

**COURSE SYLLABUS**  
**EDUC 3363**  
**Spring 2020**

**Managing Classrooms and Behavior in the School Setting**

**Semester:** Spring 2020  
**Time:** 11:00AM - 1:45PM  
**Days:** Monday  
**Location:** HPR 262

**Instructor Information: Staci Zolkoski, Ph.D.**

**Office:** BEP 241

Office Hours: Monday 9:00 – 10:30 a.m., Thursday 10:00 – 12:30 p.m., and other days by appointment

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**Course Catalog Description:** Designed to provide pre-service elementary teachers with the opportunity to acquire advanced skills for effective planning, implementing, and evaluating instruction. It will also present strategies available for management, communication, and discipline at the introductory level. Prerequisites: EDUC 3220, ELED 4312, READ 4360, READ 4364, EDEC 4385. Co-requisites: ELED 4313, ELED 4314, EDFB 3348, EDSP 4269, READ 4366.

**Student Learning Outcomes and Assessments:**

1. Demonstrate an understanding of factors contributing to the diverse needs of students in the classroom.
2. Promote student learning by providing effective classroom management.
3. Develop a classroom management system based on positive behavior interventions and supports (PBIS).

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
Identify strategies of discipline and management that are appropriate to accommodate diverse learners.	Textbook readings  PBIS strategies  Large and small group discussions	Peer and instructor feedback  In-class activities  Online activities Portfolio	<b>TES:</b> 1(C)(i)(ii), 4(A)(iii)  <b>INTASC:</b> 2, 5

	Book reviews	Midterm	
Demonstrate an understanding of youth violence and school safety.	Article readings Large and small group discussions Anti-bullying Presentations	Peer and instructor feedback In-class activities Presentation	<b>TES:</b> 4(A)(ii)(iii) <b>INTASC:</b> 3
Demonstrate an understanding of classroom management concepts that facilitate learning during lesson implementation.	Textbook and article readings Large and small group discussions PBIS strategies Book reviews Online activities In-class activities	Peer and instructor feedback In-class activities Online activities Midterm Philosophy of classroom management Portfolio	<b>TES:</b> 1(A)(ii), 1(C)(i), 1(D)(i)(iii), 3(A)(iii) <b>INTASC:</b> 4, 5
Assess student behavior in a functional learning environment to identify behaviors that interfere with learning.	PBIS strategies Textbook and article readings Large and small group discussions FBA activities Online activities	Peer and instructor feedback In-class activities Online activities Midterm FBA activities Portfolio	<b>TES:</b> 5(A)(ii), 5(C)(i)(ii) <b>INTASC:</b> 6
Develop and implement behavior change objectives to decrease behaviors that interfere with learning.	PBIS strategies Textbook and article readings Large and small group discussions FBA activities Online activities	Peer and instructor feedback In-class activities Online activities Midterm FBA activities Portfolio	<b>TES:</b> 2(C)(iii), 5(A)(ii), 5(C)(i), 5(D)(i) <b>INTASC:</b> 1, 2, 6

<p>Demonstrate appropriate methods to task analyze goals and objectives to support effective approaches and strategies for students with a wide range of diverse needs.</p>	<p>PBIS strategies Textbook and article readings In-class activities Online activities FBA activities Large and small group discussions</p>	<p>Peer and instructor feedback In-class activities Online activities Midterm Portfolio</p>	<p><b>TES:</b> 2(B)(ii), 5(A)(ii), 5(C)(i), 5(D)(i) <b>INTASC:</b> 1, 2, 6, 7</p>
<p>Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences.</p>	<p>Textbook and article readings Examination of IEPs and FBAs In-class activities Online activities Large and small group discussions</p>	<p>Peer and instructor feedback IEP and FBA activities In-class activities Online activities Midterm Portfolio</p>	<p><b>TES:</b> 1(C)(i), 2(B)(i), 5(A)(ii), 5(C)(i), 5(D)(i)(ii) <b>INTASC:</b> 2, 3, 7</p>
<p>Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, self-management strategies). Demonstrate understanding of behavioral techniques to manage learning effectively (a) with a variety of students and situations, (b) to increase learner active participation and (c) that demonstrate development of collaborative learning environments.</p>	<p>PBIS strategies Textbook and article readings In-class activities Online activities Large and small group discussions</p>	<p>Peer and instructor feedback In-class activities Online activities Midterm Philosophy of classroom management Portfolio</p>	<p><b>TES:</b> 2(C)(iii), 4(A)(i)(ii)(iii), 4(C)(i)(ii)(iii), 4(D)(i)(iii) <b>INTASC:</b> 3, 5, 10</p>
<p>Exhibit an awareness of factors affecting collaborative relationships between teachers and families, particularly cultural</p>	<p>Whole and small group discussions Book reviews</p>	<p>Peer and instructor feedback Midterm</p>	<p><b>TES:</b> 4(D)(iv), 6(B)(ii)(iii) <b>INTASC:</b> 10</p>

factors, and the potential impact of family and environmental factors on student behavior.	Textbook and article readings In-class activities Online activities	Philosophy of classroom management Portfolio	
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**Evaluation and Grading:**

