

**COURSE SYLLABUS**  
**Classroom Management**  
**EDF3251/5255 RVC SPRING 2018**

**GENERAL INFORMATION**

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**PROFESSOR INFORMATION**



<b>Instructor:</b>	Dr. Robin Faith Amparo	<b>Phone:</b>	(954) 649-3290 <b>TEXT ONLY BETWEEN 9am and 7pm!</b>
<b>Office:</b>	FIU at I-75		
<b>Office Hours:</b>	By appointment	<b>Email:</b>	Please use Canvas course messages
<b>Website:</b>	N/A		

**COURSE DESCRIPTION AND PURPOSE**

**EDF 3251/5255**  
**Classroom Management (3 credits)**

**DEPARTMENT OF TEACHING AND LEARNING**

Provides teachers understanding, skills, and dispositions for successful classroom management. It is important for teachers to understand how classroom management is an integral component of every learning environment. By making appropriate instructional and educational decisions, teachers promote student learning and students acquire content as well as procedures and models of behavior, in a safe learning environment. This course is designed to provide teachers with the understanding, skills and dispositions for successful classroom management.

The classroom teacher of the 21<sup>st</sup> century will be required to create positive classroom environments with effective learning for diverse, multicultural students. Multicultural competence in the class will enhance classroom management and result in improved student learning outcomes. Definitions and expectations of appropriate behavior are culturally influenced, and conflicts can occur when teachers are not aware of the interrelatedness of culture, diversity, and classroom management. This course will assist the pre-service teacher in the recognition of one's own ethnocentrism; increase knowledge of students' cultural backgrounds in a global context; augment understanding of the broader social, economic, and political contexts of student behavior; and develop the pre-service teacher's ability and willingness to use culturally appropriate management strategies to develop a caring classroom.

It has been widely documented (Gallup and Harris polls, feedback from practitioners and from student teachers) that classroom management skills are a major topic of concern for teachers. Because student learning is directly connected to effective classroom management procedures, no teacher of the twenty-first century should go into a classroom without the basic knowledge of how to create a safe and well-run environment. In addition to the emphasis on classroom management skills and concepts, this course will provide opportunities for students to reflect on their own skills as "educational decision-makers" and how they can use principles of teaching and learning to make sound instructional decisions.

The desired future of the College of Education (COE) at *Florida International University* is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

## FEAP REQUIREMENTS

**The Florida Department of Education requires that Classroom Management be part of each undergraduate student's education. This course is designed to fulfill that requirement. The specific Florida Educator Accomplished Practices (FEAP) assessed in this course are:**

- **Standard 1.a.2** – The Learning Environment: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative. The effective educator consistently:
  - **Indicator 1.a.2.a:** Organizes, allocates and manages the resources of time, space and attention
  - **Indicator 1.a.2.b:** Manages individual and class behaviors through a well-planned management system
  - **Indicator 1.a.2.d:** Respects students' cultural, linguistic and family background
  - **Indicator 1.a.2.f:** Maintains a climate of openness, inquiry, fairness and support

## SCORING RUBRIC

Standards	Mastery (3 points)	Proficient (2 points)	Limited (1 point)
(a).2.a. The Learning Environment  Organizes, allocates, and manages the resources of time, space, and attention.	Candidate develops a classroom management plan that is outstanding in its organization, allocation, and management of the resources of time, space, and attention.	Candidate develops a classroom management plan that is satisfactory in its organization, allocation, and management of the resources of time, space, and attention.	Candidate fails to develop a classroom management plan that is complete in its organization, allocation, and management of the resources of time, space, and attention.
(a).2.b. The Learning Environment  Manages individual and class behaviors through a well-planned management system.	Candidate demonstrates mastery by thoroughly managing individual and class behaviors through a well-planned management system.	Candidate demonstrates proficiency by satisfactorily managing individual and class behaviors through a well-planned management system.	Candidate fails to or provides limited demonstration of managing individual and class behaviors through a well-planned management system.

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(a).2.d. The Learning Environment  Respects students' cultural linguistic and family background.	Candidate in the management plan demonstrates a thorough respect for students' cultural linguistic and family background.	Candidate in the management plan demonstrates respect for students' cultural linguistic and family background.	Candidate in the management plan fails to or demonstrates limited respect for students' cultural linguistic and family background.
(a).2.h. The Learning Environment  Adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the management plan, comprehensively adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the management plan adequately adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate in the management plan fails to or provides limited adaptation of the learning environment to accommodate the differing needs and diversity of students.

