Instructor: Dr. D. Michelle Williams  Course Time & Location: web

Office: ECRC 209AA  Credits: 3 hours
Office Phone: 936-468-1597  Email:
Other Contact Information: williamsdm@sfasu.edu
Fax: 936 468 1701  Monday: By Appointment
Cell: 936-554-8510  Tuesday: 12:30-2:00
  Wednesday: 12:00-2:00 p.m.  Thursday: 12:30-2:00
  Friday: By Appointment

Emails from students will receive a response within 48 hours between Monday – Friday.

Prerequisites: None

I. Course Description:

Focuses on creating a positive productive classroom climate which builds self-discipline and which fosters responsibility and citizenship in middle level learners

This version of the MLG 540 course contains content that includes a series of modules for students to engage independently in reading module information and researching additional information for assignments a minimum of three hours per week. Students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read. There are two major projects in the course. Students are required to complete read a book on a classroom management model or theory to share with the class and develop an in-depth classroom management plan for their own classrooms. For every credit hour the student should expect two hours of class preparation outside of weekly class meetings.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- 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.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and 4/8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

**PLOs and SLOs and corresponding Assessments**

**PLO 3** The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (AMLE 3). (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii )

Element A: Middle Level Philosophical Foundations
Element B: Middle Level Organization and Best Practices

• SLO 3.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know 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 by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, 3) Understanding and practicing effective classroom management, d) effectively monitoring of students, 4) time management, 5) transitions, 6) managing/monitoring behavior, 7) safe physical spaces and accessibility (EC12 Texas PPR ST II)

  o SLO 1.1.1 Assessment – Classroom management plan (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  o SLO 1.1.2 Assessment – Book Review Presentation (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k,
III. Course Requirements (Assignments, Activities, Instructional Strategies, use of Technology):

1. **Discussions (10 pts each – 100 points total)**
   Each module includes a class discussion which requires students to make connections between the content and the middle level classroom. Each class member will be responsible for posting and responding to at least two other discussion posts.

2. **Book Presentation and Reflection (100 points total)**
   Book Review Presentation (70 points) and Reflection (30 points) Students will choose a book from the list provided, read it, and prepare a presentation to share with the class. All students will read and review all presentations and write a critical review/reflection of the presentations.

3. **Journal (10 points each – 100 points total)**
   Each module includes a reflective journal entry making connections between the content and the middle school classroom.

4. **Classroom Management Plan (100 points)**
   Each student will complete a comprehensive classroom management plan based on the materials and information provided in the course.

5. **Getting Started Contract Quiz, Get acquainted discussion, and Book Choice – 10 points each –30 points total**
   Included in the getting started module.

IV. **Evaluation and Assessments (Grading Scale):**

   A – 90-100%
   B – 80-89%
   C – 70-79%
   F – Less than 70%

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>

23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBi, TS2Aii

- SLO1.1.3 Assessment – Journals/Discussions
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan. 15</th>
<th>Getting Started / Syllabus and Timeline</th>
<th>Getting Started Contract Quiz and Book Choice submitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Jan. 21</td>
<td>The Critical Role of Classroom Management</td>
<td>Marzano Ch. 1, Discussion 1, Journal 1</td>
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<tr>
<td>Week 3</td>
<td>Jan. 27</td>
<td>Rules and Procedures</td>
<td>Marzano Ch. 2, Discussion 2, Journal 2</td>
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<tr>
<td>Week 4</td>
<td>Feb. 3</td>
<td>Disciplinary Interventions</td>
<td>Marzano Ch. 3, Discussion 3, Journal 3</td>
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<tr>
<td>Week 5</td>
<td>Feb. 10</td>
<td>Teacher-Student Relationships</td>
<td>Marzano Ch. 4, Discussion 4, Journal 4</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb. 17</td>
<td>Mental Set</td>
<td>Marzano Ch. 5, Discussion 5, Journal 5</td>
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<tr>
<td>Week 7</td>
<td>Feb. 24</td>
<td>The Student’s Responsibility for Management</td>
<td>Marzano Ch. 6, Discussion 6, Journal 6</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar. 9</td>
<td>Spring Break!</td>
<td>No School!</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar. 16</td>
<td>Getting off to a Good Start</td>
<td>Marzano Ch. 7, Discussion 7, Journal 7</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar. 23</td>
<td>Management at the School Level</td>
<td>Marzano Ch. 8, Discussion 8, Journal 8</td>
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<tr>
<td>Week 12</td>
<td>Mar. 30</td>
<td>Review Peer Presentations</td>
<td>Complete reflections/critique of Book Presentations</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr. 6</td>
<td>Managing the Madness</td>
<td>Read Berckemeyer book, Discussion 9, Journal 9</td>
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<tr>
<td>Week 14</td>
<td>Apr. 20</td>
<td>Working with Students</td>
<td>Read Chapters 3, 4, and 5. Discussion 10, Journal 10</td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr. 27</td>
<td>Classroom Management Plan</td>
<td>Work to finalize plan.</td>
</tr>
<tr>
<td>Week 16</td>
<td>May 4</td>
<td>Classroom Management Plan</td>
<td>Due at 11:59 p.m. on May 4th at 11:59.</td>
</tr>
</tbody>
</table>

VI. Readings (Required Texts and Other Materials):

**Required Texts:**


Readings (choose one by Sept 11 and submit title to professor):


Flippen, Flip. ( ) Capturing Kid’s Hearts.


Sources for Texts:
All of the above texts may be acquired from the SFASU Barnes & Noble Bookstore or directly from the National Middle School Association (see URL below). When ordering texts from any source be sure to order by ISBN number to insure receiving the correct edition of the textbook. This is especially important if ordering from a source other than the SFA B&N Bookstore. When you receive your books, double check the ISBN numbers to make sure that you have received the correct edition. Earlier editions of the texts do not include all of the reading assignments in the later editions.

**Web Sites:**
- The Texas Education Agency [http://www.tea.state.tx.us](http://www.tea.state.tx.us)
- State Board of Educator Certification [http://www.SBECOnline.state.tx.us](http://www.SBECOnline.state.tx.us)
- SFASU Office of Instructional Technology [http://www.oit.sfasu.edu](http://www.oit.sfasu.edu)
- Association of Middle Level Education [http://amle.org/](http://amle.org/)
- Texas Middle School Association [http://www.tmsanet.org](http://www.tmsanet.org)

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

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In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Attendance**

This course meets in cyberspace. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay
abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L. Professionalism points will be deducted if there are modules or portions of modules that you have not completed.

Late Work

Assignments are due as assigned. Late work will not be accepted except with prior arrangements from the instructor. All work must be completed to receive an A in the course.

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, 468-3004/468-1004 (TDD) 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/.

Academic Integrity (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, 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).

Withheld Grades Semester Grades (Policy 6.5)
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.

Acceptable Student Behavior (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. 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 policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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, driver’s 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.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-maillivetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.