

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIS 604
Title	Secondary Process and Instruction
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	Graduate Enrollment
Course Description (Course Introduction)	<p>This course is designed to promote understanding, application and analysis of classroom management methods and techniques for today's middle and high school classrooms. An overarching context is the urban classroom and working with youth in poverty. The course integrates current research about classroom management practices with the day-to-day realities faced by teachers and addresses issues such as: organizing and managing classrooms; establishing classroom climate; planning, implementation and assessment of management philosophies, theories and models; promotion of student responsibility in learning; fostering the facilitation of group learning; developing personal classroom management philosophies, and conflict management. Because this course is based on a Distance Education delivery format, you will need to regularly log onto the WebCampus site to participate in class discussions.</p>
SPA Standards Addressed: Standard Domain Areas Addressed in this Course	<p>Standard #1: 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>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</p>	<p>Standard #2: Learning Differences – 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>Standard #3: Learning Environments – 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> <p>Content Knowledge</p> <p>Standard #4: Content Knowledge – The teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assume mastery of the content.</p> <p>Standard #5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.</p> <p>Instructional Practice</p> <p>Standard #6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>Standard #7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Standard #8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Professional Responsibility</p> <p>Standard #9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>Standard #10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals and community members.</p>
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Objectives

Upon completion of the readings and activities in this course, the students will be able to:

- Increase their knowledge of theories and models related to managing classrooms.
- Develop skills of planning, implementation and assessment of classroom management.
- Reinforce dispositions related to successful classroom management.
- Developing personal classroom management philosophies and plans.

Knowledge

The knowledge of teaching and learning to be explored in this class include:

- Context from which today's secondary student comes to school (school context, classroom environment);
- Elements of classroom management, including curriculum, lesson design, instructional strategies, classroom organization, school/classroom climate, philosophy of student behavior, and communication among teacher, student and parent with a focus on students in poverty and/or at-risk;
- Key models for managing student behavior within philosophical contexts;
- Research knowledge in ascertaining information on teaching, learning and management issues.

Performance Skills

Secondary school teachers will be able to:

- Identify the components and issues in managing student behavior and providing a safe classroom;
- Observe and analyze students' learning and behaviors with the ambitious goals of teaching and research knowledge as guidance;
- Analyze and critique various classroom management ideas, methods and techniques;
- Plan, implement, assess and reflect on management strategies in light of teaching objectives, instructional strategies and content of teaching and students' learning;
- Reflect and examine experiences of learning to teach and manage classrooms independently and collaboratively;
- Research and apply recent research findings in effective classroom management teaching and lesson design.

Dispositions

This class encourages and provides the opportunities for teachers to develop the important values and commitments that influence teaching and their behaviors toward student learning, motivation, management and development and their professional growth. These values and commitments include:

- Value the ambitious goals and standards of teaching that promote students' development of critical thinking, problem solving, and performance skills;
- Be loyal to the nature of subject matter knowledge including its contents, methods, and development in planning, implementing and assessing instruction;
- Be devoted to supporting students' growth as an individual with characteristics of care and concern, fairness, honesty, responsibility and social justice.

Upon completion of this course, students should be able to make informed decisions in implementing classroom and instructional management strategies.

REQUIRED TEXT

Manning, M. and Bucher, K. (2013). *Classroom management, models, applications and cases* (3rd Ed). Upper Saddle River, NJ: Pearson. (ISBN 0-13-269323-2)

COURSE ASSIGNMENTS, POLICIES, AND GRADING

Course assignments and activities are designed to provide you with the opportunity to demonstrate your mastery of the stated course objectives. It is expected that you will demonstrate this mastery through submission of quality assignments, active participation in discussions in WebCampus, and through effective use of educational technology.

LATE WORK IS NOT ACCEPTED (without an exception).

Exceptions are rare, but possible in certain instances when circumstances outside of the control of the student may have prevented the timely submission of an assignment. If an exception is needed, it is the responsibility of the STUDENT to communicate with the instructor as soon as possible. **If approved, assignment is graded at 80%.**

ASSIGNMENT REQUIREMENTS

All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines.

Assignments must be submitted electronically via Webcampus and are due by the time and date indicated. Files that are Google Docs, .lnk, and .wps are NOT acceptable and will not be accepted.

All online submissions for assignments MUST follow the following file naming protocol: LASTNAME_Assignment.doc (.docx, .pdf).

Failure to follow any of these guidelines will result in a reduction in points for the assignment.

Assignment Name	Evaluation Points
1. WebCampus Online Discussion	40
2. Theorist Summary Table	10
3. Research Paper	10
4. Observation/Interview Paper	20
5. Classroom Management Plan	20
Total	100

1. WebCampus Online Discussion (40 points)

Online Discussion consists of 10 weekly discussions based on the reading of assigned textbook chapters. You will answer the discussion questions as an initial posting in the discussion section. You can complete the initial posting immediately after the instructor has posted the discussion question; however, you must complete it no later than **Wednesday at midnight** each week so

that other students will be able to respond to your posting. You must also respond to **at least two** classmates' initial postings by **Friday at midnight** of the same week. **The initial posting** is worth 2 points and **the responses** to your two or more classmates' comments are worth 2 points. The initial posting should utilize standard academic English writing as applied to all other written assignments and must be **at least 200 words in length**. An initial posting of less than 200 words will result in 1 point being automatically deducted; without your initial posting, you will get zero out of the discussion although you may have responded to others' postings.

