Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 604: E-Learning Classroom Management

3. Course description (not to exceed 50 words): Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.

4. Prerequisite(s): Graduate classification
Cross-listed with: n/a

5. Is this a variable credit course? ☑ No If yes, from _____ to _____
6. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? ☑ Yes ☑ No
7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? 2
Indicate the number of students enrolled for each academic period it was taught. 06C=6; 07B=13

8. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   n/a

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   M.Ed., M.S., Ed.D., Ph.D. in Educational Curriculum and Instruction

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CHF and Fund Code | Admin. Unit | Acad. Year | FICE Code

| E | D | C | I | 6 | 0 | 4 | E - L E A R N | C L A S S | R O O M | M G M T |

| 0 | 3 | 0 | 0 | 0 | 3 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 2 | 8 | 0 | 4 | 0 | 9 | - | 1 | 0 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by: Head of Department Date 11/7/08

Head of Department (if cross-listed course) Date 11/21/08

Submitted to Coordinating Board by: Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 10/08
E-Learning EDCI 604
Classroom Management Course

Spring 2009

Janet Hammer, Ph.D., 360 Harrington, jhammer@tamu.edu, (979) 845-8395

Office Hours: Tuesday 10:00 – 12:00, Thursday 10:00-12:00 or by appointment. Please e-mail or phone to set an appointment time.

Course Description
On-line course focusing on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.

Prerequisite
Graduate classification

Goal:
In this e-learning course, you will become part of an e-learning community consisting of an instructor and class members.

You will explore how interpersonal relationships can provide the key to successful classroom management. By examining and reflecting on both the theoretical framework and practical application of classroom management and organization, you will develop a plan for enhancing these relationships utilizing the modeled framework and practice successful strategies for eliminating inappropriate classroom behavior. This course provides reflective activities, opportunities to observe and analyze classroom interactions, and the application of these skills. Upon completion, you will be able to identify best practices for classroom management and develop a personal effective classroom management philosophy and plan.

Additionally, your peer learners will depend on you for timely feedback as you interact via discussion boards and work together on small group tasks. While online education courses
are designed to be highly flexible and fit into your schedule, you will need to set and meet deadlines as part of your weekly assignments and collaborative work.

Course Objectives

- Compare and contrast several classroom management approaches to promote an effective classroom climate for learning.
- Given a classroom management problem as depicted in the video vignettes, design a strategy(s) to maintain desirable student behavior.
- Explain the major differences between behavioral and humanistic approaches to classroom management.
- Complete a learning style inventory as a basis for discussion of individual classroom management styles.
- Explain how social contract systems can be used in classroom management.
- Review models of classroom management theories for establishing a knowledge base toward the implementation and application of needed structures in today’s classrooms.
- Explain two/three classroom management principles related to theory.
- Develop an original case study of a classroom situation in a particular subject area and grade level of your choice (experienced as a student, teacher, or administrator).

Required Reading:


You may purchase the recommended Charles text which contains most of the material to be covered in this class, and would be an excellent resource, however it is not required. The subject material and theorists are listed for you to research electronically, if you wish to utilize the internet resources instead of purchasing the text.

Recommended Texts:


On-Line Etiquette:
There is an informal code of conduct that most people follow on the Internet. As Virginia Shea (known as Ms. Manners of the Internet) puts it: "What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. In other words, Netiquette is a set of rules for behaving properly online." Online communication suffers from the absence of physical, face-to-face cues which can enhance our understanding and final meaning of our interaction. Therefore, we must apply guidelines for appropriate communications.

Worthwhile suggestions are:

- DON'T USE ALL CAPITAL LETTERS (it's hard to read and is considered shouting);
- Be brief;
- Use meaningful subject lines;
- Quote just enough from what you're answering to provide useful context;
- Don't forward to everyone you know jokes, rumors, hoaxes, chain letters, charity appeals, and such, even if the arriving note tells you to do so;
- Don't send "Me too" notes to discussion lists;
- Don't send attachments without getting the recipient's permission;
- Send plain text e-mail unless all your addressees prefer HTML format; and,
- Accept and cheerfully answer questions asked by people newly online — remember that we all started with the basics;
- If you receive multiple replies to a question you ask online, summarize the answers for everyone else who saw the question;
- Be careful with humor — what's obvious and sidesplitting to you may baffle, annoy, or even offend someone else;
- When appropriate, and sparingly, use "smileys" or symbols like ;-) to show that you're not serious.


