# Florida Gulf Coast University

**College of Education**

**Vision Statement**: “*Learners and Leaders of Today and Tomorrow*”

*We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.*

**SECTION 1: Course Information**

* 1. **Course Number and Title:** EDF 6259 Classroom Management & Organization
  2. **Course Reference Number:** 81309
  3. **Semester and Year:** Fall 2011
  4. **College/Department:** Education
  5. **Required or Elective:** Required
  6. **Meeting Times/Location:** Thursdays 5:30 – 8:15 pm; AB3-125
  7. **Format:** On Campus
  8. **Instructor Information:** Carolynne K. Gischel, Ed.D.

**Email:** cgischel@fgcu.edu

**Phone:** 239-590-7795

**Office Location:** AB3- 288

**Office Hours:** Wednesday 2:00 – 5:00; Thursday 12:00 – 2:00 and 4:30 – 5:30;  
Other times by appointment

**SECTION 2: Course Outcomes and Expectations**

* 1. **Course Description:** Development of instructional, organizational, and management knowledge and skills integrating components of classroom organization and school safety, professional ethics, and educational law necessary to create a positive learning environment.
  2. **Required Resources:**

Jones, V., & Jones, L. (2010). *Comprehensive classroom management: creating communities of support and solving problems*. (9th edition) Upper Saddle River, NJ: Merrill. ISBN 0205625487

**Optional:**

Tobin, L. (1991). *What do you do with a child like this?* Duluth, MN: Whole Person Associates. ISBN 0938586440

* 1. **College Expectations:**

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Competencies/**  **Standards** | **Assessment Strategy** |
| 1. Identify and explain the components of effective classroom and instructional management | FEAP 9  CEC 5 | Observation & Analysis |
| 1. Demonstrate knowledge of motivational theory and factors or conditions which encourage students to be achievement oriented and goal directed | FEAP 9  CEC 5 | Observation & Analysis  Online Modules |
| 1. Demonstrate skills which will enhance students’ feelings of dignity and self-worth and the worth of others and that support individual differences of ethnicity, race, language, culture, gender, and ability | FEAP 5, 9  CEC 5 | Observation & Analysis |
| 1. Identify feedback procedures that give information to students about the appropriateness of their responses and actions | FEAP 9  CEC 5 | Online Modules |
| 1. Identify and explain strategies for anticipating and avoiding classroom problems | FEAP 9  CEC 5 | Observation & Analysis  Book Study Reports |
| 1. Explain, compare, and analyze strategies for preventing, intervening, and resolving instructional and behavioral problems | FEAP 9  CEC 5 | Online Modules |
| 1. Identify, describe, explain, compare, and analyze strategies for managing and arranging the classroom environment, instruction, and student behavior to facilitate learning and ensure student safety | FEAP 9  CEC 5 | Observation & Analysis  Book Study Reports |
| 1. Explain strategies for organizing classroom environments and learning experiences that promote effective whole class, small group, and individual work | FEAP 9  CEC 5 | Observation & Analysis |
| 1. Identify strategies for using school, neighborhood, and home resources in the ESOL curriculum | FEAP5, 9  CEC 5 | In-Class Activities |
| 1. Identify ESOL-specific classroom management techniques | FEAP 5, 9  CEC 5 | In-Class Activities |
| 1. Identify strategies and materials for promoting conflict resolution, violence prevention, peer mediation, and peaceable classrooms and schools | FEAP 9  CEC 5 | Online Modules |
| 1. Observe and analyze elements of classroom and instructional management in classroom situations | FEAP 9  CEC 5 | Observation & Analysis |

* 1. **Critical Task Description:**

**Observation & Analysis:** Five hours of observation in a public school classroom are required. Observations will be recorded in a journal, analyzed and presented as a written report. Students will review relevant classroom, behavioral, and instructional management literature in addition to class readings and will include a reference list in APA format.

* 1. **Course Outline (tentative):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class**  **Meeting Date** | **Readings**  **(read prior to class)** | **Topic** | **Due** |
| August 25 |  | * Syllabus, Overview, & Intro |  |
| September 1 | Chapters 1, 2 & 6 | * Foundations & Environment |  |
| September 8 | Chapters 3 & 4 | * Rules & Procedures | Mod 1 Due: 09-11 |
| September 15 | Group Book Study Meeting 1: Complete Session 1 and Timeline (plan) for Session 2, 3, and 4 | | **Book Study Report 1 Due: 09-18** |
| September 22 | Chapter 7 | * Community Building | Mod 2 Due: 09-25 |
| September 29 | Chapters 8 & 9 | * Instructional Considerations | Mod 3 Due: 10-02 |
| October 6 | Chapter 10 | * Principles of Behavior |  |
| October 13 |  | * Problem Solving & Response to Intervention | Mod 4 Due: 10-16 |
| October 20 | Chapter 5 | * Professionalism & Communication | Mod 5 Due: 10-23 |
| October 27 | Group Book Study Meeting 2: Session 2, 3, or 4; Prepare for Presentation | | **O&A Part I Due: in class 11-03 and in Angel 11-06** |
| November 3 |  | * O&A Peer Review |  |
| November 10 | Group Book Study Meeting 3: Finalize and Rehearse Presentation | | **Book Study Reports (2,3,4) Due no later than 11-13** |
| November 17 |  | * Book Study Presentations |  |
| November 25 | Thanksgiving Break | |  |
| December 2 |  | * Book Study Presentations | **O&A Final (entire) Version**  **Due: 12-04** |

* 1. **Primary Methods of Instruction:**
* Large and small group discussion
* Cooperative learning activities
* Web-based activities
* Field-based activities
* Analysis and reflection

Class activities will include case studies, reflective thinking and writing, class discussions, role plays, and small group assignments.