### **TESOL Standards Addressed**

- **Domain 1:** Culture (Cross-Cultural Communications)
  - **Standard 1:** Culture as a Factor in ELLs' Learning: Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
    - **Indicator 1.1.e:** Understand and apply knowledge about home/school connections to build partnerships with ELLs' families
- **Domain 4:** Curriculum and Materials Development
  - **Standard 1:** Planning for Standards-Based Instruction of ELL's: Teacher will know, understand and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.
    - **Indicator 4.1.b:** Create supportive, accepting, student-centered classroom environments

### **COURSE OBJECTIVES**

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Through a variety of methods, students will:

- Use knowledge of how students learn (stages of reasoning, moral, cognitive and social concepts) to create a classroom management plan that is safe and fair and promotes equity in the instructional environment (INTASC 3.5, 5.3, 5.5) (PECS 2.1)
- Use knowledge of how students differ in their learning to promote fairness yet maintain consistent behavior standards. (INTASC 5.1, 5.3, 5.5) (PECS 2.4)
- Explain the relationship between good instructional planning and classroom management to support appropriate behavior (INTASC 5.5, 7.3) (PECS 2.4)

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- Explain how communication (verbal & non-verbal) can influence behavior, and value and promote many modes of communication. (INTASC 6.1, 6.3) (PECS 2.6)
- Identify and plan the use of the basic elements of organizing classrooms (INTASC 3.5, 5.3, 5.5) (PECS 2.2)
- Demonstrate the ability to organize a classroom environment and implement a variety of procedures to prevent classroom problems and use a range of various models of classroom management to encourage cooperation and purposeful learning. (INTASC 5.1, 5.3, 5.5) (PECS 2.2)
- Believe ALL students can be motivated to learn regardless of ability, background, or attitudes (INTASC 5.3, 5.4, 6.3, 9.3) (PECS 2.4)
- Believe parents have a vital role in the educational process and identify a variety of ways of involving parents in the growth and development of their child (INTASC 8.5, 8.6, 10.3) (PECS 2.4)
- Believe significant changes can be made in student behavior (INTASC 5.1, 10.4)
- Believe in and explain the crucial role of teacher in creating a classroom structure and environment that promotes ALL students' learning (INTASC 5.3, 5.5, 9.3) (PECS 2.4)
- Determine skills and practices that encourage innovation and foster a safe climate of openness, inquiry, equity, and support for all students. (PECS 2.6)

## MAJOR & CURRICULUM OBJECTIVES TARGET

State of Florida Professional Education Competencies:

### Competency 2: Knowledge of appropriate student-centered learning environments

- 2.1 Select and use appropriate techniques for organizing, allocating, and managing the resources of time, space, and attention in a variety of learning environments (e.g., face-to-face, virtual).
- 2.2 Apply appropriate strategies and procedures to manage individual student behaviors and group dynamics.
- 2.4 Evaluate and adapt the learning environment to accommodate the needs and backgrounds (i.e., cultural, home language, family) of all students.
- 2.6 Apply relevant techniques for modeling appropriate oral and written communication skills.

## TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through CANVAS, and/or other internet-based media. Should you have any questions, please contact the professor.

## ASSURANCE OF LEARNING

The College of Business cares about the quality of your education. For more information please visit the [Assurance of Learning](#) website to learn more on the College's commitment to this initiative.

## IMPORTANT INFORMATION

### POLICIES

Please review [FIU's Policies webpage](#). The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

The instructor reserves the right to modify this syllabus.

## TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the [What's Required](#) page to find out more information on this subject.

This course utilizes the following tools:

This course utilizes the following tools:

1. Videos
2. Collaborations via Google docs (YOU WILL NEED A GOOGLE ACCOUNT TO PARTICIPATE)
3. Discussion Boards

Please visit our [Technical Requirements](#) webpage for additional information.

## ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit <https://community.canvaslms.com/docs/DOC-2061> webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

## COURSE PREREQUISITES

Pre-requisite: EDP 3004; Co-Requisite: EDG 3321

## TEXTBOOK

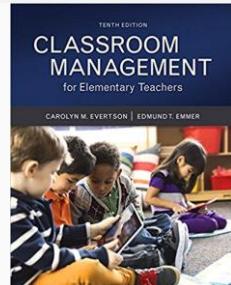
**REQUIRED TEXT:** *Classroom Management for Elementary Teachers*

Evertson, C. & Emmer, E.

