



Nia, oya g t-taccui am hab e-ju.
(See, our dream fulfilled.)

Syllabus: EDU 203 – Managing the Classroom and Classroom Relationships

Course Information	
Course Prefix/Number: EDU 203 Course Title: Managing the Classroom & Classroom Relationships Credit Hours: 3 Semester: Fall, 2019 Campus: Komckuḍ E-Wa:'osidk Maşcamakuḍ	Class Days: Thursdays Class Meeting Times: 4:00 to 6:30pm Class Meeting Room: Central, 303 First Day of Class: August 22 Final Day of Class: December 12, 2019

Instructor Contact Information	
Name: Duff (Duffy) Galda Office Phone & Voice Mail: 520-383-1085 Cell Phone: 520-609-1877 E-mail: dgalda@tocc.edu	Office Hours: Tues/Wed/Thurs 1:30 - 3:15 Office Location: Ha-Maş Kamdam Ha-Ki, Room 121 Instructor Appointments: Duffy will meet by with you by appointment.

Course Description
Introduction to basic classroom management and classroom relationship principles. Includes planning (curriculum development, delivery, and assessment), management of the physical classroom environment and the development of a positive class climate, management of the psycho-social aspects of the classroom community, student motivation, management of instruction, management of student work, management of diverse student groups, management of student behavior, management of assessment, evaluation, and records, the development and management of professional relationships in the school environment. Also includes stress management and collaboration techniques.
This class requires a minimum of 10-hours of field experience in an elementary classroom. Students must complete the field experience requirement to pass the course.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Important Dates	
August 19	Fall Semester Begins Welcome/Blessing, 8:15 a.m. – Watto at <i>S-cuk Du'ag Maşcamakuđ</i>
August 19 - 23	Add without Instructor's signature
August 26th to 30th	Add with Instructor's signature
September 2	Labor Day - College Closed
September 3	Drop/Full Refund Deadline
September 27	O'odham Taş - College Closed
September 30- October 4	Fall Holiday for most TOCC students
October 3	45 th Day Census - Watch for 45 th Day Progress Reports
October 4-St. Francis Day	College Closed
November 4	Withdrawal Deadline
November 11	Veteran's Day – College Closed
November 28-December 1	Thanksgiving Weekend – College Closed
December 9th to 13th	Final Exam Week
December 10	EDU 200-1 Final Exam
December 17	Final Grades are Submitted by TOCC Instructors
December 25 – Jan. 1	Winter Break – College Closed

Student Learning Outcomes (SLOs)

1. Describe the role and challenges of the professional educator within the classroom and identify, describe, and assess a variety of techniques and strategies that support effective and efficient classroom operations.
2. Plan for and assess the physical and psychosocial learning environment in a manner that positively impacts the teaching and learning process through the development of productive relationships within a community of learners that engender an atmosphere of collaboration, respect, and consistency in the classroom and other learning environments.
3. Describe the systematic management of planning, curriculum development, instruction and instructional delivery decisions, assessment, and communication in a manner that engages diverse student populations in purposeful, explicit, and motivating learning activities.

Course Structure

Course Organization

This course is designed around 15 learning modules. One learning module is completed each week of the semester. Progress through the course modules is facilitated through three components; in-class activities, the field work experience, and out-of class readings, activities, and assignments.

In-Class Activities

The class meets once a week for lectures, discussions, and group activities. Students are expected to attend and actively participate in all class meetings.

Field Work Experience

In addition to meeting once a week as a whole class, students will also be engaged in a required field work experience in which each student volunteers in a local classroom throughout the semester for a minimum of 10 hours. This opportunity for service learning in the field is an integral part of student development and a requirement of the three state universities for all transfer students majoring in Education.

Out-of-Class Student Preparation

Students are expected to access our [Canvas](#) course site multiple times each week and independently complete required out of class readings, homework activities, and written reflections that are part of each module's requirements. The course text, PowerPoint presentations, supplementary readings, and course assignments can only be accessed through [Canvas](#).

Learning Activities

This course will consist of several different types of learning activities including Lectures (supported by PowerPoint presentations), Readings, Reflective Writing activities (including Field Work Experience Observations, and Reflections), Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

Turn-Around Time

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within one week after the due date. E-mail and phone messages will be returned within two days, Monday through Friday.

Did you know...

College courses are weighted not only by the number of hours you are **in** class each week, but also by the number of hours you are expected to spend **outside** of class each week completing assignments and studying for the course.

