



15800 Calvary Rd
Kansas City, MO 64147

Syllabus

Course: ED444 D & ND Classroom Management (blended)
Credit: 3 credit hours
Semester: Spring, 2022 (Cycle 5) March 14 – May 6
Time: 8:00 – 11:00 a.m. on Wednesdays
Instructor: Karen Hange
Location: East Education, Room 125
Contact Info: Office phone: 816-425-6186 Email: karen.hange@calvary.edu

I. DESCRIPTION

This course covers various behavioral management systems and their underlying philosophies. The student will explore methods of classroom management for the purpose of creating a classroom environment conducive to effective learning. The impact of student diversity, legal & ethical issues, and collaboration between teacher and parent will also be considered. (Prerequisite: ED190 or permission from the Education Department program director; must be officially admitted to Teacher Education program.)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Demonstrate an understanding of the relationships between motivation, behavioral management systems, and the learning environment.
 - a. PLO-1 & 2; MTS-5

Our Mission: To prepare Christians to live and serve in the church and the world according to a Biblical worldview.

- b. Assignments: A1, A2, B3
 2. Demonstrate knowledge of strategies and techniques for creating an environment conducive to effective learning that recognizes that God is our ultimate authority.
 - a. PLO-2 & 3; MTS-5
 - b. Assignments: B1, B2, B5
- B. Specific competencies to be achieved. The student will:
 1. Recognize the impact of the classroom, school, and community cultures on student behaviors, relationships, and learning.
 - a. PLO-1 & 2; MTS-5
 - b. Assignments: A2, B3, B4
 2. Apply behavioral management principles appropriately to specific classroom behavior situations.
 - a. PLO-2; MTS-5
 - b. Assignments: B3, B4, B5
 3. Identify strategies for establishing and maintaining communication and rapport with parents throughout the school year.
 - a. PLO-1 & 2; MTS-5
 - b. Assignments: A1, A2, B4
 4. Articulate a philosophy of classroom management based on an understanding of current knowledge and research.
 - a. PLO-1 & 3; MTS-8
 - b. Assignments: B1, B5

IV. MATERIALS

A. Bible. (see note in Course Policies section)

B. Linsin, Michael. *The Smart Classroom Management Way*. San Diego, CA: JME Publishing, 2019. (ISBN: 978-1795512848). Amazon \$13.97

C. Linsin, Michael. *Classroom Management for Art, Music & PE Teachers*. San Diego, CA: JMI Publishing, 2014. (ISBN: 978-0615993263). Amazon \$12.95

This book will be required for Music Education majors.

The following book is an optional purchase. We will cover the material from this book in the course, but there will not be required reading from it.

- D. Burden, Paul. *Classroom Management: Creating a Successful K-2 Learning Community* (6th edition). Hoboken, NJ: John Wiley & Sons Publishing, 2017. (ISBN: 978-1119352891) Amazon \$118

Additional Reading: You will read additional materials (handouts, journal articles, websites, etc.) that will be assigned by the instructor during the course.

V. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned chapters from Linsin according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. *While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!*

2. **Discussion Questions** - An article or video with a discussion question will be posted each week through CANVAS. Students are expected to respond with a 250-300 word response posted by midnight on Sunday and respond to the reflections of two of their peers each week by midnight on Tuesday. Response should include additional support, alternative perspectives or questions that will promote meaningful dialogue and discussion.

B. Projects & Papers

1. **Theories of Behavior Management Research Paper** – Research the key beliefs of the most influential educational theorists and their models for classroom management. Evaluate and analyze according to a Biblical worldview and then synthesize to create a personal philosophy regarding human behavior and classroom management strategies. Students will articulate the relationship between classroom management, motivation, and behavioral management and analyze appropriate engagement strategies and techniques. Write a 1,800 – 2,000 word paper with 6 citations from academic sources using the APA style guide for this paper. Additional details will be provided in CANVAS.

2. **Biblical Foundation for Guiding Behavior**—Create a list of 40 Bible verses that can be connected to classroom behavior. Each verse will be listed by reference and written out with age-appropriate wording based upon your intended certification level. A brief 1-2 sentence summary with appropriate application for students will be included. A template for this assignment will be available on CANVAS.
3. **Interview and Observation** - Observe two different classrooms within the focus of your major for one hour each and interview each classroom teacher. Seek to understand if the school uses a schoolwide behavior management program. Record your observations and compare the two different styles. Write a reflection summary in 600-700 word response. Additional details will be provided in CANVAS.
4. **Book Review** – Read a book on classroom management techniques and prepare a Power Point presentation to share with your classmates. A suggested book list will be provided on CANVAS.
5. **Final Exam** - Your knowledge and understanding of classroom management will be assessed through responses to a written exam covering the theories, models, and strategies discussed throughout the course. (A.1, A.2, B.1, B.2, B.3, B.4)

VI. METHODS

A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing

B. Grading

1. Weight given to assignments:

Research Paper	300 points
Biblical Foundations Reference List	100 points
Book Review	200 points
Teacher Interview & Observation	200 points
Final Exam	<u>200 points</u>
Total points for the class	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VII. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. *This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.*

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Learning takes place best when the student is personally involved in the process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

E. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. *Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.*

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Officer (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

VIII. TENTATIVE SCHEDULE

Week	Dates	Class Topics	Assignments
1	3/16	Understanding Discipline & Models	Overview of Syllabus & Projects Read Linsin: Part One
2	3/23	Preparing for the School Year	Read Linsin: Part Two
3	3/30	Accountability & Relationships	Due: Bible Reference List Read Linsin: Part Three
4	4/6	Influence & Communication	Due: Book Review
5	4/13	Knowing Your Diverse Students	Due: Teacher Observation & Summary paper Read Linsin: Part Four
6	4/20	Instruction & Classroom Management	Read Linsin: Part Five
7	4/27	Teacher Habits	Due: Learning Theories Research Paper Read Linsin: Part Six
8	5/4	Dealing with Difficult Students	Final Exam