

Plainview Campus

**SCHOOL OF EDUCATION**

**Fall 1 2023**

**University Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course Number and Title: Stacked EDUC 4313 & EDUC 5306 Classroom Management**

**Term & Year: Fall 1 VC 2023**

**Professor:** Mrs. Trisha Giacomazzi

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**Office Hours:** Monday 8:30-9:00, 11:00-12:00, 1:00-2:00

Tuesday 8:00-9:25, 10:45-12:00, 1:00-2:00

Wednesday: 8:30-9:00, 1:00-2:00

Thursday: 8:00-9:25, 10:45-12:00, 1:00-2:00

Friday: 8:30-9:00, 11:00-12:00

**Class meets:** Online

**Catalog Description:**

This online course teaches students to develop a suitable and efficient classroom management system and processes that foster a positive learning environment. It is a stacked undergraduate and master's level course. For the EDUC 4313 and the EDUC 5306 courses, a minimum of 8 hours of fieldwork is required to pass this course. You must arrange your **eight** hours of field experience in the first week and send me a copy via Blackboard. **Signed documentation and eight essays in the APA 7th ed. are required to obtain credit for this course.** You can **NOT** get credit unless you have completed these 8 Field Experience Observations and the associated essays.

**Prerequisites:** For undergraduate students, this course is to be taken during **the semester before student teaching or with consent from the instructor.** Therefore, if you are not conducting clinical teaching in the Spring of 2024, please talk with the professor and your advisor to ensure this course is needed for your degree plan**. If you are not seeking a state teaching certification, please email me and let me know.**

**Textbooks:**

**EDUC 4313 students will use the following two eBooks:**

* **The Classroom Management Book**

By Harry Wong and Rosemary Wong

ISBN: 13 978-0-9764233-31, Publisher: Harry T. Wong Publications

* **The First Days of School**

By Harry Wong and Rosemary Wong

ISBN: 0976423383, Publisher: Harry T. Wong Publications

For **EDUC 5306** course, students will use the following two textbooks:

# **Tools for Teaching: Discipline, Instruction, Motivation.** (3rd ed.)

# By Jones, F. & Jones, P. (2014)

* **The Teacher's Pocket Guide to School Law.** (3rd ed.).

By Essex, N. (2015), Allyn & Bacon [ISBN: 978-0-13-335191-0]

Course Outcome Competencies for EDUC 4313 & EDUC 5306: Texas Education Standards

Domain II: Creating a Positive, productive classroom environment

**Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.**

5.1 Uses knowledge of the unique characteristics and needs of students in early childhood through grade 4 to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing, teaches children to use language to express their feelings).

5.2 Establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences, and active engagement in learning by all students.

5.3 Analyze ways in which teacher-student interactions and interactions among students impact classroom climate and student learning and development.

5.4 Presents instruction in ways that communicate the teacher's enthusiasm for learning.

5.5 Uses a variety of means to convey high expectations for all students.

5.6 Knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.

5.7 Creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

**Competency 006: The teacher understands strategies for creating an organized and productive learning environment and managing student behavior.**

6.1 Analyze the effects of classroom routines and procedures on student learning and know how to establish and implement routines and procedures to promote an organized and productive learning environment.

6.4 Schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transition; to manage materials, supplies, and technology; and to coordinate the performance of non-instructional duties (e.g., taking attendance) with instructional activities.

6.7 Applies theories and techniques related to managing and monitoring student behavior.

6.8 Demonstrates awareness of appropriate behavior standards and student expectations at various developmental levels.

6.9 Applies effective procedures for managing student behavior and for promoting appropriate behavior and ethical work habits (e.g., academic integrity) in the classroom (e.g., communicating high and realistic behavior expectations, involving students in developing rules and procedures, establishing clear consequences for inappropriate behavior, enforcing behavior standards consistently, encouraging students to monitor their behavior and to use conflict resolution skills, responding appropriately to various types of conduct).