For every hour you spend **in** class for a course, you should be spending a minimum of 2 hours completing course readings and assignments **outside** of class.

This is a 3-credit course. You will be spending **3 hours a week in class** and should dedicate a minimum of **6 hours a week out of class** studying for the course. You should schedule a total of 9 hours a week just for this course.

Students who take 12 credits a semester are considered to be "full-time students" because they spend 12 hours a week in class and 24 hours a week outside of class studying for their classes. They are expected to be actively engaged for 36 hours each week with their college courses. It is, essentially, a "full-time" job for these students!

Texts and Materials

This class utilizes an open source materials. You will not have to purchase this text. Readings are linked in our [Canvas](#) course shell.

Evaluation and Grading & Assignments

90% and above is an A
 80 – 89% is a B
 70 – 79% is a C
 60 – 69% is a D
 Under 60% is Failing

Your grade will be determined by the following:

Grading Calculations		
	Submission of signed Syllabus Acknowledgement Form	5
	Attendance and Participation (20 points per class, must be on time and actively participate in all class activities/discussions)	300
	5-Minute “Finds” (3 finds at 10 points each)	30
	Semester-Long Field Work Experience – Completed Observation Packet (including time log & evaluation for those not employed by a school district)	100
	Field Experience in-class updates - student presentations (3 @ at 10 points)	30
	Classroom Expectations/Norms Presentation	20
	Classroom Arrangement and Movement Patterns Presentation	20
	Final Exam or Final Project	75
Regular Points Possible		600
Extra Credit		
Extra Credit Points	Perfect Attendance	30
	TOCC Himdag Committee Events - 20 points per event (Must attend entire event for credit)	20-60
Extra Credit Points Possible		0-90



Himdag Cultural Component

The Himdag is the unique worldview of the Tohono O’odham people. Within it, the values and beliefs of the O’odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O’odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O’odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O’odham people have made the education of O’odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

For many years, O’odham people dreamed of establishing a college that would support education on the Nation that would be grounded in the O’odham Himdag. In TOCC, the dream has been realized. As we will learn through our work in this class, as is the case with many Indigenous cultures, education on O’odham land has not been fully grounded in the cultures of its people since European contact and colonization. Many people on the Nation wish to change that by ensuring that O’odham people are preparing to assume leadership roles in education on the Nation through Teacher Preparation programs at TOCC that will prepare them to return to classrooms on the Nation where they will work with O’odham youth and revitalizing the ancient practice of elders educating young people from within the Himdag.

Through this class, students will work together (I-we:mta) to develop an understanding of the effective and efficient management of elementary school classrooms through the development of respectful, supportive, and affirming relationships firmly grounded in the core value, T-Pi:k Elida.

As the students in the class progress through the course, they will be preparing for the challenges they will face in the Tohono O’odham Nation’s classrooms as elementary school education professionals. They will learn how to build and sustain positive learning environments, in which positive, respectful, interpersonal relationships are developed. These relationships will support and maximize student learning and ensure that the children they serve are meeting their full academic and personal potential. This will, in turn, build capacity on the Tohono O’odham Nation for attaining the long-term goal of exercising control of the Tohono O’odham Nation’s schools and will continue to build capacity to fully exert Tribal sovereignty and the attainment of Tribal self-determination, as well as supporting the goals of personal, community, and Tribal well-being (T-Apedag) across the Tohono O’odham Nation.



Policies and Expectations

Attendance Policy

Please note, attendance is more than just sitting in class; it involves active participation for the ENTIRE class period. You must arrive to class on time and remain in class until class is dismissed to be counted “present” for the class.

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible (approved by Faculty Senate April 2014).

- Students are required to be in class and seated prior to the start time.
 - For every 2 tardy arrivals, the student will accrue one unexcused absence
- Students must remain engaged in class until the class is dismissed
 - For every 2 “early exits,” the student will accrue one unexcused absence

There are two types of absences, excused and unexcused. However, please keep in mind that an absence IS an absence, regardless of the reason you miss class and you miss valuable learning opportunities when you are absent.

