



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education

Title of Course: ECED 4300 CRN: 19046 Responsive Classroom Management	Credits: 3
Semester: Fall 2021	Instructor Information: Name: Dr. Jessica Slade PhD Office: EDUC 603 Office hours: Wednesday and Thursday 9am-2pm Emails will be answered within 24-48 hours Monday –Friday 9am-4pm MT. Email: jdgaines@utep.edu Office Phone: (915) 747-5566
Day/Time: Hybrid Face to Face: Weeks 1, 3, 5, 7, 9, 11, 13, 15 Asynchronous online: Weeks 2, 4, 6, 8, 10, 12, 14, 16	

Course Description:

Responsive Class Management: This course adopts an encompassing view of classroom management, including: positive child guidance strategies, inclusive social organization strategies and the design of engaging learning environments. It covers the psychosocial foundations of current child guidance strategies and practical approaches to promoting effective child-teacher, peer-peer and large group interactions. Emphasis is placed on ways teachers can foster respectful and responsive relationships with and between students, as well as techniques for nurturing self-regulation, self-motivation and self-esteem in children.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECED 4357 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Identify and evaluate different classroom management approaches and the role they play in the physical, emotional, social and intellectual development of children;	Practice Connection Journal; Deeper Look
2. Analyze biological and socio-cultural theories and related empirical research regarding children’s development and the relationship to children’s behavior;	Practice Connection Journal; Deeper Look
3. Critically examine various approaches to classroom management and its application in classrooms of students with a wide range of diverse needs;	Practice Connection Journal; Deeper Look
4. Identify and implement ways to modify curricula, materials, and the environment to accommodate individual student differences;	Practice Connection Journal; Deeper Look; Final Project
5. Design engaging learning environments that foster and facilitate positive and effective child-teacher, peer-peer and large group interactions to promote: collaborative, respectful and responsive relationship, self-regulation, self-motivation and self-esteem in children;	Practice Connection Journal; Deeper Look; Midterm Project
6. Define the teacher’s role in creating a positive learning community, including modifications for meeting students’	Practice Connection Journal; Deeper Look; Final Project

needs; developmental appropriateness; curricular goals as stated in state and national standards.	
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Texas Teacher Standards:

TEXAS TEACHING STANDARDS ECED 4300 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Standard 1-C. i-iii Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.	Practice Connection Journal; Deeper Look; Final Project
2. Standard 1-D. i-iii Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.	Practice Connection Journal; Deeper Look; Final Project
3. Standard 1-E. i-iii Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.	Practice Connection Journal; Deeper Look; Final Project
4. Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.	All ECED 4300 Assignments
5. Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.	All ECED 4300 Assignments
6. Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.	All ECED 4300 Assignments

Required Text & Readings:

You will need to bring your text book with you to every class.

1. Kohn, A. (2006). *Beyond Discipline: From compliance to community*. ISBN-13: 978-1-4166-0472-3
ISBN-10: 1-4166-0472-3

An electronic copy of this textbook is available at:

https://utep.primo.exlibrisgroup.com/permalink/01UTEP_INST/uk4am/alma991022959325907051

2. Other readings provided electronically on Blackboard

Required Supplies

You may need drawing utensils (colored pencils, markers, or crayons). You may also need paper for drawing at home.

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary

probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

COVID-19 Precautions: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Instructor's Face to Face Policies (See Digital Citizenship on BlackBoard for Asynchronous online Policies)

As a member of this learning community, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester)

- *Electronic communication is essential to the course.* You should check your UTEP (miners) email, and Blackboard several times a week for announcements and updates. **Additionally you should adhere to the policies in digital citizenship for all email communication!**
- *On time attendance is Mandatory for FACE TO FACE classes.* Class will begin promptly on time, as a three-hour course, you should plan on being in class for the entire time. **Two (2) late arrivals or leaving early will count as one unexcused absence.** Additionally, if you must be absent (illness, family emergency, etc.), you must notify the instructor by email. Please note that in the case of missing class, it is *your* responsibility for obtaining the information covered during that period from one or more of your classmates (in-class assignments will not be allowed to be made-up). **More than 3 absences will result in automatic failure of the course** (late arrivals are calculated within these, therefore on time attendance is STRONGLY encouraged). Additionally, **missing more than 3 assignments (in-class or online) will result in automatic failure of the course.**
- *You are expected to turn your phone on silent, and only use it for purposes of this class.* (TEKS app is an example).
- *This course follows a set calendar.* You should refer to the syllabus for all due dates and class schedules. **Late assignments will not be accepted.**
- *You are expected to come to class prepared to join our learning community.* This includes completing all assigned readings and activities prior to class. You should plan to wear comfortable clothes to class and dress casually (as we will be learning, and this can get messy!) We may also spend some time sitting on the floor, so you are encouraged to dress appropriately.

