**Course Description**

An introduction to strategies for facilitating learning through better classroom management, with emphasis on the role of parents in classroom management, and on counseling techniques related to management strategies and parenting.

Prerequisites: Admission to teacher education

**Textbook**


**Student Learning Outcomes**

- **Degree Program**
  - Undergraduate [http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm](http://catalog.uncfsu.edu/ug/ED/MSSS/index.htm)
  - Graduate [http://catalog.uncfsu.edu/g/ED/MSSS/index.htm](http://catalog.uncfsu.edu/g/ED/MSSS/index.htm)

- **University College Core (select applicable)**
  1. Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
  2. Reasoning Skills
     a. Reasoning Skills - Critical Thinking: Students will accurately evaluate the reasonableness of arguments’ evidence and support, and they will construct reasonable arguments using various forms of evidence drawn from multiple sources.
b. Reasoning Skills - Quantitative: They will apply math to situations common in everyday living, and they will calculate, interpret, and assess statistical data and concepts, percentages, proportions, rates of change, geometric measures, linear equations, probability and risk.

3. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.

4. Scientific Literacy: Students will create and assess hypotheses using research methods, interpret and express the results of observation and experimentation, understand the fundamental concepts of natural and social sciences, and apply scientific knowledge to situations common to daily life to promote physical and psychological well-being.

5. Global Literacy: Students will appreciate the global diversity of cultures, values, and belief systems and the common humanity underlying them; interact effectively with culturally different peoples; understand cultural interdependence, and create solutions to intercultural problems.

6. Ethics and Civic Engagement: Students will develop a personal system of ethics and morality and demonstrate it in daily self-discipline and interpersonal relationships, in volunteer work, and through participation in organizations; they will synthesize source material from a variety of disciplines to understand and apply theories of morality and ethics.

Course Objectives or Learning Outcomes

V. Standards
The course is aligned with the standards of the School of Education’s Conceptual Framework and the Common Core State and NC Essential Standards. (The standards, in their entirety, will be distributed in class.)

Conceptual Framework

Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that undergirds our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program
helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
</tbody>
</table>

**Student Core Learning Outcomes**

- Teacher candidates will know their content based on the Common Core State Standards, NC Essential Standards, and CAEP.
- Teacher candidates will know how to teach based on the Common Core State Standards, NC Essential Standards, and CAEP.
- Teacher candidates will implement practices that reflect the cognitive, mental and physical development of K-12 students.
- Teacher candidates will provide appropriate accommodations and implement teaching strategies for diverse learners.
- Teacher candidates will integrate 21st century knowledge and skills in instruction.
- Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

**Fayetteville State University School of Education Conceptual Framework**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a Facilitator of Learning, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision, which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Teacher
Education program. The themes of our conceptual framework and associated expectations are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

**Course Outline/Schedule/Calendar/Requirements**

**Course Policies and Requirement**

1. **Module 1**
   
   Module 1 focuses on helping students learn to control their own behavior. Through readings, discussions, journal article analysis and writing short papers, pre-service teachers understand the critical role that culture and religion play in the lives of middle and high school students.

2. **Module 2**
   
   Oral presentations over chapters 1-10. You will use the Guidelines for Making Oral Presentations to organize and deliver their presentations and a rubric to evaluate the presentations.

3. **Module 3**
   
   Classroom Management Plan
   
   You will develop a classroom management plan that will describe your philosophy of management, highlight your beliefs about theories, management styles, teaching, learning, and classroom organization, for example.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Dates</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 – Cultural approaches to management; religious &amp; legal rights of students &amp; teachers</td>
<td>August 21-September, 2014</td>
<td>September 9, 2014</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Chapters 1-10, pp. 1-147</td>
<td>September 9-October 2, 2014</td>
<td>October 2, 2014</td>
<td>100</td>
</tr>
<tr>
<td>Module 3 Classroom Management Plan</td>
<td>Ongoing</td>
<td>November 20, 2014</td>
<td>249.3</td>
</tr>
</tbody>
</table>

**Evaluation Criteria**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>100</td>
<td>September 9, 2014</td>
</tr>
<tr>
<td>Module 2</td>
<td>100</td>
<td>October 2, 2014</td>
</tr>
<tr>
<td>Module 3</td>
<td>249.3</td>
<td>November 20, 2014</td>
</tr>
</tbody>
</table>

A= 449-424  
B= 423-373  
C= 372-297  
D=296 Grade is unacceptable for undergraduate work. Grade is unacceptable for undergraduate work.