1. Excused Absences

An excused absence is typically an absence that the student schedules in advance with permission from the instructor. The following are the types of absences you **must request IN ADVANCE** for the instructor to excuse:

- religious observances and practices
- a funeral for a close family member (funeral program/death certificate/obituary and/or airline/bus tickets are required as verification by the instructor)
- a college-sanctioned activity as a member of an athletic team for a game, to attend a field trip for another class, or to represent TOCC in some capacity (official TOCC documentation is required as verification by the instructor)
- jury duty (jury duty summons is required as verification by the instructor)
- work-related travel (workplace paperwork documenting the travel dates is required as verification by the instructor)

The following are examples of of the types of absences you may request after the fact for the instructor to excuse:

- **Extreme** medical emergencies may also be considered **if, and only if**, valid documentation is provided (a physician’s note on professional letterhead, a bill for medical services rendered on the day of the absence, or a emergency room visit/hospital admittance form)
- Personal or family emergencies may also be considered, **if, and only if** valid documentation is provided

2. Unexcused Absences

An unexcused absence is an absence that was not requested in advance and

authorized by the course instructor or an absence that was not verified through proper documentation

- Students who miss a class, must send a courtesy e-mail to the instructor on the day of the absence
 - **DO NOT** ask if you have missed “anything important;” the instructor considers EVERYTHING that goes on during class to be important, and she should not be expected to respond with a list or play-by-play report \of important learning experiences and opportunities you have missed
- Students who miss a class are responsible for **contacting a classmate to obtain class notes or any class updates**; the instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to an absent student
- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them by the due date

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. There must be an unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a “C” grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [*date of 45th day found in Academic Calendar on TOCC website*] are assumed NOT to be participating in the class and may be withdrawn at the faculty member’s discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [*withdrawal deadline date found in Academic Calendar on TOCC website*] if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawal (Y) Grade

The “Y” grade is an administrative withdrawal given at the instructor’s option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. Y” grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Reasonable Disability Accommodations (Americans with Disabilities Act):

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements.

Title IX

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with: Student Services

Tentative Course Outline

The following is a tentative week-by-week outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline.

	Topic
Module 1	Management Overview A. Purpose of classroom management B. Preparation- before school starts C. Preparation - first days of school
Module 2	Planning for the School Year A. Curriculum management (mapping, standards, curriculum) B. Key ideas- month by month C. Daily organization D. Thematic instruction E. Planning for substitute teachers
Module 3	Managing the Physical Environment A. Physical arrangement <ol style="list-style-type: none"> 1. Seating to facilitate collaboration and cooperation 2. Maximizing instructional visibility 3. Efficient movement patterns within the classroom 4. Effective utilization of floor, wall, shelf, and countertop spaces B. Classroom climate <ol style="list-style-type: none"> 1. Creating a welcoming, affirming, and engaging learning environment 2. Setting the tone for cooperation and affirmation 3. Developing, implementing, and maintaining classroom norms

<p>Module 4</p>	<p>. Managing the Psychosocial Environment</p> <ul style="list-style-type: none"> A. Student-centered classrooms B. Teacher and student responsibilities C. Student-centered problem solving <ul style="list-style-type: none"> 1. Interpersonal communication skills D. Developing and maintaining a positive psychological environment E. Developing and maintaining a positive social environment <p>Field Experience Oral Update Presentation 1</p>
<p>Module 5</p>	<p>Student Motivation</p> <ul style="list-style-type: none"> A. Theories of Motivation <ul style="list-style-type: none"> 1. Theories of student motivation (including Maslow, Adams, Keller, McClelland, Weiner, and Bandura) 2. Factors affecting motivation 3. Teacher knowledge, skills, and attributes that support student motivation 4. Aligning personal teaching style with appropriate classroom management techniques
<p>Module 6</p>	<p>Managing Instruction</p> <ul style="list-style-type: none"> A. Theories of Learning (including Vygotsky, Skinner, Piaget, Bruner, Bloom, and Gardner) B. Designing and implementing effective Instruction C. Incorporating multiple modalities of instruction to meet learner needs and improve learning <ul style="list-style-type: none"> 1. Instructional modalities 2. Direct instruction 3. Facilitative instruction 4. Technology assisted instruction D. Effective time management
<p>Module 7</p>	<p>Managing Student Work</p> <ul style="list-style-type: none"> A. Developing and maintaining consistent routines and procedures B. Providing assistance for groups of diverse learners C. Providing specific, formative feedback D. Strategies for correcting students' work-related errors <p>Class Presentation: Classroom Expectations and Norms</p>
<p>Module 8</p>	<p>Managing Diversity in the Classroom</p> <ul style="list-style-type: none"> E. Students with intellectual exceptionalities F. Students with communicative exceptionalities G. Students with sensory exceptionalities H. Students with behavioral exceptionalities I. Students with physical exceptionalities J. Students with multiple exceptionalities K. Language diversity L. Family diversity M. Socioeconomic diversity N. Factors placing students at risk <p>Field Experience Oral Update Presentation 2</p>
<p>Module 9</p>	<p>Managing Student Behavior</p> <ul style="list-style-type: none"> A. Theories of classroom management B. American Psychological Association and classroom management C. National Education Association and classroom management