**EDUC 4313 Student Learning Outcomes:**

1. Articulate a positive classroom management philosophy that fosters all students' development.
2. Describe how motivation, instruction, and management foster a positive and productive learning environment.
3. Demonstrate various classroom management techniques that are necessary for running a well-managed classroom.
4. Demonstrate a working knowledge of Domain II in the TExES Pedagogy & Professional Development as stated above.

**EDUC 5306 Student Learning Outcomes:**

1. Discipline is a developmental process that passes through four stages. The student will be able to identify the four stages of effective classroom management and the characteristics of each.
2. The student will identify key elements of a discipline management system and utilize these elements to analyze classroom discipline situations and appropriate teacher responses in light of current legal and ethical practices in Texas.
3. The student will understand and practice the rights and responsibilities that they will have as a teacher under the laws of the state and the nation and conduct research on current and past ethical situations and scenarios.
4. Articulate their philosophy of positive classroom management that fosters the development of all students and how it aligns with current best practices.
5. Describe how motivation, instruction, and management foster a positive and productive learning environment.
6. Demonstrate various classroom management techniques that are necessary for running a well-managed classroom.
7. Demonstrate a working knowledge of Domain II in the TExES Pedagogy & Professional Development.

**Research Relating to Classroom Management**

1. The student will conduct research using at least **six peer-reviewed articles** or case studies (within the past five years) surrounding current best practices involving classroom management techniques and procedures. Then the student will write a **1000-word paper** discussing how their philosophy aligns with the current trends and methods investigated and their implications in their classroom management.
2. The student will review undergraduate classroom management plans and provide constructive feedback.

**Attendance Requirements:**

Students enrolled must participate fully in the class. To make up incomplete work, the student must explain the reason for the deficiency via email to the instructor, who will then determine whether the omitted work may be made up. When a student shows a lack of participation considered by the instructor to be excessive, the instructor will advise the student. Any student who misses **25 percent** or more of the class will receive a grade of F in the course. As defined by the instructor in the course syllabus, additional participation policies for each course are considered a part of the University's attendance policy. In writing, student grade appeals should be addressed to the campus dean.

Absences: You must be actively involved and engaged online weekly by participating in discussion board assignments or submitting weekly work. The school of Education requires you to be in attendance a minimum of 75%. All work and reading assignments are listed on Blackboard, so please refer to the class assignment and reading schedule for work assignments you will miss.

**Academic Honesty:**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the attempt to represent the work of another. It may relate to written or oral works, computer-based work, mode of creative expression (i.e., music, media, or the visual arts), as the product of one's thought, whether the other's work is published or unpublished, or simply the creation of a fellow student). Under no circumstances will I accept work from a previous course or term from any Education course.

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy, as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the University.

[Academic Honesty WBU Policy](http://catalog.wbu.edu/content.php?catoid=8&navoid=707)

1. Written reprimand.
2. Requirement to redo work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question.
5. Assigning the grade of F to the work in question.
6. Assigning the grade of F for the course.
7. Recommendation for more severe punishment (see Student Handbook for further information).

The faculty member involved will file a record of the offense and the punishment imposed with the school dean, external campus executive director/dean, and the executive vice president/ provost. The executive vice president/provost will maintain records of all cases of academic dishonesty reported for not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The appeals procedure will be the same as that specified for student grade appeals. (See Student Handbook for further information or, for external students, the external campus executive director/dean).

**Plagiarism:**

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e., music, media, or the visual arts), as the product of one's thought, whether the other's work is published or unpublished, or simply the work of a fellow student. This also refers to the author's past work.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references* and, if verbatim statements are included, using quotation marks. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. *A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Additionally, you may not plagiarize yourself by submitting work already submitted from a previous or current course.* [Plagiarism Policy](http://catalog.wbu.edu/content.php?catoid=8&navoid=707&hl=plagiarism&returnto=search)

**Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria for EDUC 4313

**Computation of final grade and means for assessing student achievement of outcome competencies.**

| **Assignment** | **Points Possible** |
| --- | --- |
| Teacher Introduction PowerPoint | 50 |
| Essay- Classroom Mgt. & Effective teachers | 40 |
| Video Analysis (8 x 10) | 80 |
| Discussion Board (2 X 10) | 20 |
| Content Practice Exam | 10 |
| First Day of School Script/Schedule | 30 |
| Ethics Video & Quiz (4 x 25) | 100 |
| Field Experience Essays (8 x 50) | 400 |
| Midterm (PowerPoint) | 120 |
| Final exam (PowerPoint) | 150 |
| Total | 1000 |

Course Requirements and Grading Criteria for EDUC 5306

**Computation of final grade and means for assessing student achievement of outcome competencies.**

| **Assignment** | **Points Possible** |
| --- | --- |
| Teacher Introduction PowerPoint | 50 |
| Essay- Classroom Mgt. & Effective teachers | 40 |
| Video Analysis (8 x 20) | 160 |
| Discussion Board (2 X 10) | 20 |
| First Day of School Script/Schedule | 40 |
| Classroom Room Arrangement Floorplan | 20 |
| Field Experience Essays (8 x 50) | 400 |
| Midterm Essay on Discipline Management | 120 |
| Final exam | 150 |
| Total | 1000 |

**University Grading System**

A 900-1000 Cr for Credit

B 800-899 NCR No Credit

C 700-799 I Incomplete\*

D 600-699 W for withdrawal

F below 600 WP Withdrawal Passing

WF Withdrawal, Failing X No grade, given IP In Progress

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

A grade of "CR" indicates that credit in semester hours was granted, but no grade or grade points were recorded. **\***An incomplete grade is changed if the work required is completed before the date indicated in the official University calendar for the next long term unless the instructor designates an earlier date for completion. Suppose the work is not completed by the appropriate date. In that case, the "**I"** is converted to the grade of "**F."** An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Assignment Submission**

The Assignment Submission menu item contains the links to use when submitting assignments on Blackboard. To submit your work, click on the link that corresponds to the assignment that you are submitting. When submitting an assignment, please save the document as a **Word** file before submitting the paper. Remember, if I can't open it, I can't grade it. All work must be submitted by the deadline posted; it will be up to the instructor to accept late work. **If accepted, deductions for late submission will be calculated into the grade, 10% each day an assignment is past due.** Under NO CIRCUMSTANCES will the instructor accept the entire eight weeks of work during the last week or the last day of the course.

**Ethics Videos**

The Texas Education Agency has produced a series of ethics videos that help inform and solidify in a teacher's mind the appropriate behavior for student-teacher, teacher-teacher, and teacher-community interactions. Students in the **EDUC 4313** and **EDUC 5306** courses are required to watch this set of 10 videos (5-10 minutes each) published by TEA. **After each video, there will be a quiz, and you must sign a form verifying that you have watched each of them and passed the examinations with a minimum grade of 80%.** If you do not pass the exam, don't hesitate to contact me, and I will allow you another attempt on these exams. These videos cover information on your Certification Exam.[TEA Ethics Videos.](http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qIz1NjEWFeMtxaBMvC)

**Weekly Content**

Weekly Content folders have been set up on Blackboard that correlates with each week of the course. Please pay close attention to where you submit your work, as this is a stacked class, meaning undergraduates (EDUC 4313) and graduate students (EDUC 5306) are participating. These units contain your reading assignments, weekly assignments, quizzes, lecture notes, and other valuable information for that week. Once these units are closed, they will not be re-opened for you. In other words, **pay attention to due dates!** If you have any questions, please don't hesitate to call, text, or email before 9:00 pm on any day.

