

Syllabus
EDF 2030: Effective Classroom Management
Summer 2008
Dr. Kelvin Thompson

Contacting the Instructor	
Office Hrs:	Online: Tuesdays 8pm-9pm (Please sign-up for office hours via email)
Office:	N/A
Phone	407.823.0462 (in case of emergency)
FAX:	407.823.1185 (in case of emergency)
E-Mail:	thompsonke@brevardcc.edu (preferred)
Web:	http://pegasus.cc.ucf.edu/~kthomps
Online	Log-in to Angel at
Course	http://brevardcc.anglelearning.com and click
Access:	on the link to EDF 2030

Course Description

This course is designed to assist future and current teachers and support personnel in establishing a positive learning environment in the classroom. This course transfers to the upper division as elective credit only. It does not satisfy any prerequisite requirement.

Course Objectives:

The student will:

- recognize and analyze the impact that societal issues can have on students and their subsequent behaviors in the classroom
- recognize and analyze the impact of school factors (school culture, school climate) and their subsequent behavior in the classroom
- recognize and analyze the factors that influence how teachers manage their classrooms
- discuss the descriptive characteristics of "at risk" students
- determine how these characteristics influence subsequent student behavior.
- list strategies for observing student behavior in order to determine individual student needs.

- describe the roles of teachers in relation to creating a positive learning environment as well as creating effective learning partnerships with students and other teachers/support staff
- describe the importance of establishing positive communication paths in a classroom between teachers and their students as well as between diverse groups of students within the classroom
- discuss and propose methods for creating strategies for working relationships between all stakeholders present in the educational settings.
- define student motivation and list factors that determine motivation in an educational setting
- develop generic standards of behavior acceptable in the classroom and appropriate and effective consequences for those students whose behavior doesn't conform to those standards
- plan and classroom procedure for responding to disruptive behavior and/or deviant behavior
- explore creative problem solving to specific behavioral occurrences

Required Text

Manning, L. and Bucher, K. (2007). *Classroom Management: Models, Applications, and Cases (2nd Ed.)*. Upper Saddle River, NJ: Pearson.
ISBN: 0-13-170750-7

Companion Web Site: http://wps.prenhall.com/chet_manning_classroom_2/

Other selected readings and web sites as assigned during the course

Library Resources

BCC offers many resources through the Library. Many (but not all) are available online. Please familiarize yourself with the resources listed below as you may find them helpful in this course. (Please note that you will need a valid BCC library card to access some resources.)

BCC Library Web Site
www.brevardcc.edu/library

Obtain a BCC Library Card
<https://web2010.brevard.cc.fl.us/secure/library/cardrequest.html>

Information Literacy Tutorial

<http://www.brevard.cc.fl.us/library/content/bilt/bilthome.htm>

Ask A Librarian

http://www.askalibrarian.org/vrl_intro.asp?library=FLCC0200

Writing Resources

If you are less than 100% confident in your ability as a college-level academic writer, then I recommend the following resources to you as you complete this course.

BCC's Online Writing Lab

<http://www.brevardcc.edu/owl>

Smarthinking (24/7 tutoring service free to BCC students with valid "B number")

<http://smarthinking.com> (more information is available inside our Angel account)

Virtual Campus Course Attendance Policy

You are expected to login to your class on the start date of your course. You must complete the introductory assignment within the first three days of the course. You will have regular assignments that will require that you log-in several times a week. Financial Aid and VA students who do not check in regularly may be dropped or withdrawn for non-attendance and will **not** be permitted to re-enter the course.

Vacations or traveling to other locations will **not** be an excuse for missing class. The advantage of online courses is that you have access to your course anytime and anywhere.

Assessment Methods

Grade Categories	Description of the requirements	Weight toward final grade
Course Preparation Checklist	Course Preparation Checklist (Required Submission before other assignments will be accepted. All items should be checked off and "signed" electronically.)	0% (0 points)
Annotated Bibliography of Resource Web Sites	There will be one annotated web site entry per week (11 total) made to your http://diigo.com site. Please refer to the Bibliography Rubric and Diigo Instructions for details.	10% (450 points)
Online Discussions	There will be one online discussion per week (11 total) in which you must	26% (1100 points)

	participate. (In addition to the instructions provided in each discussion prompt, please refer to the Discussion Protocols and Discussion Participation Rubric for details.)	
Case Studies	There will be one case study per week (9 total) which you must submit to the designated area within the discussion board (separate from the online discussions). Please refer to the Case Study Rubric for details.	13% (550 points)
Quizzes	There will be one <i>open book</i> reading comprehension quiz per assigned book chapter (11 total) which you must submit online using Angel "Assessments." Note that some weeks have more than one chapter and more than one quiz. Other weeks have neither. See the "Schedule" for details. (Quizzes are embedded within each "Week" under "Lessons" in Angel.) Note: The Week 3 quiz <i>will be proctored</i> . (No other quizzes will be proctored. Please review the online guidelines for arranging your proctored quiz.)	10% (440 points)
Discipline Interview	A structured interview with either a teacher, administrator, or guidance counselor. (An interview summary will be submitted, and this interview will also be the basis for an online discussion.)	5% (220 points)
Research/Theory Paper	A three-five page research paper on a discipline theory selected from a predetermined list.	15% (660 points)
Personal Philosophy/Behavior Plan Paper	A three-five page reflection paper outlining your personal classroom discipline philosophy. (This will include a classroom behavior management plan.)	20% (880 points)
Learning Summary	A written statement of what you feel that you have learned during EDF2030. While unscored, this statement is required before a final course grade will be submitted.	0% (0 points)
	Total	100% (4300 points)

Grading Scale

A = 100 – 90% (4300 – 3870 points)

B = 89 – 80% (3827 – 3440 points)

C = 79 – 70% (3397 – 3010 points)
 D = 69 – 60% (2967 – 2580 points)
 F = 59 – 0% (2537 – 0 points)

Time Commitment

This is a three-credit-hour college course. You may expect to invest approximately 10 hours per week on required course activities. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly. (On the weekly anonymous feedback forms within Angel, you will have the opportunity to record the length of time you've invested in each week's activities.)