2. Theorist Summary Table (10 points)

There are **eight** different models for classroom management from many different theorists included in Part 2 of the textbook. Very seldom do we choose one theorist and use their suggestions exclusively for managing our classrooms. When we have choices to make and we have several different options to choose from, it is helpful to place these options in chart form, in order to facilitate our decision making. Looking at the options you have for classroom management models in chapters 3-10 of your text, fill in the table below (**Three of each!**). After this table is completed, you will be able to compare and contrast the theories easily and then choose which areas you would like to include in your classroom management plan. For your convenience, pages 40-42 list all the theories (theorists) (31) with the basic benefits of each. You will place them in the table on a continuum, from the most student directed to the most teacher directed.

STUDENT DIRECTED		
Humanistic, non-intervention models, supports caring and personal relationships, lots of freedom, individual conferences, problem solving, with natural consequences		
Alfie Kohn	Beyond Discipline	Consider students from positive perspectives, believe that the student will make the correct decisions. Meets the needs of the student, no consequences, instead, fulfill the need the student expresses through the misbehavior. Emphasis on positive behavior, rather than curbing negative ones.
COLLABORATIVE		
Some intervention, moderate control over student behavior. Choices within teacher defined options, value individual, not necessarily the group, teach coping skills with natural and logical consequences		

TEACHER DIRECTED		
Teacher centered, with teacher control. Well-organized, academic focus, very limited student choice, minimize class disruptions, redirect behavior, clear communication of rewards and punishments, reward and coercive focus, often involves behavior contracts.		

4. Research Paper (10 points)

Two basic pedagogies which your text does not cover include teacher power bases and the use of logical consequences. Research these two theories through educational research resources (e.g. <http://guides.library.unlv.edu/content.php?pid=9423&sid=61977>).

Paper is to be 3-4 pages in length.

Each paper is required to include the following sections:

- 1) At least two articles/books/sources have to be scholarly and you need to cite all the references using APA format (1 points).
- 2) Describe the referent, expert, legitimate and reward/coercive power bases and what effects they have on student behavior (1point).
- 3) What type of power base would be best for you to operate from and why would that power be most effective for you? (1 point)
- 4) Next, explain the difference between logical, natural and contrived consequences for misbehavior (2 point).
- 5) Give at least four examples of student misbehavior and a logical, natural and contrived consequence for each one. Which type of consequence is best to use in an effective classroom and why is it best? (3 points)
- 6) Write a conclusion describing the types of power bases most useful for your classroom and why, along with what types of consequences you will use for violation of your rules or misbehavior in your class. (2 points)

5. Observation/Interview Paper (20 points).

Each teacher candidate will need to conduct observations in several classrooms which match your grade level or content area choices. These observations will not be arranged for you as they were for the Foundations Class. If you are experiencing extreme difficulty finding teachers to observe, contact your instructor immediately. *Observe at least three teachers*, examining their classroom management (5-7 hours required). Try to visit as many classes as possible. Select, observe, and interview one teacher who you think has a successful classroom management style and one who you think may not. Your report will be based on the teacher whom you determine to be the more effective classroom manager. Explain his/her effectiveness according to course readings and personal experience via the guidelines below. If you're an intern, conduct an

interview with another teacher in your content area during your prep period. The following serves as guidelines for the observation/interview & paper: (*Be sure to justify why you did not choose one of the other teachers not selected.*)

Paper is to be 3 – 4 pages in length.

1). Introduction: (3 points)

Provide a clear summary description of the observations and interviews. Inform the reader what will be discussed in the paper. Reference your class readings and information from the presentations throughout the paper.

2). Classroom environment: (2 points)

What is the physical layout of the classroom and what does it tell you about the teacher's management approach? (How are desks arranged, bulletin boards, etc.?)

Relate what the teacher and students have told you about the teacher's management approach.

3). Classroom climate/community: (2 points)

Positive/negative atmosphere? Evidence?

Friendly, warm and caring environment?

Trust and support?

How well do the students and teacher interact?

How does the teacher relate to the students?

4). Critical moments: (3 points)

The beginning – How is the lesson started? What is on the board? How is it introduced? Are the objectives and goals clear?

The middle – Explain what is happening at this point and how does the teacher introduce transitions between stages in the lesson.

The end – How is the lesson finished and how are the students dismissed from the class?

5). Behavior management: (2 points)

How does the teacher deal with (+/-) behavior of students?

Describe in detail the management of student behavior.

6). Teacher/student response comparison: (4 points)

Thoroughly analyze the teacher's responses. Talk to some of the students (*informally*) to find out what their perception of the teacher's discipline style is.

7). Conclusion and quality of writing: (4 points)

Paper addresses all aspects of the assignment in a coherent and comprehensive manner, with an appropriate conclusion. There are minimal grammar, syntax, and spelling errors (3-4 combined) and the correct format is used (font, spacing, APA etc.)

