



EDUC 3210 – Classroom Methods and Management

Course Syllabus – Spring 2020

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Course Description:

Number and Title:

EDUC 3210 (CRN 20283)
Classroom Methods and Management

Credit Hours:

3.0 semester credit hours (3-0-3)

Catalog Description:

This course is designed to examine theories of discipline and motivation. It will focus on principles of classroom management and organization, building relationships and rapport, and considering alternative behavior management plans. In addition, candidates will learn teaching methods such as the use of time, space, and materials for instruction as management techniques. Topics will address how knowledge of general teaching methods and classroom management may improve teacher quality and student outcomes, including closing the achievement gap.

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved

hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™

Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.

- Able to attach and retrieve attached files via email
- Able to use a Web browser.

Desire2Learn and Pearson MyLab (Online Classroom):

On-line activity will take place in MyLab and Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement where noted by Dr. Adams. You will use MyLab to access videos, etexts, and other course materials.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Major Student Activities:

Reading and studying from the course text.
Participating and taking notes during class.
Answering and asking questions during class.
Taking discussion responses/quizzes via D2L
Creating E-Portfolio/Website
Midterm and Final exams

Program Learning Outcomes:

General education outcomes:

The Clayton State University Core Curriculum outcomes (see Area D) are located in the Graduation Requirements section of the [Academic Catalog and Student Handbook](#).

Teacher Education Outcomes:

Conceptual Framework

The Department of Teacher Education is committed to preparing quality teachers for Georgia's public schools. Thus, within the context of a collaborative, field-based environment, CSU produces *collaborative, reflective professional educators who are competent, caring and committed individuals*.

Course Learning Outcomes:

1. Demonstrate knowledge of secondary classroom instructional methods.
 2. Demonstrate knowledge of secondary classroom management techniques including how to effectively manage time and transitions, and procure and use materials most effectively.
 3. Demonstrate an understanding of how to diversify instruction for diverse learners in various contexts.
 4. Demonstrate an understanding of the relationship between effective use of methods and management and improving student outcomes and closing the achievement gap.
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Term:

Spring Semester 2020

Instructor Information:

Instructor:

Dr. LaTasha Adams
e-mail: latashaadams@clayton.edu
E-mail responses will be received within 48 hours if email received Monday-Thursday.

Office:

Arts & Science, G-205

Office hours:

Mondays: 12:30pm-1:30pm*
Tuesdays: 11:30pm-1:30pm*
Wednesdays: 11:30am-1:30pm*
By appointment on other days
*May be in the field

Class Meetings:**Classroom:**

Arts & Sciences, RM G-229

Class times:

Face-to-Face – select Tuesdays, 5-6:15PM and virtually on
Thursdays

Textbook Information:**Text:**

Charles & Cole (2019). Building Classroom Management: Methods and Models, 12th Edition. Pearson. ISBN: 9780134448565

Other readings are required throughout the semester. These readings will be available online or will be given out during class

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to:

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

Software Requirement:

To properly access the course content, you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>
- Respondus Lockdown Browser

<https://www.respondus.com/lockdown/download.php?id=121412292>

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.
- Only use your CSU e-mail account to communicate academic information to your instructor.
- Compatibility and system requirements for D2L Lockdown Browser

In-class Use of Student Notebook Computers:

Student notebook computers will be used in the classroom in this course. Surfing or completing work from another course are not permitted during class meetings and will impact your participation grade. Computers will be required to access course materials and to communicate with your instructor.

Technology:

The use of technology will be embedded in class delivery, assignments and course presentations. All assignments should be uploaded to D2L unless expressed differently by your professor. On-line activity will take place in Desire2Learn, the virtual classroom for the course. Submitting course assignments via D2L is a course requirement. Posting of your work in D2L is a course requirement. You can gain access to Desire2Learn by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn please email or call The Hub at TheHub@mail.clayton.edu or (678) 466-HELP. **No electronic devices other than those being used for class purpose are allowed without permission from the instructor.** It is inappropriate and unprofessional to text or visit social media sites while in class. **Cell phones should be on silent and out of sight.**

You can gain access to Desire2Learn, by signing on to the SWAN portal instructor's name. We will also use MyLab to access videos and other resources in the class.

Course Communications:

All communication should occur via email. Please email from your CSU Outlook 365 email account. **I will not use D2L email or respond to email sent through D2L.** When sending emails, please allow for a 48-hour response time. Any emails received after 12:00 pm on Thursday will not be answered until the following week. Additionally, emails received during holiday periods will not be addressed until CSU is back in session. Please note that while faculty *may* respond to emails on evenings, weekends, and holidays they are not obligated to.