Pearson, 10<sup>th</sup> Edition, 2017

ISBN: 0-13-402894-5

[Click here](#) to buy your textbook online at the FIU Bookstore



## ARTICLES AND OTHER REFERENCES WILL PROVIDED IN CANVAS MODULES

\*\*Additional readings may be assigned based on content appropriate current events and research.

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## EXPECTATIONS OF THIS COURSE

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This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

You are responsible for making sure that your hardware/server is compatible with FIU's Online Learning Environment: CANVAS. Please review the following links to ensure that your technology meets the requirements of the course:

<http://online.fiu.edu/futurestudents/whatsrequired>

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

**ALL technical issues are to be referred to the online help desk; not your professor. Link provided: (<http://online.fiu.edu/supportservices>). DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.**

**Students are expected to:**

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with CANVAS
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course **a minimum of three days** per week; at least one log in should be at the beginning of the week so that assignments can be reviewed and communication with the professor can be done well before the due date.
- Respond to discussion board posting **by due date**.
- Respond to messages in CANVAS messaging system within **two days**.
- Submit assignments by the corresponding deadline.
- Communicate via TEXT in emergency situations (e.g., CANVAS is down; you are offline; etc.)

**The instructor will:**

- Log in to the course **once daily Monday through Friday**. **Messages will not be responded to on the weekends.**
- Respond to discussion boards, blogs, and journal postings as needed and after due date.
- Respond to CANVAS messaging system within **three days**.
- Grade assignments within **within TWO weeks** of the assignment deadline.

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**COURSE DETAILS****COURSE COMMUNICATION**

Communication in this course will take place via **Messages**.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to CANVAS to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication. Direct emails to the professor will be responded to by advising the student to use the messaging system in CANVAS.

The Announcement feature is an external communication tool that allows the instructor to send informational announcements to users enrolled within the course. Emails are sent to the students' FIU email on record. Announcements can also be viewed on the CANVAS COURSE home page.

Visit our [\*\*Writing Resources webpage\*\*](#) and/or The Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/> for more information on professional writing and technical communication skills.

**Should you experience technical difficulties that impede your ability to communicate via CANVAS, or if you have an emergency situation, please TEXT ONLY to (954) 649-3290 BETWEEN 9AM AND 7PM. Be sure to identify yourself and the course in which you are enrolled.**

**DISCUSSION FORUMS**

Keep in mind that your discussion and blog postings will be viewed by other members of the course. Care should be taken when determining what to post.

Please note that your initiating discussion posts must be at least 250\* words. Each response to your colleagues must be at least 150 words. However, posts should not exceed 300 words. All your discussion posts should be written with accepted conventions of standard, academic English. In other words: capitalize, punctuate and check for spelling and usage!

**You must post an initial response to the Discussion Board question or topic and comment on a minimum of two peer responses. THERE IS NO NEED TO RESPOND THE INTRODUCTION POSTS IN MODULE #1; YOU WILL RESPOND TO THE DISCUSSION POSTS IN MODULE #1.**

Discussion posts are due on their designated week on Sunday at 11:59 pm. **LATE POSTS WILL NOT BE GRADED.** ***The system disables grading*** for any late posts. The rubric for the Discussion Forum follows:

**\*GRADUATE STUDENTS (EDF 5255) are required to supplement their discussion board posts with at least 2 additional (research-based) sources on the assigned topic or issue. Furthermore, your initiating post must be at least 500 words, not to exceed 650 words. Your responses to colleagues must be at least 250 words, not exceeding 350 words, and also reference an additional source. Please use parenthetical citations, and include a full reference in APA format at the end of your post.**

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***EDF 3251/5255***  
**DISCUSSION FORUMS – RUBRIC FOR POSTINGS**

CRITERIA/POINTS	10	7	3	0
<i>Quality of Post</i>	Appropriate, relevant, and original comments; reflective of critical analysis of the topic; and respectful of the comments of others.	Somewhat appropriate relevant, and original comments; reflective of some critical analysis of the topic; and respectful of the comments of others.	Responds with minimal effort, (e.g. "I agree with John." or "These comments are correct.")	NO POSTING
<i>Engagement With the Material</i>	The post offers robust information that prompts further discussion of the topic – creative approach; the post contributes to the body of knowledge of the topic.	The post offers some information that prompts further discussion of the topic; the post somewhat contributes to the body of knowledge of the field.	Responds with minimal effort; the post is not relevant to the discussion content; too short to prompt further discussion; does little to nothing to add to the body of knowledge of the field.	NO POSTING.
<i>Professionalism</i>	Post is carefully crafted, with attention to detail and standard academic English.	Post is crafted using standard academic English.	Post has a few errors in standard academic English.	NO POSTING.

