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Credits: 3 hours  Prerequisites: EPS 380, SED 370, SED 371, SED 372

Required Texts and Supplements:

2. Course articles and activities in D2L (You will need to print some of these and bring them to class; instructor will notify you of this beforehand.)

I. Course Description:

This course provides strategies that will enable preservice teachers to effectively utilize their knowledge of cognitive, social, emotional, and physical development, diverse populations, learning styles, classroom management, and discipline management in the public school classroom.

II. Intended Learning Outcomes/Goals/Objectives

By the end of this course students will:

a. understand different theories of classroom management.
b. understand ethical and moral issues of classroom management.
c. be able to apply techniques of classroom management.
d. evaluate the efficacy of classroom management techniques.
e. describe and apply ways of meeting the cognitive, social, and emotional needs of all students.
f. understand the legal, ethical and professional issues related to teaching and classroom management.
g. analyze case studies.
Alignment to State Standards:

**The state adopted standards for TEKS, ELPS, and CCRS are available at:**

ELPS - [http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html](http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html)

The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at [www.sbec.state.tx.us](http://www.sbec.state.tx.us)). SED 460 will specifically focus upon Competencies 001, 005, 006, 008, 009, and 011 and 013:

**Competency 001**

The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**Competency 004**

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**Competency 005**

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**Competency 006**

The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**Competency 008**

The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009**
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 011**

The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Competency 013**

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

**University Core Values:**

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

**INTASC Standards (Interstate New Teacher Assessment Support Consortium):**

Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions: Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

Standard 2: Clinical Partnership and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

ISTE Standards (International Society for Technology in Education):

1. Facilitate and inspire student learning and creativity.

2. Design and develop digital age learning and creativity.


4. Promote and model digital citizenship and responsibility

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ELL Standards

a. II.004.6 Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.

b. III.008.3 Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

c. III.008.4 Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

d. III.009.1 Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities.

e. III.009.2 Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students’ learning and language acquisition.

f. II.009.3 Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

g. III.009.4 Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

III. Course Assignments, Activities, & use of Technology:

Quality of Assignments

• Professional standards in Standard English are expected of all assignments, correspondences, and written responses, including emails. This means NO casual terms, “texting” lingo, nor any slang or non-standard English terms.
• All written and/or group assignments are to be submitted in a timely, professional manner.
• All assignments are due on the assigned date. Late assignments will not be accepted unless it has been discussed with the instructor before the work is due.
• Unless otherwise stated, assignments are to be submitted to a dropbox on D2L.
• You should keep a back-up copy of all your submitted work on a flash drive or iCloud. All assignments must be computer-generated, on white paper with black ink, formatted according to specifications provided by the instructor, and free from spelling and grammatical errors.
ALL ASSIGNMENTS below MUST be submitted for course completion and grade assignment. These assignments are also in the D2L calendar.

- **Cultural Diversity Statement (10%)**
  In your future classroom, you will be called upon to ensure that all students have equal access to the educational resources. Write a paragraph or two that could be added to your philosophy of teaching that explains your own approach to contributing to the cultural dynamic of your classroom and in making learning equally accessible to all students.

- **Interactive Reflective Journal (20%)**
  Each student will write reflections (2-3) based on field experience observations, with a focus on one particular theme or topic, such as diversity, assessment, classroom environment, student behavior, etc.**Supports the COE core value of Academic Excellence through critical, reflective, and creative thinking.

- **Research Classroom Scenarios (10%)**
  In a cooperative group, students will research scenarios, develop questions, and present individual case studies dealing with a classroom management situation and present to the class.**Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.

  **Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ELL students and facilitates students’ learning and language acquisition.

- **Formative Assessment: 5 Parts of the Classroom Management Plan (20%)**
  Each student will create the following “Big Five” parts of a classroom management plan to be assessed separately in workshops: classroom rules, routines, rewards, consequences, and engagement. **Ties in SFASU values of Life-long Learning, Academic Excellence, and Openness to new ideas, to culturally diverse people, and to innovation and change.

- **Summative Assessment: Classroom Management Plan Final Project (20%)**
  At the end of the semester students are to create a fully articulated classroom management plan, including classroom goals, procedures, rules, rewards, consequences, and a parent letter.**Ties in to SFASU value of Life-long Learning.**Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

- **Presentation and Quiz – Classroom Management Theories (10%)**
  Working with a partner, each student will research and present information about one of the major classroom management/discipline theories (worth 50% of this grade.) Quiz about the major theories after the presentation (50% of this grade).

- **Attendance and Professional Dispositions Evaluation (10%)**

- **Professional Growth Opportunities (TBD)**
  Just as professional educators have the opportunity for continued professional growth, students will be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending students will be given the opportunity to extend, elaborate, and apply their classroom learning to educational upon community and university events.