* 1. **Required Assignments:**

**Participation & Professionalism (20%):** Participation grade will be based on active participation in class activities; absences will affect this grade as the student is unable to participate if not present.The professionalism component of this grade will be based on student fulfillment of professionalism expectations **(Section 2.10)** when interacting with classmates, course instructor, and educators and students in the field.

**Book Study & Presentation (25%):** Book study groups will meet at least four times throughout the semester to discuss a selected book relevant to classroom management (list will be provided); book study meetings may be face-to-face, phone, or virtual, but must be synchronous. Groups will submit written reports and presentation; further details will be provided.

**Online Modules (25%):** There are a total of five modules. You will find specific module information under the Lessons tab in Angel. Each module includes readings (chapters and posted readings), and/or discussion postings, activities, assignments, quizzes, etc. Modules will be available 2 to 3 weeks prior to that module due date. All module requirements are due by midnight on the due date.

**Observation & Analysis (30%):** Students will observe in a K-12 classroom for 5 hours and analyze elements of the learning environment. In the analysis, students will draw conclusions related to effectiveness of teacher motivation strategies, teacher behaviors related to student learning expectations, preventing classroom disruptions, and other aspects of managing the learning environment. A written description and analysis of the observation will be submitted.

* 1. **Grading Criteria:** Course grade will be calculated based on the completion of all assignments and the quality of the assignments submitted for evaluation and performance. All assignments must be submitted to earn a passing grade for this course. Final course grade will be based on the following scale:

A 93 – 100% C+ 77 – 79%

A- 90 – 92% C 73 – 76%

B+ 87 – 89% C- 70 – 72%

B 83 – 86% F 69% or less

B- 80 – 82%

* 1. **Attendance Policy:**

Students are expected to attend all class sessions on time, stay for the entire course session, and participate fully in class discussions and activities. A portion of the overall course grade is allocated to class participation. Therefore, **any** absence will adversely affect your overall course grade. An absence is defined as missing one to three (1-3) hours of class any time during the scheduled meeting times.Three absences (7-9 hours of class) will result in lowering of the final course grade by one letter grade; four or more absences (10-12 hours of class) will result in a failing grade for the course.

* 1. **Professionalism:**

In addition to following the University Student Code of Conduct as defined in the Student Guidebook (<http://studentservices.fgcu.edu/judicialaffairs/conduct.html>), and the Florida Department of Education Code of Ethics and Principles of Professional Conduct (<http://coe.fgcu.edu/certificates/files/COECodeofEthics-2008.pdf>), it is expected that the teacher candidate will treat fellow teacher candidates, faculty, educators, and students with respect. Respect may be manifested in many ways including both verbal and non-verbal communications. Negative or disruptive comments, usurping authority in class, physical intimidation, inappropriately aggressive behavior or comments will not be tolerated.

* 1. **Assignment Expectations:**

Educators are expected to be proficient in their use of oral and written Standard English. All written assignments and projects are expected to reflect Standard English grammar, spelling, punctuation, appropriate vocabulary, and sentence structure. All written assignments are expected to be of graduate level quality. ***Unless otherwise specified***, written assignments must be typed, font of 12, double-spaced, and follow all guidelines provided for the assignment.

***All assignments must be completed to a satisfactory degree according to assignment directions and submitted in order to receive a passing final grade for the course.*** However, compliance with this requirement does not guarantee a passing grade. Assignments are to be submitted on or before the due date. Late assignments will be accepted for **partial credit** at instructor’s discretion.

Incompletes will not be granted except in rare cases of an extreme nature. Please refer to the university policy on incomplete grades in the syllabus (above) and also in the FGCU catalogue.

* 1. **Technology Expectations:**

1. All email communication regarding this course will be made via Angel.
2. Unless otherwise specified, all written assignments are to be completed using **Microsoft Word or Rich Text Format** and submitted via Angel as indicated in specific assignment instructions.
3. Students are responsible for confirming assignments have been submitted successfully in the appropriate Angel dropbox, discussion forum, etc. To confirm successful submission, (a.) exit the assignment folder, (b.) re-enter the assignment folder, (c.) access and open the uploaded file. If you are able to access and open your file, your submission has been successful.
4. Students without access to the technology required may use any of the open FGCU labs when they are on campus. Allow time to complete your work on campus if necessary. Computer and internet malfunctions are not acceptable excuses for submitting late assignments.

**SECTION 3: College and University Statements**

* 1. **College of Education LiveText Syllabus Statement:**

The College of Education has adopted the use of LiveText software to provide for the improvement of student performance and program quality. As a degree-seeking student you are responsible for purchasing a membership to LiveText during your first course in the FGCU’s College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately**. This is a one-time only purchase.**

All students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

* 1. **Academic Behavior Standards and Academic Dishonesty:**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

* 1. **Disability Accommodations Services:**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

* 1. **Student Observance of Religious Holidays:**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

* 1. **Incomplete Grade:**

A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

* 1. **FGCU Writing Center:**

The FGCU Writing Center assists student writers through free, accessible, learning-based writing consultations.  <http://www.fgcu.edu/WritingCenter/index.html>

* 1. **Online Tutorials:**

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support>