## EXAMS

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Three online exams will be given. You will have 100 minutes to complete 50 multiple choice and/or True and False questions pertaining to the textbook and video information. You are only allowed one attempt at each exam so do not enter the exams until you are ready to take them. **Exams will close 100 MINUTES (10:20 PM) PRIOR TO THE 11:59 PM DUE DATE.** Exam grades can be viewed after Sundays at 11:59 pm.

Important information regarding exams:

- Exams are open the entire week when they are assigned and can be completed anytime during this period.
- Exams have time limits; all questions must be answered and submitted **before** the time expires. When the time has run out, the exam is submitted automatically with whatever answers have been filled in so far and will automatically receive a grade of zero

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- Be aware of the availability window on exams
  - For example: if your exam is available from 7am - 7pm and you have 1 hour to complete the exam, you would need to start your quiz/exam at 6pm in order for you to have the full hour. If you start at 6:20 then you will only have 40 minutes to complete the exam

## ASSIGNMENTS

### WORK SUBMISSION POLICY:

- All weekly assignments are due Sundays no later than 11:59 pm.
- No make-ups will be permitted except in extenuating circumstances, with proper documentation.
- ASSIGNMENTS: Assignments are due on the date specified in the syllabus. EACH calendar day it is late, there will be 5 points deducted, including the day it was due.
- PARTICIPATION ASSIGNMENTS: LATE assignments will not be graded and a point value of zero will be posted to the grade center.
- Assignments e-mailed or messaged through CANVAS directly to your professor will NOT BE GRADED, except in extenuating circumstances. All assignments must be submitted in the designated area within CANVAS (i.e.: *Assignments*)
- If you do not complete exams in the allotted timeframe, there will be no make-up opportunities.
  - Exceptions to this policy will only be granted on a case by case basis with VALID WRITTEN DOCUMENTATION (e.g. doctor, police report, etc.).
  - Documentation must be provided within two weeks of the emergency. You will have two weeks to complete the assessment(s) missed given an approved emergency.

All papers must be typed, double-spaced with 1-inch margins all around, using a clean, 12-point font (i.e., arial; Calibri). Each paper must have the course number, and your first and last name on the top left hand corner of each page as a header. 5 points will be automatically deducted from papers that do not follow this format.

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

**ALL technical issues are to be referred to the online help desk; not your professor. Link provided: (<http://online.fiu.edu/supportservices>).** DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.

**SYLLABUS CONTENT QUIZLET:** Students **must complete** the syllabus quiz.

**PLAGIARISM TUTORIAL:** Students **must complete** the online tutorial regarding Plagiarism. Go to:  
<http://education.fiu.edu/plagiarism/>

- Follow the directions
- Complete the quiz
- Score at least 80%
- Print a copy of test results (score report)
- Write your name, Panther ID, and date on the score report
- Scan the printed report with information above as a PDF file, OR
- Do a screen print of your score
- Upload the scanned PDF or JPEG image file via CANVAS in Module 1

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**THE IRIS CENTER CASE STUDIES:**

1. Go to the following website:
  - a. <http://iris.peabody.vanderbilt.edu/index.html>
2. Click on the toolbar button titled Resources
3. In the drop down menu, go to IRIS Resource Locator
4. This will take you to a screen divided into topics.
5. Under the topic: Behavior and Classroom Management, you will complete 3 Modules as follows:
  - a. *Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan*
  - b. *Early Childhood Behavior Management: Developing and Teaching rules*
  - c. *Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Better Plan*

You will upload your Word document in response to each module's ASSESSMENT questions/tasks as assigned.