Grades are based on the completion of course requirements and on the scope, quality, and creativity of student work on all assignments. All work will be evaluated for standard usage, clarity of thought, organization, development, coherence of content, and adherence to specific criteria detailed for each assignment. Completing all assignments on the due date is an integral part of the assessment process.

**Course Requirements**

**Late Assignments or Missed Assignments**
All assignments are due at the beginning of class on the day specified in the syllabus, hand-out, or course link. Exceptions will be made at the instructor’s discretion, but this is a rare occurrence and generally involves a serious medical or other personal emergency. Five points will be deducted for each week day an assignment is late. All assignments turned in must be word processed. Handwritten assignments will not be graded. All required assignments must be completed and turned in to pass the course. Students cannot cherry pick or self-select the assignments to be completed.

**Course Expectations**

Your success or failure in becoming a teacher depends on you. For learning to occur, you must be willing to work and put forth an effort toward completing all assignments.

**Syllabus Change**

As the course instructor, I reserve the right to make changes to the syllabus if necessary. If it becomes necessary to make a change during this semester/session, I will announce the change to the class as soon as possible and describe the change(s).

**APA Style**

You must cite your sources using APA style. Your manuscript style for all written assignments should reflect the APA style.

**Use of Technology During Class**

Please turn off cell phones and pagers or activate them so that no audible sounds come from them during the class. Out of respect for the course instructor and your fellow students, please do not participate in the following during class:

- Surfing the Internet
- Checking email or instant messaging
- Twittering, texting
- Playing games
- Working on assignments other than the directed activity
- Working on assignments for another class.

**INSTITUTIONAL GUIDELINES**

**Academic Integrity:** Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. *Fayetteville State University Undergraduate Catalog pg. 85*

**Behavior in the Classroom**

The Code of the University of North Carolina (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Class Attendance
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities—they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Excused Absences
Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

Requesting an Absence due to Religious Observance
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.
Grade of Incomplete
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

Withdrawal from Class
Complete the form available on the registrar’s website http://www.uncfsu.edu/registrar/forms.htm, obtain signatures from instructor and advisor, then return completed form to Registrar’s office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all courses you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as “F”.

Withdraw from the University
Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: http://www.uncfsu.edu/registrar/index.htm. Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

FSU Policy on Electronic Mail
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the FSU Bronco Alert Emergency Message Sign-Up page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

Useful References include recent publications and foundational references

XII. Teaching Strategies
The teaching strategies demonstrated in this course will include lecture, discussion, student presentation, video review, chapter analysis, peer learning activities, computer lab assignments, and cooperative group learning.

XIII. Academic Support Resources
Curriculum Lab, PRAXIS Lab, Research Center, University Writing Center

XIV. Important Links and Resources
Department of Middle Grades, Secondary, and Special Education
The following policies were recently approved by Chancellor James A. Anderson and added to the University’s policy website (http://www.uncfsu.edu/policy/):

**Academic Affairs**

- Religious Observances

**Division of Student Affairs**
Services for Students with Disabilities

**Ms. Jeanette Council**
Associate Vice Chancellor for Student Affairs
Phone: 910.672.2622
jcouncil@uncfsu.edu

**Online Learning Technical Support Resources**

Find your account/password information at Student Email Account

**Technical Assistance Help Desk**

There is a help desk available to assist you with your technology problems. Before you ask for assistance, be sure to tell the version of the software you are using. Go to your “Help” pull down menu to find out what version you are using. Know your operating system (e.g., Windows XP, Vista). Check your Computer’s Hardware Profile to find out the operating system you are using. Try to write down what the problem is and when it occurs. If you are getting an error message and that is what you want to report, write down the exact error message you are getting and tell the help desk about it.

If you have questions about Blackboard fundamentals, contact the university’s Bb Helpdesk at (910) 672.4357, “Press 1.” For the FSU Helpdesk, call 910.672.2085, “Press 2.”

**XIV. Selected References**
XIV. Selected References


