

# EDUC 382

## Managing Learning Environments

**SPRING 2018** (04/10 - 05/10)

**Section 2:** T & R 11:00-12:15 at Room CPS 233

**Section 3:** T & R 12:30-13:45 at Room CCC 114

**Section 4:** T & R 14:00-15:15 at Room CPS 230



**Instructor:** A. Kadir Bahar, Ph.D.

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**Office:** CPS 446

**Office Hours:** Wed, 10:30 –11:30 am

<b>Course Level</b>	Undergraduate level (1 credits)
<b>Prerequisites</b>	EDUC 381 or instructor's consent
<b>Required Text</b>	<b>Rental</b> - Bianco, A. (2002). One-minute discipline: Classroom management strategies that work! San Francisco, CA: John Wiley & Sons, Inc.

### COURSE DESCRIPTION

This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, lab activities, and other arrangements for classrooms in general and special education.

#### Course Objectives

After successfully completing this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Explain the issues, methods, ideas, and models used by social scientists to investigate human behavior, especially in classrooms and schools, and then apply this understanding to create inclusive, welcoming learning environments in which all students can succeed.
2. Respond effectively to student behavior that promotes or impedes such environments

This course focuses on these InTASC Model Core Teach-

ing Standards:

1. Learner Development (a, b, c, f, h, i, j, k)
2. Learning Differences (a, d, f, g, h, j, k, l, m, n)
3. Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r)
4. Leadership and Collaboration (a, b, c, d, g, j, l, m, n, o, p, q, t)

This course isn't aligned with Common Core State Standards. This course includes an introductory unit on Response to Intervention (RTI) and Positive Behavior Interventions & Supports (PBIS).

Parts of this course will help familiarize you with **Wisconsin Model Early Learning Standards**.

### WHAT'S IN THIS SYLLABUS

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# COURSE EVALUATION



## Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. All the assignments are listed in the **D2L**. Directions and rubrics for all the assignments are listed in **D2L** too.

Please read the directions and rubric for each assignment carefully. All assignments must be submitted via **D2L** unless otherwise indicated. You must save all your work electronically and also in hardcopy format for your records before submitting it. I'm always happy to answer questions on an assignment, please don't hesitate to ask. All submissions must be typed using **12-point Times New Roman** font, with **1 inch margins** on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included. Please name your files as follows: **lastname.assignmentname** (example: bahar.bookreview)

#	Assignments	Points Possible	Due	
1	Attendance	10	End of Course	
2	Model / Case Presentation	15	Rotating	Class Time
3	Movie Analysis Paper	15	Thursday, April 26	11:59:00 PM
4	Learning Environment Plan	25	Tuesday, May 8	
5	Exam	35	Thursday, May 10	Class Time
	Total	100		

## GRADING SCALE

94-100% = A	77-79.9% = C+
90-93.9% = A-	73-76.9% = C
87-89.9% = B+	70-72.9% = C-
83-86.9% = B	60-69.9% = D
80-82.9% = B-	Below 60 = F

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

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## Model / Case Presentation

This is a lesson taught by a team of 2-3 students. Each group is assigned to a case and an established management model. Your group finds solutions to the problem in the case and give practical advices for teachers with an emphasis on the big ideas in the model .

As part of your lesson, you will be given a case to find effective solutions. You must explicitly describe your responses to assigned cases. You should explain how your response is based on your model. Models, cases and dates will be given by the instructor. Teams will form through a signup sheet

on google-doc sent via a link in an email. Groups are expected to prepare a presentation and lead discussion regarding their model / case.

The case method or case-based learning is one of the most motivating and effective ways to structure instruction and engage students in meaningful learning. In thinking though and discussing authentic cases of teaching and learning, you will come to further understand of how the theoretical concepts discussed might be applied to actual scenarios or dilemmas that teachers routinely confront.

RUBRIC and detailed info for this assignment will be introduced later in the class.



"Mr. Wickers called me 'gifted' in front of the whole class. I'm ruined."

## Learning Environment Plan

An essay that communicates your philosophy and understanding for creating effective learning environment and its implications for instruction will determine 25 % of your grade in this course. It is a summative exercise to demonstrate what you've learned in this course.

This essay will contain: *A Description of your Philosophy of Classroom Management, A Description of your Procedures and Rules, and A Description of your Communication Strategies*

RUBRIC and detailed info for this assignment will be introduced later in the class.

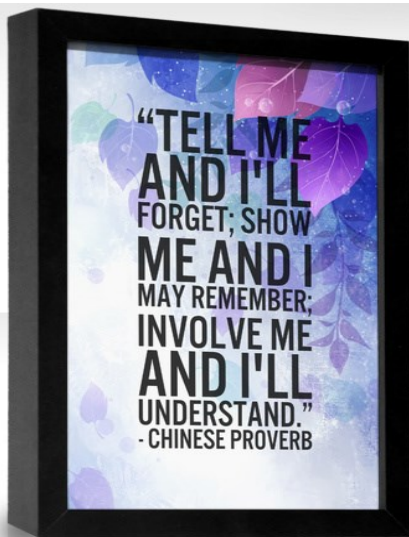
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## Movie Analysis Paper

The purpose of the paper is to prompt you to critically apply the course concepts using a specific example of education. In this assignment you will watch a movie **“The Ron Clark Story”** telling a true story of an inspirational teacher. Your paper will be an analysis of the classroom management strategies evident in the movie.

The purpose of the paper is to prompt you to critically apply the course concepts using a specific example of education. More information about this assignment will be available later in the course. **RUBRIC** and detailed info for the assignment will be introduced later in the class.



## Exam

There will be only **one (1) in-class exam** on the designated dates in this course. Exam may include multiple choice, true/false, short answer/ listing, or essay. Specific details regarding each exam will be discussed prior to exam date. Make-up exams will not be given without sufficient cause (medical, legal, or familial; see below for more information). Lastly, all approved make-up exams must be completed prior to the last day of final exam week.

## Late Assignments

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

# COURSE POLICIES



## Attendance

Attendance in the class is mandatory. Each class will involve discussion of the readings, mini-lectures, and in-class projects and activities. It is in your best interest to attend every class, and to participate *actively*. When you are absent from class, the class as a whole and you as an individual miss an opportunity to learn. However, I also understand that emergencies and illnesses occur and those events may cause you to miss class. You are allowed only **2** absences for illness or personal emergency from this course.

At the end of the course, if you miss **1 or less** classes, you will receive full **10 pts** for attendance; and after the **first class** missed you will have deduction of **1 point** for each class missed. More than **2** absences are a serious cause for concern; they will necessitate a conference with me and may result in a failing grade for the course.

## Special Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies . If you have a disability and want an accommodation, please register with the **Disability Services and Assistive Technology Office** and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an incomplete in this course).



*It is the  
supreme art  
of the teacher  
to awaken joy  
in  
creative  
expression  
and  
knowledge.*

ALBERT EINSTEIN

# COURSE POLICIES



## Academic Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities . This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