Electronic Communications:

The University provides all CSU students with an “official” email account with the address “student.clayton.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with me or other University

officials and the account by which they will communicate with you. Please use the email address above for ALL course communication. You should also check your email several times a day because messages may be sent throughout the day.

In Electronic Communication:

Most of your out-of-class communication with your professors will occur via email. Email is an undeniable part of our culture and as such you will be required to communicate via email with your future administrative team, colleagues, and parents. Please attend to the following rules when engaging in electronic communication:

1. Include a relevant and clear subject/topic line for your message.
2. Use a professional salutation.
3. Use appropriate punctuation.
4. Check spelling.
5. Recognize that people from different cultures may write or speak differently and be sensitive to that.
6. Always reply to emails sent to you (even if it is just to acknowledge receipt).
7. Re-read your email to yourself (prior to sending) to ensure that it flows well and that it does not sound rude or abrupt (e.g., do not use ALL CAPS to type).

In Writing:

As is expected of you as professionals, your accuracy of writing will be assessed. This includes but is not limited to topic sentences and adherence to topic sentences, transitions, grammar, and spelling. **Every** written assignment must be in 12-point font, Times New Roman, and double-spaced. In addition, all resources must be accurately cited (APA 6th edition formatting for the paper and citations). Written assignments must be written **using Microsoft Word and saved as either a doc. or docx. document. DO NOT SUBMIT PAPERS AS PDF FILES.** However, if you are attaching an article or supplemental resources these maybe uploaded as pdf. Files. Finally, all materials distributed to students (in your field placements) must be completely accurate. Any materials submitted for student use that have stray marks, are difficult to read, or demonstrate in any way acceptance of less than the best will be graded unacceptable. The quality of work that you give the students provides a model of the quality of work you expect them to give you.

Please note that the **Writing Studio** is available for all CSU students. If I notice you need help early on please visit the center; it is located in **Clayton Hall room T-200**. If I notice early on that a student needs support with their writing, I will make referrals for you to attend the writing center. <http://www.clayton.edu/writersstudio>

Program Learning Outcomes:

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies, and learned society/ professional

education associations. Please refer to the course correlation matrices located at the following web site:

<http://www.clayton.edu/teachered/standardsoutcomes>

Students are expected to attend ***all*** class sessions and be punctual. Make up work will not be allowed for an unexcused absence. Students are expected to make up any class work missed if absent with a legitimate written excuse from a physician or other professional. **Excessive absences (three or more) may result in receiving a WF (Withdraw Failing) grade.** During class meetings, students are expected to actively engage in critical discourse. Students are responsible for reading the assignments **BEFORE** class and engaging in open and substantive questioning and responding. **Also, students who are more than 10 minutes tardy will be considered absent. Two tardies will equate to one absence.**

General Policy:

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#), which begins on page 6.

University Attendance Policy:

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy:

You are expected to attend all class meetings and arrive in a punctual manner.

Attendance is a component of the class participation grade. Class discussion is an integral aspect of the course, and absences result in missed learning opportunities for every individual in the class. There will be a student sign-in sheet at the beginning of each class. It is ***YOUR responsibility to make sure that YOU sign this form each class session (It will be considered academic dishonesty if you sign for another student). I will use this to assess your attendance (class participation).*** If you are unable to attend class because of extenuating circumstances, you should contact the instructor immediately, (this demonstrates professionalism) however, any absence excused or unexcused will still count against your Participation grade (**See Class Participation/Professionalism under grade evaluation for more details.**) If you are not present, you cannot participate, so this is why excused, or unexcused absences still count against your class participation grade for that day. If a student misses a session, it is the responsibility of the student to acquire any information covered during that class period.

Please keep in mind that we have weekly in-class activities that you will be expected to complete with a partner or group members, if you are absent this will be an activity that you will miss. Therefore, you will receive a zero. ***I have had students in extreme circumstances log in virtually, but this is not a “norm” I plan to allow***. **I suggest obtaining a study/note buddy the first day of the course that can assist in the event you miss a class.**

Other Policies

1. Punctuality is **expected**.
2. Turn your phones off. Don't text. Don't search the net during class.
3. If an issue arises, contact the instructor sooner rather than later. Most concerns can be resolved with adequate and timely communication.
4. Be respectful.
5. All students are expected to check the CSU email and D2L on a daily basis. The instructor will abide by the same policy.