Possible Questions for Teachers or Students:

TEACHERS:

1. Do you think your students like you? Why or why not? Do you think they respect you? Why or why not?
2. Is your discipline/classroom management now different from when you first started? How so?
3. How do you empower your students? What do you do which makes them feel like they have a choice or some input as to what they are learning in class?
4. What do you find most rewarding about teaching?
5. What advice would you have for me as a first year teacher?

STUDENTS:

1. Do you feel that you have some input as to what you do or learn in the classroom?
2. Do you like your teacher? Why or why not? Do you respect your teacher? Why or why not?
3. Do you think your teacher is fair? Give me some examples...
4. Do you feel your teacher respects you? In what ways?
5. Do you enjoy the activities you experience in this class? Which ones and why or why not?
6. What do you wish your teacher did more or less of?

6. Final Paper, *Classroom Management Plan* (20 points)

The final paper is a compilation of what you have learned in the class, from reading, discussion, your research, your observations, your teaching, and your reflections. Because classroom management will dictate the extent instruction occurs, it is critical that new teachers have a plan from which to manage the environment and students in the classroom. In this assignment, you will develop and refine your ideas about how best to manage those two core components. While most of you may not be assuming the full responsibility of a teacher in a classroom now, it is important to have a plan from which to modify to suit your style and personality when the actual teaching experience arrives.

Thus, the purpose of this assignment is to begin the process of developing a management style that works for you. This plan will enable you to better understand how you will teach and increase your confidence in your approach to classroom management. It is proactive rather than reactive to student demands. However, in light of the realities of new teaching experiences, it is essential to remain flexible. At this stage, the plan should be seen as your 'ideal' as the realities of your student teaching experiences/internship may mitigate some of your plans.

At appropriate points, references must be made to relevant theorists and principles discussed in the course and presented in your readings.

The plan should include the following: (you should give a rationale for your choices)

1. A philosophical statement on your beliefs about classroom management. This should include a description of what you believe to be your teaching style. This should also include a paragraph describing your ideal room arrangement including student seating, teacher desk, resources, displays, etc. A map may be included for clarity, but will not replace the description. (4 points)
2. Classroom rules – How are they determined? What might they include? How are they communicated to students, parents, administrators etc.? (3 points)

3. Classroom procedures – How are the lessons structured? How do they start and finish? This should also include some of the principles of your assessment and grading plans. (4 points)
4. A description of how you intend to encourage and respond to positive students and how you will manage students who are misbehaving in your class. What techniques are you going to use to maximize the effectiveness of your classroom management? Refer to specific techniques that we discussed in class. (5 points)
5. Conclusion and overall writing with appropriate APA formatting. (4 points)

A paper shorter than 4 pages will be considered unacceptable, and the grade will be lower than 14 points. Use APA 6th edition style that you have learned in this course.

Assignments will be graded according to the rubrics and information provided in this syllabus. Course grades will be based on the following scale:

A	94-100%	C	74-76%
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	below 59%

College of Education Policies

College Accreditation

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Teacher Licensure

Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

UNLV Policies

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: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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 me during office hours so that we 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 me before or after class 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 no later than the end of the first two weeks of classes 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>.

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. 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 – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

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>

Course Structure: A Typical Week in CIS 604 Online runs from Monday to Sunday. New contents for each week will be posted every Monday by 5:00pm.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
*Content posted on WebCampus by 5:00 pm	Final due	* initial WebCampus Online Discussion posting	All other assignments	* responding to at least two classmates		

TENTATIVE Course Schedule

Week	Dates	Section	Topics	Assignments & Due Dates
1		Orientation of WebCampus & APA	Syllabus APA references	Online discussion 1- introduction
2		Need for Classroom Management	Ch. 1 & 2 Understanding the Need for Classroom Management	Online discussion 2
3		Foundations of Classroom Management (Exploring General Classroom	Ch. 3	Online discussion 3

		Management Models)		
4		Behavioral Approaches, Ecological Approaches, and Self-Regulating Approaches	Ch. 4-6	Online discussion 4
5		Process-Outcomes Approaches and Supportive Approaches	Ch. 7-8	Online discussion 5
6		Community Approaches and Whole-School Approaches	Ch. 9-10	Online discussion 6
7		Reviewing and Collating all the approaches to Classroom Management		Theorist Summary Table
8		Teacher Power Bases and the Use of Logical Consequences	Outside Research	Research Paper
9		Classroom Management in the Inclusive Classroom	Ch. 11	Online discussion 7
10		Classroom Management for Diverse Classrooms	Ch. 12	Online discussion 8
11		Observation/Interview assignment preparation		Online discussion 9
12		Observation/Interview assignment preparation		Observation/Interview Paper Section II
13		Spring Break		
14		Developing Your Personal Classroom Management Philosophy Applying a Management Philosophy in Your Classroom	Ch. 13 -14	Online discussion 10
14		Classroom Management Plan	Prepare final paper	
15		Classroom Management Plan/Study Week		
16		Final		Classroom Management Plan

(The schedule is subject to change when necessary.)