**PLEASE NOTE – you will find the following information a helpful resource in completing the case studies; you should consider these modules the PREREQUISITE for success on the assessments indicated above:**

<http://iris.peabody.vanderbilt.edu/index.html>

CLICK on Resources

CLICK on IRIS RESOURCE LOCATOR

Under the topic: Behavior and Classroom Management, refer to the following three modules:

- i. *Addressing Disruptive and Non Compliant Behaviors Part I*
- ii. *Addressing Disruptive and Non Compliant Behaviors Part II*
- iii. *Classroom Management (Part 1): Who's in Charge?*

**VIDEOS (Posted and assigned in modules)**

Videos may be required as part of weekly assignments and can be accessed online under the corresponding week. Information presented in assigned. Video content may be included in exams.

**TASKSTREAM ARTIFACT: LEARNING ENVIRONMENT PLAN**

The State of Florida requires that you receive a score of 2 or better in Taskstream on this assignment to pass the class.

This assignment will be completed by students drafting sections of the plan and posting their work as journal responses. In this way, I can offer individualized feedback on each section. Students are then expected to utilize the feedback given in order to modify their work as appropriate and develop a final response for submission on the due date.

***You will submit this assignment in two locations: online via CANVAS AND directly to taskstream.com.***

- After reviewing and revising your journal assignments for each section of the plan, you should then create one file, which includes Phase I, II, and the Classroom Map.
- The protocol for naming your document should be LEP\_YOURLAST NAME.docx (for example, LEP\_Amparo.docx)
- You MUST submit this entire document to TWO LOCATIONS:

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- **Assignment Dropbox for the Learning Environment Plan** - This is where your grade will be recorded for the course. If you do not upload your assignment to CANVAS THE by the due date, then you WILL NOT RECEIVE A PASSING GRADE IN THE CLASS.
- **AND, Directly uploaded to [www.taskstream.com](http://www.taskstream.com)**
  - The self-enrollment code for this course will be available after February 15, 2017 and can be found at [https://www.taskstream.com/ts/chang28/COE\\_WEBSITE](https://www.taskstream.com/ts/chang28/COE_WEBSITE).
  - If you do not submit DIRECTLY TO TASKSTREAM by the due date, then you WILL NOT RECEIVE A PASSING GRADE IN THE CLASS. You also must receive a score of 2 or better to successfully meet the requirements of this class.
  - If a section of your assignment earns a score of 1, then it may be necessary for you to re-do a section of your LEP in order to score a 2 or better. You will only have one opportunity. Your grade in CANVAS, however, will not change.

For More Help with Taskstream:

1-800-311-5656

[help@taskstream.com](mailto:help@taskstream.com)

SEHD Taskstream Office, ZEB 211, 305-348-3655/6143, [tstream@fiu.edu](mailto:tstream@fiu.edu)

IT Department, ZEB 269, 305-348-6305, [coesupport@fiu.edu](mailto:coesupport@fiu.edu)

SEHD Computer Lab Assistance, ZEB 165, 305-348-6134

**DO NOT CONTACT THE PROFESSOR WITH TECHNICAL ISSUES REGARDING TASKSTREAM. USE THE TASKSTREAM SUPPORT REFERENCED ABOVE OR CONTACT HELP AT TASKSTREAM.COM**

#### **SUBMITTING THE ASSIGNMENT:**

The Learning Environment Plan must be submitted in CANVAS. Additionally, to receive credit for the TaskStream assignment, you must post it on TaskStream, the School of Education & Human Development (SEHD) web-based electronic portfolio application.

All students enrolled in the SEHD are required to subscribe and maintain a Taskstream account throughout their FIU career so they can generate and maintain an electronic portfolio of their work in the college. You can purchase a Taskstream account online.

You have the option of selecting the terms of your subscription. However, you must maintain your Taskstream account throughout your professional preparation program. Costs and other Taskstream information can be found at:

[http://www.taskstream.com/main/?/chang28/COE\\_WEBSITE.html](http://www.taskstream.com/main/?/chang28/COE_WEBSITE.html) and help can be provided in COE computer labs, by Taskstream at 1-800-311-5656, and at [tstream@fiu.edu](mailto:tstream@fiu.edu). You may also contact Taskstream assistants at: (305) 348-6156.

#### **TASKSTREAM SCORING:**

All Taskstream assignments will automatically be reviewed by Turnitin, a plagiarism detection service. All submitted work will have an originality report automatically generated for your instructor's review. Additional

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information about plagiarism and Turnitin, can be found at this site:

<http://online.fiu.edu/faculty/resources/plagiarism>

✓ **PANEL REVIEW:**

The artifacts you upload onto Taskstream may be reviewed by a panel of assessment raters in the college to ensure fairness and consistency in the scoring of the critical assignments. These reviews are required for accreditation purposes. The students' assignments reviewed will have no identifying information so the raters will not know whose student's work they are reviewing. All data aggregated will contain no personal identifying information to ensure confidentiality of students' work.