Assignments:
The follow provides an overview of the course content and instructor expectations regarding assignments. Further assignment descriptions are provided on the assignment page. Assignments are to be turned in on the date due. Any assignment turned in late will be penalized by one letter grade for each day late. Reference the assignment page for further description and rubric for each assignment. The instructor reserves the right to deduct points for poor spelling, grammar, or communication skills evident on any assignment.

Chapter Reflections: You will be responsible for submitting a minimum of a 150 word reflection response to the chapters to be read from the Harper and Cox book.
**Participation in PICA Surveys:** You will be responsible for participating in two surveys providing feedback of the course.

**Discussions:** You will be responsible for actively responding to the prompts provided over the assigned theorist(s) as well as respond to classroom management situational video vignettes as a proponent of the particular theorists for that week.

**Inventories:** You will be required to take a learning style assessment and a classroom management assessment. You will be required to read all material provided by the web page regarding information about your results, and then integrate that information into your personal classroom management.

**Personal Classroom Management Plan (PCMP):** The purpose of this assignment is to develop a management style that works for you. Creating this plan will enable you to have a deeper understanding of the theory and practices of classroom management which will develop your confidence and professionalism. It is proactive rather than reactive to student demands. The Charles text provides support for creating this plan, as well as an exemplary sample.

**Case Study:**

- From the class videos choose three vignette scenario situations that would be hypothetically occurring simultaneously to create your individual case study.
- You will specifically address the student behavior from the vignette and explicitly and succinctly state how you will respond to the situations.
- Your response will be supported by 4-7 theorists' philosophies on classroom management.
- You will use at least 6 extant research sources (no more than two Internet resources, other resources can include scholarly peer-reviewed journals, or texts/books).
- Include one page of your personal classroom management philosophy.
- Paper should follow APA (American Psychological Association) style (can be found online) and be 7-12 pages, 12 inch font, double-spaced, and one inch margins.
- You will include a reference page.

You will work as part of a team in this assignment. Each team will create a different case; together you will define the issues, describe the proposed strategies, and defend why those strategies may be a good solution to the discipline problem.

"One thought driven home is better than three left on base." — *James Liter*
Diversity Statement for the Department of Teaching, Learning and Culture

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Americans with Disabilities Act Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services in Room B118 of Cain Hall. The phone number is 845-1637.

Statement on Plagiarism

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Integrity Statement

“An Aggie does not lie, cheat, or steal or tolerate those who do.”


The following should be printed on assignments and examinations:
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Signature of student ____________________________
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Related Readings</th>
<th>Assignments</th>
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| **Module 3**  
| (2-week period)  
| February 3 – February 16  
| **All assignments are due by 10:00 PM 2/16** |
| **Operant Conditioning**  
http://scied.gsu.edu/Hassard/mos/2.5.html  
Conditioning |
| **Classroom as Community** |
| Jacob Kounin  
http://homepage.mac.com/charterschool/Pages/positive_discipline.html  
Rudolf Dreikus  
http://www.gordontraining.com/schoolphilosophy.html  
Thomas Gordon  
http://faculty.mdc.edu/imcnair/EDG3410%20Topic%20Outline/Gordon%20Thomason%20Children%20Really%20React%20to%20Control.htm  
How Children Really React to Control  
http://www.youthlearn.org/learning/planning/climate.asp  
What is a learning environment? (1)  
http://www.saskschools.ca/curr_content/adapthandbook/envir/physical.html  
What is a learning environment? (2)  
http://www.educationworld.com/a_curr/curr155.shtml  
What is a learning climate?  
http://www.tribes.com/article_building_communities.htm  
Building Learning Communities  
http://www.tribes.com/  
"Transform your school environment"  
http://ipc1.clpccd.cc.ca.us/ipc/hanna/learning/activevssp passive.htm  
Active vs. Passive Learning (1)  
http://planet.tvl.cc.nm.us/idc/Documents/passive_active.html  
Active vs. Passive Learning (2)  
http://hono lulu.hawaii.edu/intranet/committees/FacDevCom/guidetip/active.htm  
Active vs. Passive Learning (3)  
http://www.positivediscipline.com/Whatis_PD_Article.pdf  
Positive Discipline |
| **Discussion Question:** |
| "How can you set up a climate of caring in your classroom?" |
| **Video Vignette #7, 8, 9, 10, 11, 12:** |
| Watch, discuss with group, produce group response, and submit |
| **Text: Building Classroom Discipline** |
| Read chapter 2 pages 25-35 |
| **Submit Management notebook to personal profile**
| Module 4 | Positive Classroom Discipline | http://www.todaysteacher.com/ClassroomManagement.htm  
Positive Approach to Classroom Management |
|----------|-------------------------------|--------------------------------------------------------------------------------------------------|
|          | Assertive Discipline          | http://maxweber.hunter.cuny.edu/pub/eres/EOSP715_MCINTYRE/AssertiveDiscipline.html  
Assertive discipline |
| Fred Jones | Caner & Jones Summarized | http://www.humboldt.edu/~tha1/canter.html  
Fredrick Jones |
|          |                               | http://students.ed.uiuc.edu/langellr/lesson4.htm  
Fredrick Jones |