  **Ties in to SFASU value of Life-long Learning.
**There is no final exam in this class; instead, your final project (Summative Assessment: Classroom Management Plan Final Project) counts as your final grade.

**IV. Evaluation and Assessments (Grading):**
Your grade is based on a percentage out of 100% of the overall course grade. Letter grades for the course will be determined as follows:

- (90-100%) = A
- (80-89%)  = B
- (70-79%)  = C
- (60-69%)  = D
- (59% or below) = F

**IV. Attendance:**

The attendance policy for this course is the official SFASU policy as stated at [http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf) (Policy Section 6.7). Regular and punctual attendance is expected for all classes in which a student is registered.

- You are expected to attend all classes, arrive on time, and actively participate in class. If you know you are going to be out, please let me know. This is a professional courtesy that must become part of your routine. You may notify me by phone or email, or advise me during class time. Work due on the day you are absent must still be submitted ON THAT DAY, by a classmate or electronically. **If you miss more than 2 unexcused absences, that will result in a drop in letter grade. If you are tardy or leave class early twice, that will result in an absence.**
- Valid excuses are limited to health, religious observations, family emergencies, and participation in certain SFASU-sponsored events. Students are responsible for providing documentation for every absence, and the instructor will determine whether or not the absence meets the above criteria.
- Absences will automatically be considered UNEXCUSED without approval of written documentation provided to the instructor at the class immediately following the absence.
- Documentation of attendance will be the students’ signatures on the roll sheet available at the beginning of each class. **Failure to sign is considered an unexcused absence.** Signing for another student is considered academic dishonesty/cheating, and will be treated accordingly.
- Late arrivals are disruptive. If the attendance sign-in sheet has been removed by the instructor, please ask for it at the end of class, not when you walk in or whenever you remember it. Unauthorized late arrivals or early departures will be assessed as 1/2 of an absence, and two tardies or early departures constitute one absence. Missed work or lack
of participation will result in a grade of a zero for that day and student will not be allowed to make it up or turn work in late.

V. Course Expectations:

How to Pass This Course
• Regular and punctual attendance
• Participation and polite manners during class activities and discussions
• Focused attention on information being given by the instructor, and on classroom learning tasks (no texting or cell phone usage during class)
• Conscientious completion of all reading and writing assignments
• Taking necessary notes; following grading feedback on revisions
• Spend a significant amount of time per week outside of class on this course. You will not be able to pass the course if you do not keep up with outside reading and assignments.

Learning the Material
• Homework time will be used to read the textbook and do homework, including work on the three major essays in this course and any other activities.
• Class time will be spent applying the concepts you have read about in the textbook.
• Lab time will be spent on Pearson My Skills Lab site and other group activities.

V1. Course Evaluations:
Near the conclusion of each semester, students are prompted to electronically evaluate courses taken. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

VII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services
Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Failure Clause**

You can immediately earn an F in this course due to the following reasons:

- Your placement site asks for you to be removed
- You have more than 5 absences or 5 late arrivals/early departures
- You have violated school policy
- You have violated university policy
- You have violated the Texas Code of Ethics
- You have violated any state or federal law
- Failure to complete Intern Supervisor Assignments
- Any other egregious acts of non-professional behavior

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

All assignments will be turned in via D2L and will be checked for plagiarism using TurnItIn. Don’t cheat. Don’t plagiarize. You are planning on being a teacher. Teachers are held to a higher ethic than other professions. Also, your academic dishonesty makes life difficult for both of us. Do the work and grow as a professional. I take the time to give meaningful assignments. Take advantage of it and become an amazing teacher.

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

All students are expected to conduct themselves in a courteous, responsible, and mature manner to contribute to the cooperative learning environment of the classroom. Sleeping, inappropriate talking/texting, or other off-task behaviors are disruptive and may result in the loss of daily Attendance/Participation points. As a courtesy, ONE verbal warning (i.e., “Please put your cell phone away”) will be given if there is a disruption to the class. Afterwards, the instructor will deduct 33 points from a student’s daily grade for any single disruption that continues after the warning, up to as much as the full 100 points being deducted, and that student receiving a zero for the daily Attendance/Participation grade. **Students who persist in disruptive behavior will be asked to leave the class.**

VIII. Other Relevant Course Information:
Additional Information:

To complete a certification requirement related to public education in Texas you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

Mobile technology:

Please turn mobile phones and other mobile technology to silent prior to the beginning of class. REFRAIN from non-instructional use of mobile technology during class.

Disclaimer: This syllabus represents all the best expectations for this course; but it is subject to change, at the discretion of the instructor, at any given time. The instructor reserves the right to make changes or modifications in the course requirements as needed, and students will be notified of the changes accordingly and promptly.

VIII. Course Calendar will be available via D2L.