Due Dates

All dates listed are **due dates**, not “do” dates. Please plan your time accordingly. While assignments may be completed early, late assignments **will not** be accepted. Submissions are due at **11:59pm** (Eastern time) on the date stated. Times will be based on the Angel server's internal clock.

A Word about Responsibility and Community

In this course you will be required to *engage* in an online community of learners. This means that our online interactions are just that – *interactions* with one another – not merely opportunities for you to post an "answer" quickly and move on. You will be asked to think about the ideas shared by others and to respond thoughtfully to these ideas. Through this process you will be expected both to take responsibility for your own learning and to contribute to the learning of others. Every assignment in this course (with the exception of the weekly quizzes) has been designed according to this approach. You may find it useful to familiarize yourself with "social constructivism" and "social learning theory" if you wish to further understand this course's underlying philosophy.

Technology Requirements

Technology	Expectations for Use
Computer/ Internet	<p>You will need extensive access to an Internet-connected personal computer for successful completion of this course. (See http://www.brevardcc.edu/know_bcc/campus_locations/virtual/pages/virtual_everything.html#minReq for detailed specifications.)</p> <p>BCC provides access to computers in a variety of labs on the Cocoa, Melbourne, Palm Bay, and Titusville campuses. Details are available on the Student Resources section of the BCC web site. (See http://www.brevardcc.edu/index.php?mainframe=/student_resources/&subnavframe=/student_resources/sub_nav.html and select “Computer Labs” from the navigation links.)</p> <p>Your Web browser should be able to display Flash media and *.pdf files. Free</p>

	downloads of Flash Player and Acrobat Reader are available online. You'll also need to have the QuickTime player installed.
Angel	The majority of the interactions between and among students and instructor will take place online in BCC's course management system (Angel). There are specific online assignments throughout the course, but you will find it in your best interest to develop a <i>habit</i> of logging in regularly (preferably <i>once per day</i> but no less than once every two days). Note: The Announcements tool will be used to post information of a general nature to everyone in the class. Get in the habit of checking the Announcements each time you log-in.
RCampus	While your grades are displayed in the Angel gradebook, substantive feedback will be made available through the online rubric tools on the http://rcampus.com site. You will need to register on this free site right away using your "B number" as your username. (Instructions are posted under the "Syllabus" tab in Angel and under "Week 01.")
Email	Most interactions will take place within Angel, but email may be used for occasional important messages from your instructor. Please check your BCC email regularly (at least twice per week). Email messages sent to your instructor will be answered within 24 hours during business days (i.e., Monday-Friday). (Please include "EDF2030" in the subject line of any email messages you initiate.)
Word Processing	Word processing documents created for this course <i>must</i> be saved as either Microsoft Word documents (*.doc) or rich text files (*.rtf). <i>Files in other formats will not be accepted.</i> (You are expected to keep electronic copies of any documents you submit. You might also find it helpful to compose discussion postings off-line in your word processing program before submitting them.)
Diigo	You must become familiar with the social bookmarking site http://diigo.com as we will be using this as the basis for our semester long annotated web site bibliography project. Basic instructions are posted in the "Syllabus" area within Angel, but feel free to go to the site and try it out if you haven't already.
Virus Protection	Please maintain an up-to-date virus protection software program on your computer. There are free programs available online. One such program is available at http://www.avast.com/eng/avast_4_home.html

Technical Support

If you encounter difficulty with technology as you participate in this course, the following avenues are available to you.

Technology Problem	Resource	Sequence
Difficulty logging in initially to Angel	BCC Helpdesk helpdesk@brevardcc.edu 321.433.7600	First
	Instructor thompsonke@brevardcc.edu	Second
Problems using Angel tools during the course	BCC Helpdesk helpdesk@brevardcc.edu	First

	321.433.7600	
	“Technical Help” Discussion Area	Second
	Instructor thompsonke@brevardcc.edu	Third
Problems with email, passwords, your computer, or your software	BCC Helpdesk http://www.brevardcc.edu/help	First
	Virtual Campus Helpdesk virtualcampus@brevardcc.edu	Second
	“Technical Help” Discussion Area	Third
	Instructor thompsonke@brevardcc.edu	Fourth
Internet connection issues	Your Internet Service Provider (e.g., AOL, Brighthouse, etc.)	First
	Instructor thompsonke@brevardcc.edu	Second

Academic Integrity

Academic integrity will be appraised according to the student academic behavior standards outlined in The Student Code of Conduct in Brevard Community College's Student Handbook. http://www.brevardcc.edu/pdf/admissions/handbook_2006-07.pdf

Important Note: Plagiarism is the misrepresentation of the work of another person as your own, whether this work is paraphrased or quoted directly, without attribution. Evidence of plagiarism or cheating on an assignment in this course will *at least* result immediately in a failing grade on the assignment. At the discretion of the instructor, any evidence of plagiarism or cheating will be submitted for disciplinary action to the Office of Student Services and may result in severe consequences.