| Module 5 | Noncoercive Discipline | http://www.marvinmarshall.com/articles/promotingresponsibility/article_learning_community.htm  
Marshall-Positive Classroom Climate |
|----------|------------------------|--------------------------------------------------------------------------------------------------|
Discipline & Promote responsibility |
| William Glasser | Rethinking Our Thinking on Discipline | http://www.pecentral.org/climate/janu ary98article.html  
Promoting Responsibility |
| Marvin Marshall | Using a Discipline System to Promote Learning | http://www.pdkintl.org/kappan/k0403mar.htm  
Using a Discipline System to Promote Learning |

Discussion Question #4:
“How can non-verbal communication be used for effective classroom management?”

Video Vignette #13, 14, 15, 16, 17, 18:  
Watch, discuss with group, produce group response, and submit

Text: Building Classroom Discipline  
Read chapter 3 pages 37-51; chapter 4 pages 55-69

Text: Zapp! In Education  
Read chapters 24-27

| Module 5 | Noncoercive Discipline | http://www.marvinmarshall.com/articles/promotingresponsibility/article_learning_community.htm  
Marshall-Positive Classroom Climate |
|----------|------------------------|--------------------------------------------------------------------------------------------------|
Discipline & Promote responsibility |
| William Glasser | Rethinking Our Thinking on Discipline | http://www.pecentral.org/climate/janu ary98article.html  
Promoting Responsibility |
| Marvin Marshall | Using a Discipline System to Promote Learning | http://www.pdkintl.org/kappan/k0403mar.htm  
Using a Discipline System to Promote Learning |

Discussion Question #5:
“Does meeting the basic needs of your students impact classroom management?”

Video Vignette #19, 20, 21, 22, 23, 24:  
Watch, discuss with group, produce group response, and submit

Text: Building Classroom Discipline  
Read chapter 5 pages 73-89; chapter 6 pages 93-107