**GRADING****Assignment Point Values**

Assignment	Points
✓ GETTING STARTED - ONLINE LEARNING QUIZ	10
✓ SYLLABUS QUIZ	10
✓ CIRCLE MAP INTRODUCTION	20
✓ PRACTICAL APPLICATION OF CIRCLE MAPS (Discussion Board #1)	20
Discussion Board Forums – 12 opportunities** ✓ Original Post (10 points) ✓ Responses to TWO other threads (5 points each)	240
Learning Environment Plan – CANVAS & TASKSTREAM ✓ Phase I – <i>The Learning Environment</i> ○ Physical Layout/Map (40) ○ Explicative Narrative (60) ✓ Phase II – <i>Communicating Expectations</i> ○ Rules and Procedures (60) ○ Rewards & Consequences (50) ○ Communicating with Parents (30) <b>Drafted components will be submitted to CANVAS as a NO CREDIT completion grade.</b>	240
Collaborative Entry Reflecting Steele's Principles of the Classroom Environment	100
Classroom DoJo	100
Online Exams (50)	150
IRIS MODULES ✓ <i>Comprehensive Classroom Mgt (Part 2)</i> ✓ <i>Early Childhood Behavior Mgt: Developing and Teaching Rules</i> ✓ <i>Functional Behavior Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan</i>	150
<b>Total Points Available</b>	<b>1000</b>

**\*\*Graduate students (EDF5255) are required to include additional sources as part of their discussion on the specified topic or issue, and post at least 500 words. Please see specific instructions in the course content.**

**Course Grading Scale**

Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade
Above 94	A	83-80	B-	Below 65	F
93-90	A-	79-77	C+		
89-87	B+	76-70	C		
86-84	B	69-65	D		

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**COURSE CALENDAR****COURSE CALENDAR – DUE DATE FOR ALL SUBMISSIONS IS 11:59 PM SUNDAY EVENING UNLESS OTHERWISE SPECIFIED.****COURSE CALENDAR**

MODULE	TOPIC	READ/VIEW	DUE
Module 1 JAN 8- 14	• Introduction	<ul style="list-style-type: none"> <li>• FIU ONLINE LEARNING INFORMATION</li> <li>• THE COURSE SYLLABUS</li> <li>• Evertson &amp; Emmer: Ch. 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Online Learning Quiz (10)</li> <li>• Syllabus Quiz (10)</li> <li>• Circle Map Introduction (20)</li> <li>• Discussion Board - Practical Application of Circle Maps with Diverse Learners (20)</li> </ul>
Module 2 JAN 15 - 21	• Organizing Your Classroom and Supplies	<ul style="list-style-type: none"> <li>• Evertson&amp; Emmer: Ch. 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Learning Environment Phase I</b> Draft YOUR CLASSROOM MAP and Explicative Narrative; upload as an Assignment (for completion only) to receive my feedback. (See full instructions in the Module Folder)</li> </ul>
Module 3 JAN 22 - 28	• Establishing Classroom Rules & Procedures	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer:Ch. 4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board – Create your own discussion topic based on a quotation of your choice from Chapters 1 through 4. State the quotation and then <b>critically</b> discuss the implications of this information or concept. (20)</li> <li>• IRIS MODULE: <i>Comprehensive Classroom Management – Part 2</i> (50)</li> </ul>
Module 4 JAN 29 – FEB 4	• Procedures for Managing Student Work	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 5</li> <li>• View Video</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration– Steele’s Principles of the Classroom Environment (100)</li> <li>• Reflect on Steele’s Principles (20)</li> </ul>
Module 5 FEB 5 - 11	<ul style="list-style-type: none"> <li>• Classroom Arrangements</li> <li>• Teaching Rules &amp; Procedures</li> <li>• Communicating Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• View Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection – Culturally Responsive Teaching and Management (20)</li> <li>• IRIS MODULE: <i>Early Childhood Behavior Management: Developing and Teaching Rules</i> (50)</li> </ul>
Module 6 FEB 12 - 18	• Getting Off to a Good Start	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 6</li> <li>• View Video</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Learning Environment Phase II</b> Draft – the components of “Communicating Expectations” and upload (for completion) to receive my feedback.(see full instructions in the Module Folder)</li> </ul>

The instructor reserves the right to modify this syllabus.