NO MAKE-UPS

There is not Make-up work opportunities and NO late work will be accepted. Please note that assignments are due at 11:59pm, so if you submit your work 1min, 2min, 10mins, or even a day late, you will receive a 0. **All assignments are posted in D2L the first day of class, so do plan to complete work in a timely fashion that allows for any life “mishaps.”**

INSTRUCTOR WITHDRAWALS:

As your instructor, I will exercise the right to complete an instructor withdraw for excessive absences and/or tardies (more than 3). This may result in receiving a WF (Withdraw Failing) grade regardless of class average.

Discussion Quizzes/Exam Policy:

Discussion Quizzes/Exams will be completed on D2L by 11:59pm of the due date.

Hardship Withdrawal:

Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in classes, such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal from **all classes**. In order to be considered for a hardship withdrawal, the student must have been passing all courses at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, —passing is defined as a grade of —D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend any classes through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam in any of

your courses, you may not request a hardship withdrawal. For more information go to <http://www.clayton.edu/registrar/Withdrawal>

Class Policies:

Refer to the Policy manual for comprehensive description of policies:
<http://www.clayton.edu/portals/693/docs/Teacher%20Education%20Policy%20Manual.pdf>

Academic Integrity

Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the University's official Student Handbook.

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Plagiarism Detection Software.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Disruption of the Learning Environment

Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University [Academic Catalog and Student Handbook](#) starting on page 8.

The Americans with Disabilities Act (ADA)

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Weapons on Campus

Clayton State University is committed to providing a safe environment for our students, faculty,

staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons>

Writing Assistance

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here's The Writers' Studio's contact information:

Location: Clayton Hall, T-200
Phone: 678.466.4728
Email: ws224@clayton.edu
Website: <http://clayton.edu/writersstudio>

Visit The Writers' Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

Important dates:

Last day to withdraw without academic penalty: **March 6, 2020**

Evaluation (See below and it will be given in a separate document as well)

Some resources to help with APA. You need to review these websites.

Perdue's Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html

The APA website (<http://www.apastyle.org/>

Easy Bib <http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/>

YOU MUST watch the following videos.

Why we use APA? And how?

<https://www.youtube.com/watch?v=uVlsbN99LIQ&index=2&list=PLAcGJpql1yAuzDF7w4XQV0pFi537rEeH5>

6th edition APA, how to complete the page setup.

<https://youtu.be/9pbUoNa5tyY>

Professionalism:

Effective teachers are committed to the teaching philosophy of differentiated instruction and to the profession’s Code of Ethics. Interns will demonstrate the proficiencies of differentiated instruction; will establish positive, supportive relationships and appropriate communication with students, colleagues, parents, community members, and outside agencies; and will maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics. A record of students’ attendance, punctuality and general professional behavior will be kept. Refer to the Teacher Education Handbook regarding specific professional expectations related to professional dress and appearance. Please remove headgear during class (hats, caps, du-rags, hoods, bandanas, etc.)

I will monitor the following indicators of professionalism throughout the course:

Does the student:

- Model high standards and expectations for him or herself?
- Display a commitment to becoming a teacher and to the profession of helping students learn?
- Enjoy learning and indicate enthusiasm toward working with students to facilitate their learning?
- Regularly reflect on and assess his or her performance and effectiveness for self-improvement?
- Learn from experiences and show improvement over time?
- Manage interpersonal relationships effectively?
- Demonstrate courtesy, respect, and civility in interactions with others?
- Work collaboratively with professional colleagues and faculty?
- Timely completion of responsibilities?
- Accept responsibility for actions and non-actions, placing the locus of control upon him or her rather than shifting blame or claiming inability to control outside factors?
- Maintain appropriate attire and appearance?
- Promote and model standards of academic honesty?
- Engage in professional communication (face-to-face or email) with the professor, supervisor, mentor teacher or other school officials?

Disclaimer: Please note that due dates are subject to change. In the event of a change, you will be notified either in class and/or via email.

Grading:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%

F

below 60%

Course Assignments/Requirements and Evaluation Percentages

Assignment	Total Possible Points
Chapter Discussions on D2L	28%
Midterm	17%
Final	20%
Classroom Management Electronic Portfolio/Website	20%
Participation & Professionalism	15%

Additional details regarding each assignment will be posted electronically via D2L as assignments are introduced.

Evaluation:

Chapter Discussion Questions/Quizzes 28%

These quizzes are designed to assess your understandings of the course readings, your own learning and application of the core concepts and principles of educational psychology. While you are not expected to be ‘experts’ after reading chapters or articles, there are some *critical* concepts that you should be able to understand from your reading. To be successful on these quizzes, you will need to read the assigned chapters in detail, take notes, and possibly discuss challenging topics with the professor or another classmate. A cursory glance at the chapters will not suffice.