| **Week** | **Date** | **Classroom Management Topic/**  **Activities** | **Project/Assignment Due** |
| --- | --- | --- | --- |
| 1 | Aug. 7-11 | **Both EDUC 4313 & EDUC 5306:** Greetings; Syllabus Review; Course Expectations; Classroom Management Defined, Textbook Review, field experience (FE) essay expectations, & Discussion Board #1  Teacher Introduction PowerPoint  **EDUC 4313**:  Read Ch. 1 - 4 in The First Days of School & watch video #1  Read pp. 1-29 in Classroom Management Book  Discussion Board #1  **EDUC 5306:**  Read Ch. 1-4 in Fred Jones' book, watch video #1 on Working the Crowd and room arrangements  Read Ch. 1, Control of Public Schools & Ch. 2, Instruction and Curriculum Standards, in the Essex book and field experience (FE) essay expectations, | **Both EDUC 4313 & EDUC 5306:** (both sections)  Required First Assignment – **Due Wednesday, August 9**  DB #1 Introduction  Field experience schedule  **EDUC 4313:**  Wong Video Analysis Report #1  Teacher Introduction PowerPoint  Essay #1- Define Classroom management and Effective Teacher  **EDUC 5306:**  Video #1 Fred Jones' Focus Questions  Teacher Introduction PowerPoint  Essay #1- Define Classroom management and the effective teacher  Field experience schedule  DB #1 Introduction **Due Wednesday, August 9**  **\*Assignments have two different due dates this week, Wed. Aug.9 and Sunday, August 13.** |
| 2 | August 14-18 | **Both EDUC 4313 & EDUC 5306:** Review T-Tess Rubric, Complete FE #1 in a school  **EDUC 4313**:  Read Ch. 5- 7 in The First Days of School  Read pp. 30-86 in Classroom Management Book  Watch Module 1 TEA Ethics Videos. Watch Wong Video #2  **EDUC 5306**:  Read Chapters 5-7, Weaning the Helpless Hand raisers, Praise, Prompt, and Leave – The Verbal Modality and Visual Instructional Plans – The Visual Modality  Read Ch. 3 Religion and Public Schools & Ch. 4 Students, the Law, and Public Schools in the Essex textbook  Watch Jones' Video #2 | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #1  TEA Module 2 Ethics Test  Classroom Management Essay  **EDUC 4313:**  Wong Video Analysis Report #2  TEA Ethics Test Module 1: Tests 1-3  Classroom Management Essay  FE #1 Essay  **EDUC 5306:**  Video #2 Fred Jones Focus Questions  TEA Ethics Test Module 1: Tests 1-3  Classroom Management Essay  FE #1 Essay  \*All Assignments **due Sun. August 20 before Midnight** |
| 3 | August 21-25 | **Both EDUC 4313 & EDUC 5306:** Review TEA Teacher Code of Conduct, Complete FE #2 & 3, watch video #2 and other videos in the weekly folder, Complete analysis/focus question reports, and complete the first-day script.  **EDUC 4313**:  Read Ch. 8 & 9 in The First Days of School and pp. 88-125 in Classroom Management book  Watch Wong Video #3.  **EDUC 5306**:  Read Ch. 8 – 10 in Fred Jones's textbook  Read Ch. 5 Due Process and Student Safety in the Essex textbook  Watch Jones' Video #3. | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #2 & 3  First-Day Script  **EDUC 4313:**  Wong Video Analysis Report #3  TEA Ethics Test Module 2: Videos 4 & 5  **EDUC 5306:**  Fred Jones Video #3: Focus Questions  First Day Script  Classroom Room Arrangement  \*Assignments due Sun. August 27 |
| 4 | August 28-Sept. 1 | **Both EDUC 4313 & EDUC 5306:** Complete FE #4, essay, reading assignments, and the appropriate videos.  **EDUC 4313**:  Read Ch. 10 & 11 in The First Days of School  Read pp. 129-141 in Classroom Management  Watch Wong's Video #4, Procedures and Routines  **EDUC 5306:**  Read Chapters 11-13 in Fred Jones's book.  Read Chapter 6, Liability and Student Records in Essex textbook.  Watch Jones' video #4, Rules, Routines, and Standards and Understanding Brat Behavior  MIDTERM | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #4  Midterm Exam  **EDUC 4313:**  Wong Video Analysis Report #4  **EDUC 5306:**  Video #4: Fred Jones Focus Questions  \*Assignments due Sun. September 3 |
