the assignment **was received at least within 2 days after the due date**. Lesser scores indicate less than perfect papers of varying degree.

- Introduction: 5 points
- Response to Syllabus Questions: 5 points
- Online Group Discussions: Each main posting is worth 10 points with each response worth 5 points. That’s 5 discussions with a possible score of 10 + 5 + 5 for each discussion. 5 X 20 = 100 points
- Responses to Readings: Five responses required—A possible 10 points for each response

will be awarded. 5 X 10 = 50 points

- Ongoing Assessments—Seven assessments at a possible 10 points each 7 X 10=70 points
- Personal Attitude Statement Regarding the Management of Student Behavior. 10 points
- Description of Classroom Management Plan 20 points
- Case Study. 10 points
- Linking Theory and Practice/Article. 10 points
- Transformative Knowledge 10 points
 - Possible total: **290 points**

PERFORMANCE ASSESSMENTS

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:

<http://www.unlv.edu/registrar/calendars>.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

GRADING POLICY

Points Earned	Percentage Score	Grade
	280-290	A
	269-279	A-
	258-268	B+
	247-257	B
	236-246	B-
	225-235	C+
	214-224	C

TENTATIVE CLASS SCHEDULE

Lesson /Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1	January 17 Welcome Introduction and Syllabus	Reading Syllabus	Discussion; post and reply to 2 students; Due on January 20
2	January 23 Organizing Your Classroom and Supplies) and reading from home page-manageable classroom “Creating a Manageable Classroom	Organizing Your Classroom and Supplies) and reading from home page-manageable classroom “Creating a Manageable Classroom	Response to Syllabus Questions Due on January 23 Response to Reading Chapter 3 Due on January 25
3	January 30 Reading from the home page Room Arrangement	What is Classroom Management? Room Arrangement	Test #1: Reading from the home page, What is Classroom Management? Due on January 30 Discussion #1: Room Arrangement; Due on February 3
4	February 6 Personal attitude statement	Personal attitude statement	Personal attitude statement Due on February 8
5	February 13 Establishing Classroom Rules and Procedures	Chapter 4: Establishing Classroom Rules and Procedures	Test # 2: Chapter 4: Establishing Classroom Rules and Procedures; Due on January 13 Discussion #2: Who’s Coming to School; Due on February 17
6	February 20 Procedures for Managing Student Work Theory into practice	Reading Chapter 5 (Procedures for Managing Student Work) Theory into practice	Response to Reading Chapter 5 (Procedures for Managing Student Work) Due on February 20 Theory into practice Due on February 24

7	<p>February 27</p> <p>Managing Appropriate Student Behavior</p> <p>Getting Off to a Good Start</p>	<p>Reading chapter 9: Managing Appropriate Student Behavior</p> <p>Chapter 6: Getting Off to a Good Start</p>	<p>Response to Reading chapter 9: Managing Appropriate Student Behavior; Due on February 28</p> <p>Test # 3: Chapter 6: Getting Off to a Good Start; Due on March 1</p>
8	<p>March 6</p> <p>Communication Skills for Teaching</p> <p>Expectations and Accountability</p>	<p>Reading Chapter 10: Communication Skills for Teaching</p> <p>Expectations and Accountability</p>	<p>Response to Reading Chapter 10: Communication Skills for Teaching; Due on March 6</p> <p>Discussion #3: Expectations and Accountability; Due on March 10</p>
9	<p>March 13</p> <p>Managing Problem Behaviors : A Multidimensional Look at Classroom Management</p>	<p>Reading Chapter 11: Managing Problem Behaviors</p> <p>Reading from the homepage: A Multidimensional Look at Classroom Management</p>	<p>Reading Chapter 11: Managing Problem Behaviors; Due on March 13</p> <p>Test #4: Reading from the homepage: A Multidimensional Look at Classroom Management"; Due on March 16</p>
10	<p>March 20</p> <p>Managing Behavior</p>	<p>Managing Behavior</p>	<p>Discussion #4: Managing Behavior; Due on March 21</p>
11	<p>March 27</p> <p>Case Study</p>	<p>Case Study</p>	<p>Case Study Due on March 29</p>
12	<p>April 3</p> <p>Planning and Conducting Instruction</p>	<p>Chapter 7: Planning and Conducting Instruction</p> <p>Focus and Motivation</p>	<p>Test # 5 – Chapter 7: Planning and Conducting Instruction;</p>

	Focus and Motivation		Due on April 4 Discussion # 5: Focus and Motivation; Due on April 7
13	Spring Break April 10	Spring Break	Spring Break
14	April 17 Managing Cooperating Learning Groups	Chapter 8: Managing Cooperating Learning Groups	Test # 6: Chapter 8: Managing Cooperating Learning Groups; Due on April 8
15	April 24 Managing Special Groups	Chapter 12: Managing Special Groups	Test # 7: Chapter 12: Managing Special Groups; Due on April 26
16	May 2 Description of Classroom Management Plan	Description of Classroom Management Plan	Description of Classroom Management Plan Due on May 3
17	May 8 Transformative Knowledge Assignment	Transformative Knowledge Assignment	Transformative Knowledge Assignment Due on May 8