1 point	.5 points	0 points
Candidate answers ALL application problems with highly detailed responses using evidence from the video clip, text, classroom discussions, and/or simulation. Complete	Candidates answers some of the application problems with some detail using evidence from the video clip, text classroom discussions, or simulation. Complete sentences with 1 or	Candidate shows little to no effort to provided academically sound responses to most application problems. Little to no reference to the video clip and/or simulation and/or

sentences and includes no grammatical, spelling, or punctuation errors. Supports responses with appropriate citation from the chapter readings and provides reference at the end of text.	2 either grammatical, spelling, or punctuation errors. Supports responses with appropriate citation from the chapter readings and provides reference at the end of text.	course text. Complete sentences are either not used throughout the entire response and/or many grammatical, spelling, or punctuation errors. Or Does not support responses with an appropriate citation from the readings and answers
Candidate uploads any report to D2L by Deadline.	Candidate uploads any report to D2L by Deadline.	Or Does not complete or upload report to D2L by the deadline

Criteria for discussion questions/quizzes: <https://www.bladencc.edu/web/wpc/uploads/Writing-Forum-Posts-and-Replies-1.pdf>

Your initial response: Should answer each of the questions in detail. You should include at least one reference. The reference can come from the text, videos, course discussions, your previous observations, etc.

Your response to a classmate: Your response should include your thoughts. It should have a thought-provoking question and you should connect your response to your experience. Your response should be detailed; please note that your credit will be determined by your detail and how closely your response is aligned to the criteria.

More information provided in D2L and in class.

Midterm 17%

Your midterm will be multiple choice for chapters 1-5 and you will use the Respondus Lockdown Browser to complete the exam. Respondus download information and computer system requirements will be provided in D2L. Help with D2L Respondus Lockdown Browser 678-266-4362.

Final 20%

Your final will be multiple choice for chapters 6-14 and you will use the Respondus Lockdown Browser to complete the test. Respondus download information and computer system requirements will be provided in D2L. Help with D2L Respondus Lockdown Browser 678-266-4362.

Classroom Management E-Portfolio (20%):

This assignment requires you to **create a classroom management e-portfolio (website)**, however, you DO NOT need to purchase a domain name and pay for this service. You are

welcome to use any of the free web developers such as weebly, wix, wordpress etc. They all have a free version. This should be very creative, colorful, and well laid out. There will be specific requirements that MUST be included but many that you are welcome to include that will add to your creativity and work ethic to provide information beyond what is required (exemplary work versus proficient).

In our text, on pages 4-6, there are **8 topics** you are asked to consider as you develop your own personalized classroom management plan. You will address each of these topics and answer all questions in paragraph form and using multimedia and/or some artifact (visual, images, article link, video link, form, seating chart, etc.). Further information will be provide in D2L and in class.

Class Participation and Professionalism (15%)

During class meetings, students are expected to actively engage in critical discourse (**with laptop notebooks and text every session**). Students are responsible for reading, fully-participating, questioning and responding. Because your participation is of utmost importance, should you miss a class or be late/leave early for a class, you reduce the learning experience for you and for all of the members of our learning community. Class discussion is an integral aspect of the course, and when you come to class without reading material or come without written responses to case analysis this limits group and/or whole class discourse.

Important dates:

Last day to withdraw without academic penalty: **March 6, 2020**.

EDUC 3210 - Weekly Readings and Assignments Spring 2020

Date	Focus/Topics	Readings (Should be read by Tuesdays class)	Project /Assignment Due
January 14 th	Course Introduction, Syllabus Review Chapter One	Syllabus Chapter 1: The Teacher's Role in Managing the Classroom	Bring computer to class to download and review computer requirements for the class
Virtual Class January 16 th	The Teacher's Role in Managing the Classroom	Chapter 1: The Teacher's Role in Managing the Classroom	Discussion One (Application Exercise 1.1 from MyLab) Due in D2L by 11:59pm
January 21 st	Diversity and Classroom Management	Chapter 2: Taking Student Diversity into Account in Classroom Management	Plan out 8 topics for management plan
Virtual Class January 23 rd	Diversity and Classroom Management	Chapter 2: Taking Student Diversity into Account in Classroom Management	Discussion Two (Application Exercise 2.2 from MyLab) Due in D2L by 11:59pm
January 28th	Classroom Management Concepts and Terms	Chapter 3: Classroom Management Concepts and Terms	Study for Midterm
Virtual Class January 30 th	Classroom Management Concepts and Terms	Chapter 3: Classroom Management Concepts and Terms	Discussion Three (Application Exercise 3.2 in MyLab) Due in D2L by 11:59pm
February 4th	Developing Classroom Management	Chapter 4: The Development of Classroom Management	Study for Midterm