Text: Zapp! In Education  
Read chapters 28-34

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Texas A&M University
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<td>Levels of Social Development</td>
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<td><a href="http://www.marvinmarshall.com/pdf/promoting_responsibility/PrimaryPoster.pdf">http://www.marvinmarshall.com/pdf/promoting_responsibility/PrimaryPoster.pdf</a></td>
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<td>Primary Poster for Levels of Social Development</td>
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<td><a href="http://www.wglasser.com/whoweare.htm">http://www.wglasser.com/whoweare.htm</a></td>
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<td>About William Glasser</td>
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<td><a href="http://www.wglasser.com/whatisrt.htm">http://www.wglasser.com/whatisrt.htm</a></td>
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<td>Glasser's Reality Theory</td>
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<td>Positive Discipline</td>
<td><a href="http://ohioline.osu.edu/hvg-fact/5000/5263.html">http://ohioline.osu.edu/hvg-fact/5000/5263.html</a></td>
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<td>Discipline with Dignity</td>
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<td>Self-Concept Check List</td>
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<td><a href="http://resources.sai-iowa.org/bd/mistakengoal.pdf">http://resources.sai-iowa.org/bd/mistakengoal.pdf</a></td>
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<td>Mistaken Goal Chart</td>
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<tr>
<td>Richard Curwin &amp; Allen Mendler</td>
<td><a href="http://www.education-world.com/a_issues/schools/schools016.shtml">http://www.education-world.com/a_issues/schools/schools016.shtml</a></td>
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<td>Responsive Classroom</td>
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<td><a href="http://mentalhelp.net/psyhelp/chap13/chap13g.htm">http://mentalhelp.net/psyhelp/chap13/chap13g.htm</a></td>
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<td>T-Messages</td>
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<td><a href="http://www.rpeurifoy.com/parentng/T-messag.htm">http://www.rpeurifoy.com/parentng/T-messag.htm</a></td>
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<td>&quot;I Messages&quot; vs &quot;You Messages&quot;</td>
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<td>Discussion Question #6:</td>
<td>&quot;Will spending time teaching social values impact your classroom management?&quot;</td>
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<td>Video Vignette #25, 26, 27, 28, 29, 30: Watch, discuss with group, produce group response, and submit</td>
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<td>Text: Building Classroom Discipline</td>
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<tr>
<td></td>
<td>Read chapter 7 pages 111-125; chapter 8 pages 128-143</td>
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<td>Submit Management notebook to personal profile</td>
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All assignments are due by 10:00 PM 3/23

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<td><strong>Respect &amp; Responsibility</strong></td>
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<tr>
<td>Barbara Coloroso</td>
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<td>Budd Churchward</td>
<td><strong>Text: Building Classroom Discipline</strong></td>
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<td><strong>All assignments are due by 10:00 PM 3/30</strong></td>
<td><strong>Turn in final submission of PCMP</strong></td>
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<td><strong>Discussion Question #8:</strong></td>
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<td>Spencer Kagan, Patricia Kyle, &amp; Sally Scott</td>
<td>&quot;What will you consider as acceptable with regard to noise, talk, and movement in your classroom?&quot;</td>
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<tr>
<td>Linda Albert</td>
<td><strong>Video Vignette #37, 38, 39, 40, 41, 42:</strong></td>
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<tr>
<td>C.M. Charles</td>
<td>Watch, discuss with group, produce group response, and submit</td>
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<tr>
<td><strong>All assignments are due by 10:00 PM 4/13</strong></td>
<td><strong>Text: Building Classroom Discipline</strong></td>
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<td>Read chapter 11 pages 181-195; chapter 12 pages 199-215; Chapter 13 pages 218-235</td>
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| Listening | Getting Along: When I'm Angry | **Discipline by Design: the Honor Level System** |
| Building Children's Self-Esteem | Paying attention to relationships | Better Classroom Management - Budd Churchward |
| Solving Conflicts | Win-Win Discipline | Win-Win Discipline |
| Cooperative Learning | Collaborative vs. Cooperative Learning | Overview of Cooperative Learning |
| Cooperative Learning & Assessment | Cooperative Learning in a Diverse Classroom | Three C's of Cooperative Discipline |

EDCI 689 Texas A&M University
| Working with Diverse Populations | Module 9  
April 14-20  
All assignments are due by 10:00 PM 4/20 | http://teaching.berkeley.edu/bag/diversity.html  
Diversity in the Classroom  
Diversity -Family/School Connection  
http://horizon.unc.edu/projects/HSJ/Marc us.asp  
Diverse Population Is High School  
http://www.ncsu.edu/fcti/Resources/Em phasis_Teaching_And_Learning/newslette r0904.pdf  
Teaching in the Diverse Classroom  
Diversity & Teamwork  
http://www.familieducation.com/article/ 0.1120.65-281.00.html  
Interview with Kohn  
http://www.thewellspring.com/Cat/Adult _books/punished.html  
Synopsis of Punishment & Rewards  
http://www.alfiekohn.org/articles.htm#n ull  
See the following articles from this page:  
"Unconditional Teaching"  
"5 Reasons to Stop Saying ‘Good Job’"  
"Challenging Students"  
"Choices for Children"  
"Discipline is the Problem – Not the Solution"  
| Discussion Question #9:  
"What theory/model best works for ESL students?"  
Video Vignette #43, 44, 45, 46, 47, 48:  
Watch, discuss with group, produce group response, and submit  
Text: Building Classroom Discipline  
Read chapter 14 pages 239-252; chapter 15 pages 256-270 |
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<tr>
<th><strong>Module 10</strong>&lt;br&gt;April 21-27</th>
<th><strong>Wrap up</strong></th>
<th><strong>Research week for case study work due at the end of this module</strong></th>
<th><strong>Final submission of case study</strong></th>
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<tr>
<td><strong>Case Study is due by 10:00 PM 4/27</strong></td>
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HELPFUL WEB SITES:

http://www.oswego.edu/Acad_Deqts_of_educ/curr/plsi/index.html
Paragon Learning Style Inventory

http://education.indiana.edu/cas/tt/v112/what.html
Classroom Management Profile

http://www.education-world.com/a_curr/curr155.shtml
Creating a Climate for Learning: Effective Classroom Management Techniques
Twelve teacher-tested tips for behavior management!

http://www.nea.org/helpfrom/growing/works4me/library.html
NEA Works4Me Tip Library
Learn from the real experts – your colleagues! Resources for teachers sharing teaching tips: including a section on Managing Your Classroom.

http://www.teacher.scholastic.com/professional/futureteachers/routines_procedures.htm
Routines and Procedures
A short article supporting the development of routines and procedures for organizing classroom life:
includes a link to a short list of classroom times and activities that teachers can use in determining their own procedures.

http://www.temple.edu/CETP/temple_teach/cm-routi.html
Classroom Routines
A chart identifying five classroom activities requiring planning; movement, non-instructional tasks, materials management, transitions, and group work.

http://www.teachervision.com/lesson-plans/lesson-5806.html
Behavior Management
An On-Line Quiz to see if you are effectively managing your class. The quiz results will suggest appropriate resources for areas of weakness.

Schoolwide and Classroom Discipline
A report compiling research from studies focusing on effective classroom – and school level disciplinary practices. Focusing on regular education classrooms, the report includes summary findings, recommendations, and an annotated bibliography of key references.

http://www.reacheverychild.com/feature/new_resources_for_teach.html
Resources for New and Experienced Teachers
This resource provides ideas any teacher can use to get the school year off to a good start. In addition, there are numerous sites with information on discipline and classroom management

http://www.honorlevel.com/techniques.html
Classroom Discipline Techniques
A list of eleven techniques for effective classroom management; each technique is clearly described and includes examples.

http://www.teach-nology.com/tutorials/teaching/disruptive
How to Deal with Disruptive Students
A tutorial focusing on working with particularly challenging students – advises teachers on ways to make personal connections with students and on using school resources effectively.

http://www.disciplinehelp.com/
You Can Handle Them All
The MASTER Teacher Inc. offers a complete behavior index and resources to address all kinds of student misbehavior. The underlining message this site offers is that through their behavior, children reveal their needs. For each category, specifics are offered about effects, actions, and related behaviors as well as common mistakes made by teachers in handling the behavior.

Dr. Mac's (McIntyre's) Behavior Management Advice Site
Assignments

Overview
Assignments are to be turned in on the date due. Any assignment turned in late will be penalized by one letter grade for each day late. The instructor reserves the right to deduct points for poor spelling, grammar, or communication skills evident on any assignment. All written assignments should use a 12-point, Times Roman, double spaced format.

Chapter Reflections: (3 responses @ 10 points each = 30 points total)
You will be responsible for submitting a minimum of a 150 word reflection response to the chapters to be read from the Harper and Cox book, Zapp! In Education. The instructor expectation is for you to succinctly express your personal opinion and thoughts to the chapter readings.

Discussions: (5 points per module = 45 points total)
For each Module you will be responsible for actively responding to the discussion prompts provided in the module assignment section. The instructor expectation is for you to watch the video vignettes and read the discussion prompt. Upon completion of this, you will:

1. Write a thoughtful reflection incorporating the theorist views on the specific discussion situation.
2. Write a thoughtful reflection incorporating the theorist’s views on the specific vignettes.

Your response should be limited to 300 words.

Inventories: (25 points)
You will be required to take a learning style assessment and a classroom management assessment. You will be required to read all material provided by the web page regarding information about your results, and then incorporate that information when creating your PCMP.

Personal Classroom Management Portfolio (PCMP): (100 points)
The purpose of this assignment is to develop a management style that works for you. Creating this plan will enable you to have a deeper understanding of the theory and practices of classroom management which will develop your confidence and professionalism. It is proactive rather than reactive to student demands. The Charles text provides support for creating this plan, as well as an exemplary sample.