	<ul style="list-style-type: none"> D. Theories of classroom management (including Glasser, Kohn, H. & R. Wong, and Jones) E. Cooperative/participative discipline F. Techniques and strategies in managing student behavior
Module 10	Managing Assessment, Evaluation, and Record Keeping <ul style="list-style-type: none"> A. Key elements of assessment B. Authentic assessment and portfolios C. Developing and utilizing rubrics and other assessment tools D. Effective feedback, conferencing, and communication E. Maintaining records in the classroom F. Progress and grade reporting
Module 11	Managing Communication <ul style="list-style-type: none"> A. Building positive relationships B. Teacher-student communication C. Facilitating positive student-student communication D. Parent-teacher communication E. Colleague-colleague communication
Module 12	Managing and Maintaining Effective Support Staff Relationships <ul style="list-style-type: none"> A. Working effectively with paraprofessionals <ul style="list-style-type: none"> 1. Developing collegial relationships 2. Collaborative techniques 3. Effective delegation B. Working effectively with and preparing for substitute teachers <ul style="list-style-type: none"> 1. Substitute teacher responsibilities/teacher responsibilities Field Experience Oral Update Presentation 3
Module 13	Managing stress <ul style="list-style-type: none"> A. Stress self-assessment B. Stress management strategies C. Techniques for balancing personal and professional responsibilities Class Presentations, Classroom Arrangement and Movement Patterns
Final	Final Exam/Final Presentations

Policies and Expectations

Course Policies

- 1) Students are expected to attend each class. arriving on time, except in the case of an excused emergency.
- 2) Students are expected to contact instructor prior to absences, coming late to class or leaving early.
- 3) Unexcused late arrivals or early departures will count against attendance record.
- 4) Class participation and preparation are essential to student success. Students must read textual material, prepare for projects, complete required research as stated on the course schedule.

- 5) Students are expected to come to class prepared for class and having done any preliminary work required as per the course schedule.
- 6) Students are expected to stay in class and work diligently throughout the whole time. Sleeping, frequent/continued exiting from the class during the class period will constitute one (1) absence.
- 7) No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son.
- 8) Failure to submit a project results in a grade of zero (0). An F is a better grade!
- 9) No assignments will be accepted after the 15th week of class

Classroom Behavior

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- be respectful of their peers and professors, and
- assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are required to power down and **secure out of sight all** personal electronic devices, **including cell phones** (in a backpack or handbag), during class time unless the instructor expressly gives permission for students to take out, power up, and use the devices (calculator, internet access)
- Behavior viewed as disruptive by the instructor will not be tolerated
 - If a student engages in behavior that the instructor deems as disruptive to the teaching and learning process, she will address the situation immediately by notifying the student that the behavior being exhibited is disruptive to the teaching/learning process or the learning environment or is in violation of the course policies
 - If the student continues to engage in disruptive behavior, the student will be removed from the class for the remainder of the class period, will be subject to disciplinary actions, and may be withdrawn from the course
 - **Note: A lack of engagement with the class activities and materials, accessing and/or using personal electronic devices, making inappropriate comments, using profanity, making threats and verbally posturing, and failing to follow instructor directions are a few examples of behaviors that are deemed disruptive to the learning process**
- Students are expected to participate fully in all active learning activities
- Students are expected to work collaboratively, teach and learn from one another, and to

present to the class

- Students are expected to work collaboratively and collegially in cooperative activities
- Students are expected to be open and listen to new ideas and perspectives
 - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open
- Visitors may be allowed at class sessions or on field trips **only with instructor approval**. The visitor's safety and behavior are the responsibly of the student.
- Possession of drugs, alcohol, or firearms on college property is illegal.
- Food and beverages are allowed in classrooms at the discretion of instructor.
- Student behavior is further detailed in the Student Handbook under Student Code of Conduct Violations.

Make-up policy

Missed assessments (quizzes, exams) may be made up within two days of the exam date **only if they are missed due to an excused absence**.

Late assignments that can be made up will be accepted but will be penalized by automatically being docked 25% of the total points possible.

At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Academic Integrity

Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations ask your instructor or the librarian.

Course Feedback

A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email, or via the electronic system of Canvas.