| 5 | Sept. 4-8 | **Both EDUC 4313 & EDUC 5306:** Complete FE #5, essay, reading assignments, and appropriate videos.  **EDUC 4313**:  Read Ch. 12 & 13 in The First Days of School.  Read pp. 142-199 in Classroom Management.  ***Schedule & take your Practice Content Exam with Casandra Holloway. (Must be completed before September 25)***  Watch Wong Video #5  Complete the Video #5 Analysis Report  Watch TEA Ethic's Module 3 Videos  Complete the TEA Ethics Module #3 test (pass with an 80%)  **EDUC 5306:**  Read Chapters 14-15 in Fred Jones's book  Read Chapters 7, Individuals with Disabilities, and 8, The Teacher and School Liability in Essex textbook.  Watch F. Jones' #5 Video; Calm is Strength  Complete Jones #5 Focus Questions | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #5  Video reports  TEA Ethics Module 3 Test  **EDUC 4313:**  Wong Video Analysis Report #5  TEA Ethics Test Module 3: Tests 6-8  FE #5 Essay  **EDUC 5306:**  Video #5: Fred Jones Focus Questions  TEA Ethics Test Module 3: Tests 6-8  FE #5 Essay  \*Assignments due Sun. September 10 |
| 6 | September 11-15 | **Both EDUC 4313 & EDUC 5306:** Complete FE #6, essay, reading assignments, and videos.  **EDUC 4313**:  Read Chapters 14 – 16 in The First Days of School and pp. 200-269 in Classroom Management.  Complete TEA Ethics Videos & Test  **EDUC 5306:**  Read Chapters 16- 19 in Fred Jones' book.  Read Chapter 9, Discrimination in Employment in Essex textbook. | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #6  TEA Ethics Test Module 4, tests 9-10  TEA Ethics Test Documentation form  **EDUC 4313:**  Wong Video Analysis Report #6  First Week of School Script  TEA Ethics Test Module 4, tests 9-10  TEA Ethics Test Documentation form  Field Experience Essay #6  **EDUC 5306:**  Video 6: Fred Jones Focus Questions  TEA Ethics Test Module 4, tests 9-10  TEA Ethics Test Documentation form  Field Experience Essay #6  \*Assignments due Sun. September 17 |
| 7 | Sept. 18-22 | **Both EDUC 4313 & EDUC 5306:** Complete FE #7, essay, reading assignments, and videos.  **EDUC 4313**:  Read Chapters 17 - 19 in The First Days of School and pp. 272-290 in the Classroom Management book.  Complete TEA Ethics Videos & Tests & Take Complete your content practice exam.  **EDUC 5306:**  Read Chapters 20- 23 in Fred Jones' book  Read Chapter 10, Teacher Freedoms in Essex textbook | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #7  Extra Credit Course Evaluation  **EDUC 4313:**  Wong Video Analysis Report #7  TEA Ethics Videos 4, Tests 9-10  Content Practice Exam  Field Experience Essay #7  **EDUC 5306:**  Video #7 Fred Jones Focus Questions  Field Experience Essay #7  \*Assignments due Sun. September 24 |
| 8 | Sept. 25-29 | **Both EDUC 4313 & EDUC 5306:** Complete FE #8, essay, reading assignments, and videos.  **EDUC 4313**:  Read Chapters 20-23 in The First Days of School and pp. 291-299 in the Classroom Management book.  **EDUC 5306:**  Read Chapters 24-25 in Fred Jones' book.  Read Chapter 11, Tenure, Dismissal, and Collective Negotiations in Essex textbook. | **Both EDUC 4313 & EDUC 5306:** Field Experience Essay #8  Field Experience Documentation Form with signatures  Discussion Board #2  *Final Exam*  **EDUC 4313:**  Wong Video Analysis Report #8  Field Experience Essay #8  Field Experience Documentation Form with signatures  Discussion Board #2  *Final Exam Powerpoint*  **EDUC 5306:**  Video 8 Fred Jones Focus Questions  Field Experience Essay #8  Field Experience Documentation Form with signatures  Discussion Board #2  *Final Exam Essay*    \*Assignments due **Friday, 29th** |