**1. Class Participation**

This course is designed as a hybrid course with both face-to-face and online meeting dates. These dates are flexible and may be adjusted to accommodate course objectives. Face-to-face classes begin promptly at 11 AM. **In order to receive all participation points for each class, you are expected to participate in class discussions and leave you electronic devices in your backpack/purse during class time.**

**2. Evaluation:**

**Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, and exams.**

	<b>Maximum Points</b>
1. Video Reflections	50 points
2. TBSI	30 points
3. Independent Readings	50 points (25 points per book reflection)
4. Anti-bullying Assignment	50 points
5. Exam	100 points
6. Classroom Management Portfolio	325 points
7. In-Class Activities	100 points
8. Online Activities	100 points

**Grading:**

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points
- D = 60-69% of total points
- F = 59% or below of total points

**The last day to withdraw from courses is Monday, March 30, 2020.**

**3. Teaching Strategies:** Strategies utilized in the delivery of the course will include lecture, class discussion, group collaboration, application activities, and various readings, and assignments.

**4. Required Text, Materials/Supplies, and Related Readings:**

- *First Days of School* (Wong, 2018) ISBN 9780976423386
- *Teaching with Love and Logic: Taking Control of the Classroom* (Fay & Fay, 2016) ISBN978-1-942105-23-7
- *Wonder* (R. J. Palacio, 2012). ISBN 9780375869020
- *Joey Pigza Swallowed the Key* (Jack Gantos, 2000). ISBN 9781250061683

*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook May also be available from an independent retailer, including an online retailer.*

**Bibliography**

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do*. San Francisco, CA: Jossey- Bass.

Greenberg, M. T., Weissberg, R. P., Utne O'Brien, M., Zins, J. E., Fredericks, L., Resnik, H., Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychological Association, 58*(6/7), 466-474. doi: 10.1037/0003-066X.58.6-7.466

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

**5. Additional Information:**

You will enroll in the following:

- a) **Pathbrite ([www.pathbrite.com](http://www.pathbrite.com))**. You will use this site to create an online portfolio of classroom management. This portfolio will count as your final exam. **Your pathbrite link must be viewable. If I am unable to view your portfolio, you will automatically receive a zero for your final project.**

**6. Course Policies and Guidelines:**

a. **Laptops, iPads, and Cell Phones:** All electronic devices need to be set to silent mode and put away during class time. **Participation points will be taken away for those who do not comply.** Laptops and iPads may be used for class activities ONLY.

b. **Assignment Submission:**

For written assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put the title of the assignment, centered at the top of your paper.
- **Upload written assignments on the Canvas website under the assignment tab**

**Papers that do not meet these specifications will not be accepted.** With respect to format and style, your paper should conform to the 7th edition APA Manual when asked.

c. **Late Work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. **Late assignments are not accepted unless prior arrangements have been made with the instructor.** Assignments and due dates are posted in Canvas.

d. **Attendance:** A student will not be able to do well in the class without prompt and regular attendance. The attendance policy recommended by the University is followed in this course. You are expected to attend every face-to-face class meeting. Course objectives and performance outcomes cannot be met unless you attend class and participate in class activities. **Points for in class activities are given only to those in class.** If you are absent for an extended period of time, you should make arrangements to explore options such as retaking the course or taking an incomplete grade. If you miss more than two in-class periods, you will need to make an appointment with the instructor for a possible *Disposition Conference*.

e. **You are responsible** for all information given in class, online, and in the syllabus.

f. **Read chapters assigned from course text prior to each class meeting.**

You are responsible for this information on tests as well as during class participation.

g. **Criteria for all assignments** will be available in class and posted online unless otherwise notified by the instructor.

**Canvas:** Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

- h. **Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

*TurnItIn is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.*

- **All assignments with a similarity report 25% or greater means you engaged in unethical behavior. Any assignment with a 25% or greater match will receive a grade of a zero and may be subject to a disposition.**

- i. **Dispositions** - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. These dispositions are listed at the following website:

<http://www.uttyler.edu/education/documents/Dispositions.pdf>

**Changes to this syllabus may be made at the discretion of the instructor--It is the student's responsibility to keep up with these changes.**

**For details about assignments and due dates refer to the assignment schedule provided separately.**

## UNIVERSITY POLICIES

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance

- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

#### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

#### [University Guidelines, Links and Policies](#)

### **COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

### **UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**[Texas Education Standards](#):** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).