



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

EDU 200 Classroom Management Syllabus

EDU 200 A Fall 2017

Instructor and Class Information

Instructor Name	Brenda Rhone
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Office Location	Main Education Building, Room 122
Office Hours	M -F 2:00-3:00
Section Number	A
Start Date	8/22/2017
End Date	12/7/2017
Meeting Times	Tuesday-Thursday 9:00-9:50
Location	Main Education B02

Course Information

Course Number	EDU 200
Course Title	Classroom Management

Course Description

This course will prepare prospective educators to be responsive to the needs of students by providing a classroom environment in which all students can grow and thrive, including those from culturally, linguistically and ability diverse backgrounds. Course participants will experience various approaches and models for classroom discipline and develop their own personal style. They will also explore practical techniques for organizing and arranging classrooms to maximize learning.

Total Credits	2.00
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Textbooks

Jones, F. (2013). Tools for teaching (3rd Ed.). Fredric H Jones & Associates, Inc; ISBN: 0-9650263-3-8.

Wong, H. & Wong, R. (2009). The First Days of School. Fourth Edition. Wong and Wong Publications, Inc. ISBN 978- 0-9764233-1-7

Course Objectives

- 1. Examine various models and approaches to classroom management.**
- 2. Determine how productivity can be maximized in classrooms through careful organization of time, space, materials, equipment for instruction, communication, questioning techniques and instructional planning.**
- 3. Research the importance of parent involvement in education and how it is related to successful classroom management.**
- 4. Apply the integration of technology to educational and non-educational duties.**

Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

Conference Attendance

All UTTC students participate in the United Tribes Technical College Tribal Leaders Summit & Trade Show in September at the Bismarck Event Center. Students are expected to be at the Summit from 1:00pm to 3:00pm on Tuesday and 9:00am to 3:00pm on Wednesday and Thursday. Transportation to and from the campus will be provided. Sign in sheets will be available at the registration tables for all students to sign upon arrival and again at departure.

At the conclusion of the Tribal Leaders Summit, the student is expected to write an essay on how the session presentation connected to the "Communities – Stronger Together" theme. Include the title of the sessions attended, the names of the presenters, a brief description of the content presented in each session, the presenter style, and how the sessions connected to the theme. Visiting the exhibit hall can be included as a session. The essay is considered an assignment for each one of the students' courses and is recorded as either points or a letter grade. One reflection paper can be submitted for multiple courses.

Policy For Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

UTTC Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

Evaluation of Student Performance (Including Grading Policy) Evaluation Criteria:

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following breakdown of percentage points earned:

- 50% Projects & Assignments
- 30% Course Participation
- 20% Assessments

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor unless requested to send assignments electronically. It is essential that you save an electronic version of all your assignments for this class. A Google shared folder should be utilized.

North Dakota ESPB Teacher Standards Related to Course Objectives 3b 3d 5a 5c

- 50015.3 Instruction
- 3b. Adaptation to Diverse Students
 - 3d. Active Engagement in Learning
 - 50015.5 Professionalism
- 5a. Practices and Behaviors of Developing Career Teachers (Assessed)
 - 5c. Collaboration with Families
 - Program Outcome: 4 Empowerment, Equity, & Inclusion

UTTC Policies

Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes.

It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Elementary Education Standard	Assessment	Required Artifacts for Portfolio
50015.3 Instruction <ul style="list-style-type: none"> 3b. Adaptation to Diverse Students 	Required reflections	<ul style="list-style-type: none"> Reflections
Program Outcome 2: Applications of Pedagogy with Learning Environments To develop skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to learning of all students. (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 3,4,5,6 and 8)	Required reading and reflection logs on assigned reading and completed philosophy that includes a welcome letter to future students' families	<ul style="list-style-type: none"> Classroom Management Philosophy Welcome Family Letter

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance. They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.