



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

<b>Title of Course:</b> ECED 4300 CRNs: 19115, & 19116 Responsive Classroom Management	<b>Credits:</b> 3
<b>Semester:</b> Fall 2022	<b>Instructor Information:</b> Name: Dr. Jessica Slade PhD Office: EDUC 603 Email: <a href="mailto:jdgaines@utep.edu">jdgaines@utep.edu</a> Office hours: Email for an appointment. Emails will be answered within 24-48 hours Monday – Friday 9am-4pm MT (usually sooner). <b>NO EMAILS WILL BE ANSWERED ON SUNDAYS</b>
<b>Day/Time:</b> Face to face [except where specified] <b>19115:</b> Friday 9:00am-11:50am MT <b>19116:</b> Saturday 9:00am-11:50am MT <b>Room:</b> EDUC 201	

**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;	Deeper Look
2. Analyze biological and socio-cultural theories and related empirical research regarding children’s development and the relationship to children’s behavior;	Deeper Look
3. Critically examine various approaches to classroom management and its application in classrooms of students with a wide range of diverse needs;	Deeper Look
4. Identify and implement ways to modify curricula, materials, and the environment to accommodate individual student differences;	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;	Deeper Look, Midterm Project
6. Define the teacher’s role in creating a positive learning community, including modifications for meeting students’	Deeper Look, Midterm Project, Final Project

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

<b>TEXAS TEACHING STANDARDS ECED 4300 students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. Standard 1-C. i-iii Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.	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.	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.	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](https://utep.primo.exlibrisgroup.com/permalink/01UTEP_INST/uk4am/alma991022959325907051)
2. [OPTIONAL] Watson, M. & Ecken, L.(2019). *Learning to Trust: Attachment theory and classroom management*. ISBN-13: 978-0190867263  
ISBN-10: 0190867264
3. 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](http://epstrong.org)

### **Instructor and Course Policies:**

As a member of the learning community of this class, 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):

1. *You are expected to actively engage in the learning community of this class.*  
This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.
2. *You are expected to exhibit appropriate behavior for a higher learning environment.*  
Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful

of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain; so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in ON TIME.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will NOT be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing three assignments, and/or three face to face class sessions will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual

circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

*If Blackboard is down and you cannot get into our course site to post work by the required due date:*

ALL coursework should be posted in our online course site with the exception of in-class assignments. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at [jdgaines@utep.edu](mailto:jdgaines@utep.edu)) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

4. *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).
5. *You work is expected to be your own.*  
Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think; not how clever you are at getting around the rules.... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.
5. *You are expected to contact me for help if needed throughout the semester.*  
My office hours for this spring are by appointment. Please email me to set up a day/time for a phone or Zoom meeting.

My email is [jdgaines@utep.edu](mailto:jdgaines@utep.edu). Please include your first and last name and the title of the course you are taking with me in the body of your message. **PLEASE NOTE: I answer email Monday-Friday from 9am-4pm. If you send me an email after 4pm on Friday afternoon, you will not receive a response from me until mid-Morning on the following Monday. Therefore, if you need to reach me on a Friday, email early!** You can expect a response from me with 24 hours (usually sooner) for any email communication you send during the week.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email, phone, Zoom). I *strongly*

encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

### Evaluation & Coursework Requirements of Students:

#### Coursework Requirements

Syllabus Quiz	P/F
Deeper Look	700
Midterm Project	150
Final Project	150
<b>Total</b>	<b>1000</b>

#### 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. You will receive an announcement once this is available for you to take.

### Deeper Look Assignments

Deeper Look assignments will focus on the topic of the week and practical applications of that concept in a classroom. These assignments will be focused on four types of activities:

- Reflect it! For this type of deeper look, you will be asked to discuss the information that you have gained for that week. You will reflect on your own experiences as a student and what you have observed in classrooms and how it relates to the information presented.
- Design it! For this type of deeper look, you will be asked to create plans based on specific approaches to classroom management and specific theories for behavior management and classroom dynamics.
- Assess it! For this type of deeper look, you will be asked to review and evaluate some provided materials or practices in relation to what we have covered and learned.
- Question it! For this type of deeper look, and possibly the most difficult, you will be asked to question the very practices that may have inspired you to become a teacher. You will be asked to think about the long term consequences of these practices on students, as well as questioning the effectiveness of the practice for the “greater good”.

The point of each submission (regardless of type) is for you to show the knowledge you have made and to make critical connections to the content topic of the week.

Deeper Look Assignments for face-to-face weeks will rely on in-class activities to complete the second part of the assignment as homework. You will have a total of 14 Deeper Look assignments worth 50 points each (14 x 50pts = 700pts). Specific directions and rubrics are found on BlackBoard.

### Midterm Project

Your midterm is a given scenario where you are a new teacher! You will first give child descriptions of made up children from your own experiences. You will then pick a peer’s description to address the needs of the children they described so that they will thrive in your classroom. Specific directions and rubrics are found on BlackBoard.

### Final Project

As your final 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.

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

Dates	Topic	Tasks	Due	Points
Week 1 (8/22 to 8/28)	Introductions & syllabus	Deeper Look: Pain and Trauma	In Class	50
		Quiz: Syllabus	Sun	P/F
<b>Week 2</b> (8/29 to 9/4) <b>Online</b>	Trauma and Humanism	Deeper Look: Maslow's Hierarchy of Needs	Sun/Tues	50
Week 3 (9/5 to 9/11)	Nature of Children	Deeper Look: Nature of Children	In Class	50
<b>Week 4</b> (9/12 to 9/18) <b>Online</b>	"manage"	Deeper Look: Power and Management	Sun/Tues	50
Week 5 (9/19 to 9/25)	Our Views of Children	Deeper Look: Our Views of Children	In Class	50
Week 6 (9/26 to 10/2)	Behaviorism	Deeper Look: Bribes and Threats	In Class	50
<b>Week 7</b> (10/3 to 10/9) <b>Online</b>	Midterm	Midterm Project	Fri/Sun	150
Week 8 (10/10 to 10/16)	Behaviorism Continued	Deeper Look: Reflecting on all the new information	Sun/Tues	50
Week 9 (10/17 to 10/23)	Choice	Deeper Look: Choice Theory	In Class	50
Week 10 (10/24 to 10/30)	Hidden Curriculum and Bias	Deeper Look: Hidden Curriculum	In Class	50
Week 11 (10/31 to 11/6)	The Disruptors	Deeper Look: The Disruptors	In Class	50
Week 12 (11/7 to 11/13)	Relationships	Deeper Look: Classroom as Community	In Class	50
Week 13 (11/14 to 11/20)	Institutional Standards	Deeper Look: Institutionalized Expectations	In Class	50
<b>Week 14</b> (11/21 to 11/27) <b>Online</b>	TBA	Deeper Look	Sun/Tues	50
Week 15 (11/28 to 12/4)	TBA	Deeper Look: Putting it all together	In Class	50
<b>Finals</b> (12/5 to 12/9) <b>Online</b>	Final Project	Final Project	Wed/Fri	150