MODULE	TOPIC	READ/VIEW	DUE
Module 6 (con't) Feb 12 - 18			<ul style="list-style-type: none"> <li>• EXAM #1: online; chapters 1 -4 &amp; videos (50)</li> </ul>
Module 7 FEB 19 - 25	<u>Addressing Disruptive and Non Compliant Behaviors</u>	<ul style="list-style-type: none"> <li>• Complete IRIS modules</li> </ul>	<ul style="list-style-type: none"> <li>• IRIS MODULE: <i>Functional Behavior Assessment: identifying the Reasons for Problem Behavior and Developing a Behavior Plan</i> (50)</li> <li>• Discussion Board – Case Study (20)</li> </ul>
Module 8 FEB 26 – MAR 4	<ul style="list-style-type: none"> <li>• Planning &amp; Conducting Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 7</li> <li>• View Video</li> <li>• PDF – <i>Behavior Management Models</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reflection on your Classroom Management Style &amp; Dispositions</li> <li>• Continue to work on editing your Taskstream Artifacts (Learning Environment Phases I &amp; II) in accordance with the feedback that you received from me.</li> </ul>
Module 9 MAR 5 - 11	<ul style="list-style-type: none"> <li>• Managing Cooperative Learning Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 8</li> <li>• View Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board A – Case Study (20)</li> <li>• UPLOAD EDITED LEARNING ENVIRONMENT PHASE I &amp; PHASE II TO CANVAS DROPBOX FOR SCORING (240)</li> <li>• UPLOAD EDITED LEARNING ENVIRONMENT PHASE I AND PHASE II TO TASKSTREAM</li> </ul>
MAR 12 - 18	<i>SPRING BREAK: ENJOY!</i>		
Module 10 MAR 19 - 25	<ul style="list-style-type: none"> <li>• Maintaining Appropriate Student Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 9</li> </ul>	<ul style="list-style-type: none"> <li>• EXAM #2: online; chapters 5 - 8 &amp; videos (50)</li> <li>• Discussion: Classroom Teaching Scenario (20)</li> </ul>
Module 11 MAR 26 – APR 1	<ul style="list-style-type: none"> <li>• Conflict Resolution</li> </ul>	Assorted Materials	<ul style="list-style-type: none"> <li>• Discussion Board – Topic TBA (20)</li> </ul>
Module 12 APR 2 – 8	<ul style="list-style-type: none"> <li>• Communication Skills for Teaching</li> <li>• Managing Problem Behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 10 &amp; Ch. 11</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Dojo (100) – see specific instructions in the Module</li> <li>• Reflection on Inclusive Classroom Article and Response (20)</li> </ul>
Module 13 APR 9 - 15	<ul style="list-style-type: none"> <li>• Managing Special Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Evertson &amp; Emmer: Ch. 12</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board – Topics TBA (20)</li> </ul>

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Module 14 APR 16 - 22	<ul style="list-style-type: none"> <li>Classroom Community &amp; Mgt- Diverse Classroom</li> <li>View Videos</li> <li>Read Journal</li> </ul>	<ul style="list-style-type: none"> <li>UPLOAD LEARNING ENVIRONMENT PHASE I AND PHASE II TO TASKSTREAM</li> <li>Discuss -- Reflections from Teachers (20)</li> </ul>	
MODULE	TOPIC	READ/VIEW	DUE
MODULE	TOPIC	READ/VIEW	DUE
Module 15 APR 23 - 29	<ul style="list-style-type: none"> <li>Final Exam Week</li> </ul>		<ul style="list-style-type: none"> <li><b>EXAM 3: online; chapters 9 -12 &amp; Videos (50)</b></li> </ul>

### Related Resources & Readings:

Anne Gregory, Christopher A. Hafen, Erik Ruzek, Amori Yee Mikami, Joseph P. Allen, and Robert C. Pianta (2016) Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. *School Psychology Review*: June 2016, Vol. 45, No. 2, pp. 171-191.

