ASU College of Education
Department of Curriculum and Instruction
EDG 6310(CI 6314) Behavior Management
Online Course
Course Syllabus – *Fall A 2012* (August 27th-October 19th)

Professor/Instructor: Amy Williamson   **Telephone:** (325) 486-6777
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Office Hours: Wednesday 9 a.m.-1 p.m., or by appointment
E-Hours: M, T, R 9 a.m.-noon

Course Description: Learn to organize a positive and productive learning environment. Integrate the study of the physical and emotional environment to develop effective classroom management techniques and student behavior modification theory.

This is an 8 week, online course.

Required Text*:*
Charles, C.M. (2010). *Building classroom discipline*. (10th Edition). Boston, MA: Pearson, Allyn & Bacon.

Learning Objectives and Outcomes:

By the end of the course, the candidate will:
a.   Demonstrate understanding of the basic concepts in selected approaches to discipline by analyzing and accurately discussing each approach with their peers.
b.   Define classroom management and related terms.
c.   Identify techniques and strategies associated with traditional and contemporary models of classroom management.
d.   Explain concepts that bring about positive classroom motivation and discipline.
e.   Specify classroom conditions that promote student on-task behavior and facilitate effective instruction.
f.   Discuss methods of discipline motivation, and general classroom management that are required to accommodate diverse students.
g.   Analyze a given classroom situation and describe and justify the management strategy or strategies most likely to be effective in maintaining an effective classroom environment.
h.   Demonstrate understanding of discipline in light of student needs, their needs, and their preferred teaching style by preparing a written, organized, personal discipline plan.

TExES Competencies/Standards:

You can find a copy of the TExES Competencies in Blackboard.

Methods of Instruction:

Since this course is completely online, the students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor immediately for help since many of the tasks build on one another.

Candidates are responsible for participation in discussion boards, blogs, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements:

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

1. **Candidates' Participation:**

    Candidates should participate actively and enthusiastically in all online discussions. Readings and school experiences will prepare candidates for discussions.

    When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response will be indicated in your assignment instructions. Additional and frequent responses to peer posts are encouraged to strengthen your shared insights and online learning experiences.

2. **Candidates' Written Work:**
    - Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
    - Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
    - Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
    - Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
    - Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
    - Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3.   **Candidates' Communication**:

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings:

Charles, C.M. (2010). *Building classroom discipline*. (10th Edition). Boston, MA: Pearson, Allyn
      & Bacon

Weinstein, C., Curran, M. & Tomlinson-Clarke, S. (2003). Culturally responsive classroom
      management: Awareness into action. *Theory into Practice.* Retrieved from
      http://findarticles.com/p/articles/mi_m0NQM/is_4_42/ai_111506822/

Evaluation:

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

        A= 90-100%
        B= 80-89%
        C= 70-79%

All activities should be submitted on or before the required due dates. **Late work is not accepted.**

Communication*:*

Candidates must communicate with all instructors via the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, e-mail and Skype. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions.   Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day.

You can expect to receive email responses within 24 hours. Please allow up to 6 days for grading.

Research writing style.

In the Department of Curriculum and Instruction, all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Assignment	Description
Introductory Discussion Post	After reading Chapter 1, introduce yourself and share an experience you have had when a student was causing a problem that disrupted the learning process and how a teacher handled the issue. Discuss whether you believe the teacher's approach was effective.
Article Reflection	Read Chapter 2 and the article *Culturally Responsive Classroom Management: Awareness into Action.* a reflection is your chance to add your own thoughts and analysis to what you have read. Do NOT summarize the readings - use the readings as a starting point to write your thoughts about the reading.
Behavior Response	Select one of the behaviors described in Chapter 3. Plan how you will modify your curriculum and instruction to meet needs of students who are diagnosed or show the characteristics of the behavior.
Foundational Approaches Graphic Organizer	Create a graphic organizer of the foundational approaches.
Assigned Discipline Model PowerPoint	Develop a PowerPoint presentation that summarizes the details of the Discipline model assigned.
Assigned Discipline Model Post	The presentation will be posted on the discussion board with a post that discusses the usefulness to you (and why) of the approach. Also discuss what seems to be the least useful aspect of the approach to you (and why). You are expected to respond to your peers. See instructions in Blackboard.
Webliography	Locate and review resources.
Discipline Plan	Describe a personal discipline system you believe would serve you best. The paper can be written adequately in about five typewritten pages, double-spaced, 1-inch margins and 12-point font. Use pages 281-283 as a guide to develop your system. You can use some of the ideas you noted in your learning log, article reflections or discussion board entries.
Scenarios	Candidates will respond to classroom discipline scenarios, based on class content.

Persons Seeking Accommodations:

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

Academic Honesty:

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Class Schedule

Week	Dates	Topic	Readings	Assignments
1	8/31	Classroom Productivity	Chapter 1	Introductory Post
2	9/9	Anticipate & Understand Student Behavior	Chapter 2 *Culturally responsive classroom management: awareness into action*	Article Reflection
3	9/16	Neurological-Based Behavior	Chapter 3	Behavior Response
4	9/23	Foundations of Behavior Systems	Chapter 4	Graphic Organizer
5	9/30	Discipline Models	Chapters 5-14	Power Point and Post
6	10/7	Discipline Plan/Resources	Chapter 15	Webliography
7	10/14	Discipline Plan		Discipline Plan
8	10/18	Content in Action		Scenarios

*Assignments are due each week on Sunday evening (see date listed) at midnight, with the exception of the first and last weeks.

Skype Download Instructions

I am available on Skype during many of my office hours. If you need to chat, this is an alternate option to an email or office visit. To download Skype (free), follow the directions below:

1. Go to http://www.skype.com
2. Click on Download Skype Now.
3. A message should come up that says "You are now downloading Skype."
4. Click "Run" when the pop up download box appears.
5. If you receive a message that says "A program needs your permission to continue," click Continue.
6. Choose your language, then click "I agree- install," on the box that appears.
7. Click "Continue installing Skype."
8. You should receive a message that says "Thank you for installing Skype." Click Finish.
9. Close your browser box.
10. In the box that appears, create your Skype account information. Accept the Terms, hit next, then complete the rest of your account information. Click Sign In.
11. Close the Welcome screen.

To add me as a contact:
1. Once you have logged in, click on +New in the left corner. Click on New Contact.

2. You can search by my name (Amy Williamson) or my username (amymw3). Once I have been added as a contact, you can see when I am online and available to chat with you.

Please note: These directions are for a PC, but the process is very similar for a Mac.