Your portfolio should contain the following (providing a rationale for your choices):

- Your definition of classroom management – what it entails, what it includes.
- Your theory or philosophical statement on your beliefs about classroom management. This should be a description of what you believe to be your teaching style (use information from the on-line inventories).
The established theories which your personal theory is based.

Classroom agreements – how are they arrived? What do they include? How are they communicated to the students, parents, administration, etc?

Classroom procedures – how are the lessons structured? How do they begin and end? This should include some of the principles of your grading and assessment plans.

A description of how you intend to encourage and respond to positive students and how you will manage students that are behaving negatively in your class.

What techniques are you going to use to maximize the effectiveness of your classroom management? You should refer to specific techniques from the related readings, text, and discussions.

Paper should follow APA (American Psychological Association) style (can be found online) and be 4-8 pages, 12 inch font, double-spaced, and one inch margins.

**Participation in PICA Surveys:** (2 surveys @ 10 pts. Each = 20 points)

There are two on-line surveys (one at mid-point and one final survey) that provide me feedback on your views of the course. Your responses are anonymous. I receive the names of those who participate so that I may give credit to participants. The surveys are very brief and will not require much of your time. These surveys help me to know what I need to continue doing and what I need to change. You should receive an e-mail reminder but in the event you are not notified, I will also send a reminder announcement through e-learning. Website: https://pica.tamu.edu

**Case Study:** (200 points.)

You will work as part of a team on this assignment. Each team will create a different case; together you will define the management issues, describe the proposed corrective strategies, and defend why those strategies may be a good solution to the discipline problem.

- From the class videos choose three vignette scenario situations that would be hypothetically occurring simultaneously to create your individual case study.
- You will specifically address the student behavior from the vignettes and explicitly and succinctly state how you will respond to the situations.
- Your response will be supported by 4-7 theorists’ philosophies on classroom management.
- You will use at least 6 extant research sources (no more than two Internet resources, other resources can include scholarly peer-reviewed journals, or texts/books).
- Include a statement of your personal classroom management philosophy.
- Paper should follow APA (American Psychological Association) style (can be found online) and be 7-12 pages, 12 inch font, double-spaced, and one inch margins.
- You will include a reference page.
Notes: Posting Grades in a Secure System

The Family Educational Rights and Privacy Act (FERPA) requires student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University.

Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into the Grade Book from comma- or tab-delimited files that have been exported from spreadsheets. Note, however, that giving students access to shared grading spreadsheets from within Bb Vista is not a secure way to post grades.

Students must log in to Bb Vista using their NetIDs, and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information.

Since 2003, there have been five separate incidents at Texas A&M reported to Computing and Information Services in which confidential student information has been accidentally released. In one incident, a spreadsheet containing confidential student information was accidentally sent as an email attachment to over 1,300 undergraduate students. In the other four incidents, grading spreadsheets containing randomly assigned IDs that were posted on the Web also included personal information within either hidden columns or additional worksheets (tabs). Anyone with access to the spreadsheets could basically unhide the columns or view the confidential student information on the extra worksheets.

Based on the small number of these types of incidents, most faculty clearly understand university regulations regarding the posting of student grades, and often the issue is essentially human error. Instructional Technology Services (ITS) would like to remind faculty of the secure, online technologies available on campus for delivering student grades. ITS is available to support faculty in adhering to university regulations, especially in terms of incorporating new technologies. If you would like more information about using the Bb Vista Grade Book, contact ITS at 862-3977 or email its@tamu.edu

Handouts specifically written for Grade Book use are available on the ITS Web site:
http://itsinfo.tamu.edu/workshops/vista_handouts.htm

In addition, a university Standard Administrative Procedure (SAP) concerning notification of unauthorized disclosure of sensitive personal information was approved July 27, 2006, and is posted on the TAMU Rules Web site:

Instructional Technology Services
004C Heldenfels Hall • Texas A&M University • 3002 TAMU
(979) 862-3977 • its@tamu.edu • http://itsinfo.tamu.edu

For This Course:

- 378-420 A
- 336-377 B
- 294-335 C
- 252-293 D
- 251 or below F