Behavior Management Models. Chapter 1. Retrieved from:

[http://www.academia.edu/6850252/Behavior\\_Management\\_Models\\_Chapter\\_Objectives](http://www.academia.edu/6850252/Behavior_Management_Models_Chapter_Objectives)

Christner, R. W. & McLaughlin, C. L. (2009). Understanding stress: Helping students affected by the economic crisis. Bethesda, MD: The National Association of School Psychologists. Retrieved from [http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/info\\_brief\\_files/nasponline\\_org\\_educators\\_nasp\\_stress\\_article\\_final\\_pdf.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/nasponline_org_educators_nasp_stress_article_final_pdf.html)

Cox, D. R. (2011). Making a strong home-school connection by being culturally responsive. *The Association for Supervision and Curriculum Development (ASCD Express)*, 6(16). Retrieved from [http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/info\\_brief\\_files/ascd\\_org\\_ascd\\_express\\_vol6\\_616\\_cox\\_aspx.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/ascd_org_ascd_express_vol6_616_cox_aspx.html)

Curran, M., Tomlinson-Clarke, S. & Weinstein, C. S. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1). Retrieved from <http://csuprofessionaldevelopment.com/images/pdfs/Weinstein.pdf>

Delpit, L. (1995). *Other people's children*. New York, NY: The New Press.

Delpit, L. (Ed.) (2002). *The skin that we speak: Thoughts on language and culture in the classroom* (pp. 31-48). New York, NY: The New Press.

Gormley, W. T. (1995). *Everybody's children*. Washington, DC: Brookings Institution Press.

Kozleski, E., Zion, S. (2005). Understanding culture. Temple, AZ: National Institute for Urban School Improvement. Retrieved from <http://www.urbanschools.org/pdf/understanding.culture.LETTER.pdf>

Kyle, P. & Rogien, L. (2004). Classroom management: Corrective strategies. Bethesda, MD: The National Association of School Psychologists. Retrieved from

[http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/info\\_brief\\_files/nasponline\\_org\\_educators\\_hchsii\\_correctivestrategies\\_pdf.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/nasponline_org_educators_hchsii_correctivestrategies_pdf.html)

Kyle, P. & Rogien, L. (2004). Classroom management: Preventative strategies. Bethesda, MD: The National Association of School Psychologists. Retrieved from  
[http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/info\\_brief\\_files/nasponline\\_org\\_educators\\_hchsii\\_preventivestrategies\\_pdf.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/nasponline_org_educators_hchsii_preventivestrategies_pdf.html)

Kyle, P. & Rogien, L. (2004). Classroom management: Supportive strategies. Bethesda, MD: The National Association of School Psychologists. Retrieved from  
[http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/info\\_brief\\_files/nasponline\\_org\\_educators\\_hchsii\\_supportivestrategies\\_pdf.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/nasponline_org_educators_hchsii_supportivestrategies_pdf.html)

Lucas, T. & Villegas, A. M. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(13). Retrieved from <http://www.sagepub.com/eis/Villegas.pdf>

Metropolitan Center for Urban Education (2008). Culturally responsive classroom management strategies. New York, NY: Metropolitan Center for Urban Education. Retrieved from  
<http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mgmt%20Strat2.pdf>

National Education Association. Diversity toolkit: Cultural competence for educators. Retrieved from  
[http://iris.peabody.vanderbilt.edu/resource\\_infoBrief/info\\_brief\\_files/nea\\_org\\_tools\\_30402\\_htm.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/nea_org_tools_30402_htm.html)

#### **ACADEMIC INTEGRITY STATEMENT:**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can be as severe as dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report incidents to the Primary Administrative Officer.

[http://www2.fiu.edu/~jms/standards\\_of\\_conduct.htm](http://www2.fiu.edu/~jms/standards_of_conduct.htm)

Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

The instructor reserves the right to modify this syllabus.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

All submitted assignments will automatically be reviewed by Turnitin, a plagiarism detection service. An originality report will be automatically generated for your instructor's review. Additional information about plagiarism and Turnitin, can be found at this site: <http://online.fiu.edu/faculty/resources/plagiarism>

All of the following are considered plagiarism:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words, but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

#### **Disability Resource Center (<http://drc.fiu.edu/>)**

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

#### **Policy for Assigning an Incomplete "I" Grade**

An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious and documented interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

The instructor reserves the right to modify this syllabus.

#### **FIELD EXPERIENCE REQUIREMENT**

No field hours are required for this course.

#### **ACADEMIC CALENDAR**

Please view the following website for important term deadlines: <http://onestop.fiu.edu/academic-calendar/>