- *Your work is expected to be your own.* Cheating will not be tolerated. This includes plagiarism! It is required that you write your own thoughts and ideas. SafeAssign will be utilized for written assignments on BlackBoard.
- *You are expected to exhibit appropriate behavior for a higher learning environment.* Mutual respect is expected at all times in the classroom. Our ideas and beliefs shape who we are, and will differ from our peers; sharing these within a classroom allows us to learn different perspectives and points of view, but can only happen successfully if everyone in the classroom is respectful of individual ideas. All the information discussed between peers or within the class should be kept confidential, thus providing a safe atmosphere for creative express, free of judgement.
- *You are expected to also follow the policies outlined in the Digital Citizenship Document found on the Syllabus Page on BlackBoard.*

Evaluation & Coursework Requirements of Students:

Coursework Requirements

Syllabus Quiz	P/F
Practice Connections Journal	350
Deeper Look	350
Midterm Project	150
Final Project	150
Total	1000

How grades are Determined

Grade	Earned Points
A	900-1000
B	800-899
C	700-799
D	600-699
F	Below 600

Syllabus Quiz

You will take the syllabus quiz the first week of class. You can take it as many times needed but you will need to pass this quiz to continue in the class in good standing.

Practice Connections Journal

You will a total of 14 Practice Connection Journal entries worth 25 points each (14 x 25pts = 350pts). You will submit your journal either through FlipGrid or on the BlackBoard Discussion Board. For Journal entries that are submitted on FlipGrid, you will be required to use your UTEP miners email address, and register your account with the name that matches that on the class roster. You will submit these by Wednesday, 11:59pm MT each week. You will also respond with reflective connection statements (see rubric) by Friday, 11:59pm MT. Specific directions and rubrics are found on BlackBoard.

Deeper Look Assignments

Deeper Look assignments will focus on the topic of the week and practical applications of that concept in a classroom. You will have a total of 14 Deeper Look assignments worth 25 points each (14 x 25pts = 350pts). You will post on BlackBoard by Friday by 11:59pmMT, and will respond to at least 2 peers with quality feedback (see rubric) by Sunday by 11:59pm MT. Specific directions and rubrics are found on BlackBoard.

Midterm Project

As your midterm project you will interview a “novice teacher” (a teacher relatively new to the teaching field, with 5 or less years of experience). You will gain valuable information about the difficult challenges these teachers encounter with regards to managing a classroom. You will then utilize the material already covered throughout the semester to analyze the theoretical perspectives and practices of the individual classroom, grade level, and the school. Specific directions and rubrics are found on BlackBoard.

Final Project

You will not have a Final exam for this course, instead you will be required to complete a practical based project. Specific directions and rubrics are found on BlackBoard.

Class Schedule: Please note that the schedule below is subject to change.

Week	Topic	Assignments	Points
Week 1 (8/23 – 8/29) EDUC 201	Introductions; syllabus;	Practice Connections Journal: A Sense of Place	25
		Deeper Look: Discipline vs Guidance	25
		Quiz: the syllabus	P/F
Week 2 (8/30 – 9/5) Online Asynchronous	Who and Why we “Manage”?	Practice Connections Journal: do you like to be managed?	25
		Deeper Look: The Nature of Children	25
Week 3 (9/6 – 9/12) EDUC 201	Do we manage?	Practice Connection Journal: who do we manage?	25
		Deeper Look: Intrinsic vs Extrinsic motivation	25
Week 4 (9/13 – 9/19) Online Asynchronous	Our views of Children	Practice Connection Journal: How I view of children	25
		Deeper Look: Blaming the Kids	25
Week 5 (9/20 – 9/26) EDUC 201	Behaviorism	Practice Connection Journal: Behaviorism	25
		Deeper Look: Bribes and Threats	25
Week 6 (9/27 – 10/3) Online Asynchronous	Consequences	Practice Connection Journal: Actions and Consequences	25
		Deeper Look: “Logical?”	25
Week 7 (10/4 – 10/10) EDUC 201	Humanism	Practice Connection Journal: Humanism	25
		Deeper Look: What is “control”?	25
Week 8 (10/11 – 10/17) Online Asynchronous	Midterm	Midterm Project	150
Week 9 (10/18 – 10/24) EDUC 201	Connections	Practice Connection Journal: Connections	25
		Deeper Look: Connections	25
Week 10 (10/25 – 10/31) Online Asynchronous	Choice	Practice Connection Journal: Choice	25
		Deeper Look: Is there a choice?	25
Week 11 (11/1 – 11/7) EDUC 201	Relationships	Practice Connection Journal: Relationships	25
		Deeper Look: Is everyone here?	25
Week 12 (11/8 – 11/14) Online Asynchronous	Styles of Teaching	Practice Connection Journal: Teaching styles	25
		Deeper Look: What is your style?	25
Week 13 (11/15 – 11/21) EDUC 201	Dealing with Challenges	Practice Connection Journal: Dealing with challenges	25
		Deeper Look: Challenges?	25
Week 14 (11/22 – 11/28) Online Asynchronous	Dealing with Challenges #2	Pracitce Connection Journal: More challenges	25
		Deeper Look: More challenges?	25
Week 15 (11/29 – 12/5) EDUC 201	PBIS	Pracitice Connection Journal: PBIS	25
		Deeper Look: PBIS	25
Week 16 (12/6 – 12/10) Online Asynchronous	Final Project	Final Project	150
Total Possible Points			1000