

Managing Learning Environments EDUC 382, 1 credit

Syllabus

Spring/2021

Virtual

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Office Hours: By Appointment
Course Type: Online
Prerequisite: Psych 110, Admission to Professional Education, EDUC 381(or in conjunction)

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Course Description

- This course provides theories and strategies for improving engagement through research-based approaches, student behavior management, and learning communities.

Course Learning Outcomes

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

1. **STUDENTS WILL DESIGN A CLASSROOM LEARNING ENVIRONMENT UTILIZING RESEARCH-BASED APPROACHES FOR LEARNER RELATIONAL, BEHAVIORAL, AND COGNITIVE ENGAGEMENT.**
2. **STUDENTS WILL DESIGN LESSONS UTILIZING INTERPERSONAL APPROACHES FOR RELATIONAL, BEHAVIORAL, AND COGNITIVE ENGAGEMENT.**
3. **STUDENTS WILL DEVELOP RELATIONAL, BEHAVIORAL, AND COGNITIVE ENGAGEMENT ASSESSMENT TOOLS TO DETERMINE EFFECTIVENESS FOR CLASSROOM IMPROVEMENT/MODIFICATION.**
4. **STUDENTS WILL PROVIDE A MODEL FOR CONFLICT RESOLUTION FOR IMPROVED RELATIONSHIPS AND COMMUNICATION WITH AND AMONG LEARNERS.**
5. **STUDENTS WILL EXPLAIN THEIR LEGAL RESPONSIBILITIES TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT AND THE PROCESS INVOLVED.**

Evaluation/Course Requirements

Learning Requirements	Points
<u>Assignments and Exercises</u> (Criterion based)	
Discussion Posts (12X4)	75
Mini-Projects (10 x 10)	100
Classroom Management Project (Portfolio)	100
Total Points	275

Assignments and Exercises (Criterion based)

Discussion Posts: The instructions for the weekly discussion posts stay the same. Readings will be posted for the week and you will give a 200-300 word response to something you specifically read that you found particularly interesting, related to your own life (life to text connection), or that you might have disagreed with. This post is meant for you to expand the ideas of the readings rather than summarizing what was stated (**3 points**). You will then responds to one other student's post; however this needs to be more meaningful than simply saying you agree with what was said. If you agree, go into detail about why that is or add more in another way to what your peer stated (**1 Point**).

Purpose: The purpose of this assignment is to make your reading more purposeful and to ensure you are prepared to discuss the topics covered.

Connected outcome(s):

- Theoretical perspectives that specify which observations are relevant; theories to explain the phenomena of interest; and theories that can generate predictions that can be tested by new observations.
- Understand why more empirical data is needed to supply answers to the questions.
- Contextual and stakeholders influences on the educational process.

Assessment of the forces of discrimination, racism, on faculty, students, curriculum, instruction, and assessment in school programs.

Required Textbook

Davis, H., Summers, J., & Miller, M. (2012). *An interpersonal approach to classroom management: Strategies for improving student engagement*. Thousand Oaks, CA: Corwin, SAGE publications.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Technology Statement: This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

Adopted from Lynn Hernandez, Brown University

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A	77 – 79% = C+	
90 – 93% = A-	74 – 76% = C	< 63% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me at:



Call my office at any time (715-261-6258). Leave a voicemail if I do not answer.



Zoom Videoconference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

I am available by appointment. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

Course Attendance

Attending to course materials will likely be the single most important factor in determining your performance and grade in the course, so plan to read the material several times if necessary. You will have at least one project, exercise, test, and/or discussion that will impact your grade weekly.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend to your materials regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

Late assignments will not be accepted without prior approval (request submitted by email). Submit all assignments by the posted due date to the appropriate location by the due date prior to class that class period for discussion of material.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible

to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials

- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course Schedule

Also available on Canvas

Course Outline

(Subject to Change)

Week	Class Date	Topics, Activities, and Labs	Assignments Due Before Class on Friday
1	January 24	Day 1: Introduction: Syllabus	*Syllabus Questions Due 1/26 11:59
2	January 31	Preface and Course Outline Reporting Child Abuse and Neglect (Annual Requirement)	Preface RG Questions Due by 9 a.m.
3	February 7	Introduction: Traditional vs. Relationship Based Approaches Self-Reflection: Complete the PCI: 1. What do the scores tell you about your orientation toward classroom management? 2. Where might these beliefs originated?	Introduction & RG Questions Complete & Submit the PCI Survey (pg. 15) Submit your mock Class Demographic Report
4	February 14	Chp. 1: Student Engagement Chapter 1 Reading Guide: Describe the three types of student engagement, as discussed in this chapter, and why are each important to help maintain effective classroom management?	Read Chp. 1 & RG
5	February 21	Chp. 2: How Do I Organize my Classroom for Engagement Read, <i>An Interpersonal Approach</i> , pgs. 35-48. Answer each question with 3-5 complete, clear and thoughtful sentences based on the reading. 1. What does the term <i>consistency management</i> mean and why is it important? 2. How can you/learners establish clear routines?	Read Chp. 2 & RG Classroom Routines/Rituals Due
6	February 28	Chp. 3: A Classroom Climate that Supports Engagment Classroom Design Video & Quesions Conflict Resolution	Chp. 3 & RG Classroom Design Video and Questions Classroom Norms Due
7	March 6	Chp. 11: Motivation (Snowman & McCown, 2015) Reading Guide Part One	Read Chp. 11 Part One & RG
8	March 13	Chp. 11: Motivation, (Snowman & McCown, 2015) Reading Guide Part Two	Read Chp. 11 Part Two & RG ***Motivational Activities Project
9	March 27	Chp. 4 How do I model Caring Relationships? Reading Guide	Read Chp. 4 & RG
10	April 3	Chp. 5: How can I build supportive peer Reading Guide	Read Chp. 5 & RG
11	April 10	Chp. 12 (Snowman & McCown, 2015) Reading Guide	Read Chp. 12 & RG ***Conflict Resolution Plan

12	April 17	Chp. 13 (Snowman & McCown, 2015) Part One Reading Guide	Read Chp. 13 Part One & RG ***Cognitive Engagement Lesson Plan
13	April 24	Chp. 13 (Snowman & McCown, 2015) Part Two Reading Guide	Read Chp. 13 Part Two & RG ***Relational Engagement Lesson Plan
14	May 1	Chp. 7 Self-Regulated Classroom Reading Guide	Read Chp. 7 & RG ***Behavioral Engagement Lesson Plan
15	May 8	Chp. 8 Reading Guide	Read Chp. 8 & RG
16	May 11- Final Week TBA	Portfolio Project Due ***No Late Submissions Allowed	Scanned and uploaded Portfolio Project Due