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Virtual Class February 6th	Developing Classroom Management	Chapter 4: The Development of Classroom Management	Discussion Four (Application Exercise 4.2) Due in D2L by 11:59pm
February 11 th	Morrish Model	Chapter 5: Insisting on Compliance: Ronald Morrish's Real Discipline	Study for Midterm
Virtual Class February 13th	Morrish Model	Chapter 5: Insisting on Compliance: Ronald Morrish's Real Discipline	Discussion Five (Application Exercise 5.2 in MyLab) Due in D2L by 11:59pm
Virtual Class February 18th	Seganti Model	Chapter 6: Chapter 6: Taking Charge in the Classroom: Craig Seganti	Midterm Due in D2L by 11:59pm
Virtual Class February 20th	Seganti Model	Chapter 6: Taking Charge in the Classroom: Craig Seganti	Discussion Six (Application Exercise 6.1) Due in D2L by 11:59pm
February 25 th	Wong Model	Chapter 7: Getting Off to a Good Start: Harry and Rosemary Wong on Preventing Management Problems	
Virtual Class February 27st	Wong Model	Chapter 7: Getting Off to a Good Start: Harry and Rosemary Wong on Preventing Management Problems	Discussion Seven (Application Exercise 7.2) Due in D2L by 11:59pm
March 3 rd	Jones Model	Chapter 8: Time Use in Classrooms: How Fred Jones Helps Students Stay Focused and On-Task	
Virtual Class March 5th	Jones Model	Chapter 8: Time Use in Classrooms: How Fred Jones Helps Students Stay Focused and On-Task	Discussion Eight (Application Exercise 8.1) Due in D2L by 11:59pm
Spring Break Week NO CLASSES MARCH 10TH OR MARCH 12TH			

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March 17th	Glasser Model	Chapter 9: The Power of Positive Choice: William Glasser on Quality Learning	
Virtual Class March 19th	Glasser Model	Chapter 9: The Power of Positive Choice: William Glasser on Quality Learning	Discussion Nine (Application Exercise 9.2 in MyLab) Due in D2L by 11:5pm
March 24th	Marshall Model	Chapter 10: Fostering Responsible Behavior: Marvin Marshall on Motivation and Student Choice	Begin reviewing for Final
Virtual Class March 26th	Marshall Model	Chapter 10: Fostering Responsible Behavior: Marvin Marshall on Motivation and Student Choice	Discussion Ten (Application Exercise 10.1 in MyLab) Due in D2L by 11:5pm
March 31st	Kagan's Model	Chapter 11: Working on the Same Side with Students: Spencer Kagan's Win-Win Discipline	Review for Final
Virtual Class April 2nd	Kagan's Model	Chapter 11: Working on the Same Side with Students: Spencer Kagan's Win-Win Discipline	Discussion Eleven (Application Exercise 11) NOT in MyLab—only in the discussion tab) Due in D2L by 11:5pm
Virtual Class April 7th	PBIS	Chapter 12: School-Wide Positive Behavior Supports: A Data-Driven, Evidence-Based Approach to Whole-School Behavioral Management	Review for Final

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Virtual Class April 9th	PBIS	Chapter 12: School-Wide Positive Behavior Supports: A Data-Driven, Evidence-Based Approach to Whole-School Behavioral Management	Discussion Twelve (Application Exercise 12.2 in MyLab) Due in D2L by 11:5pm
April 14th	Students with Behavioral and Learning Challenges	Chapter 13: Classroom Management for Students with Learning and Behavioral Challenges	Work on Classroom Management Electronic Portfolio
Virtual Class April 16th	Students with Behavioral and Learning Challenges	Chapter 13: Classroom Management for Students with Learning and Behavioral Challenges	Discussion Thirteen (Application Exercise 13.1 in MyLab) Due in D2L by 11:5pm
April 21st	Personal Classroom Management Plan	Chapter 14: Striving for Personal Excellence in Classroom Management	Work on Classroom Management Electronic Portfolio
Virtual Class April 23rd	Personal Classroom Management Plan	Chapter 14: Striving for Personal Excellence in Classroom Management	Discussion Fourteen (Key Take-Away) Due in D2L by 11:5pm
Virtual Class April 28th	Personal Classroom Management Plan	Classroom Management Electronic Portfolio Working Session	Classroom Management Electronic Portfolio Due in D2L by 11:59pm
Virtual Class April 30th	Course Final	Course Final	Course Final Due in D2L by 11:59 pm at the end of class

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I read the updated syllabus and course evaluation assignments. I understand that the syllabus, course assignments, course schedule, etc. may be updated based on the professors discretion.

Print Name

Signature

Date