

University of North Texas at Dallas
 Summer I 2014
 SYLLABUS

EDCI 5040D: Instructional and Behavioral Management - 3HRS	
Division of Education and Human Services; Department of Education	
Instructor Name:	Dr. Larry Bryant
Office Location:	Dal 1, 258
Office Phone:	972.338. 1339
Email Address:	Larry.bryant@unt.edu
Office Hours:	TBA
Virtual Office Hours:	
Classroom Location:	DAL 1; 260
Class Meeting Days & Times:	Monday through Thursday (June 2 – July 3) 7PM – 9:50PM
Course Catalog Description:	This course provides a comprehensive knowledge base concerning instructional and behavior management. Areas of emphasis include structuring the classroom for success, planning for instruction, managing materials and equipment, and assessing and managing student and group behavior.
Prerequisites:	Admission to graduate school
Co-requisites:	N/A
Required Text:	Scheuermann and Hall. (2012). Positive Behavioral Supports for the Classroom. (2 nd) Pearson.
Recommended Text and References:	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; Web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; E-mail: 1012mgr@fheg.follett.com

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

Course Goals: Students will...

1. Foundations of Classroom Management and Positive Behavior Supports;
2. Creating a Proactive Learning Environment using Universal Level Supports and Interventions;
3. Using High Quality Instruction to Prevent Inappropriate Behavior;
4. Prevention through Cognitive and Social Monitoring;
5. Using Targeted Level Interventions and Supports;

Course Content Objectives: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

Course Outcomes: Students will be able to:

1. Recognize behavioral norms within the classroom setting.
2. Recognize behavioral norms within the classroom setting.
3. Describe management skills as related to the classroom.
4. Research and Give details regarding unique aspects of the classroom including special needs and aggression.
5. Research and Develop differentiated techniques and strategies to address student's behaviors and skill level.
6. Research and demonstrate an understanding of a variety of classroom management programs.

List of Assignments to Demonstrate Your Knowledge – Portfolio

Whole Brain Notebook (100 points): The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Classroom Expectations (20 points): Create behavior expectations for your classroom. Create behavior matrix. The matrix will include expected behaviors for each classroom area, playground, cafeteria, hallways, and classroom. Please make sure that this is in chart form. Make sure that the behaviors are observable, measurable and teachable.

Teaching Script (20 points): Create teaching scripts (Cool tools developed). This is where you will develop a lesson plan specifically to teach a particular behavior to students.

Behavior Management Program (20 points): Create reinforcement system (Reward system and activities) explain your philosophy about reinforcement and reward. How will children be recognized for performing the expected behaviors (academic and social)? In this section write a 2 to 4 paged paper on your beliefs about how behavior should be shaped and reinforced in a school environment.

Parent/Peer Demonstration (25 Points): Develop a power point for peers or parents introducing the foundations and details of your classroom management and the fundamentals parts of the approach and program. You will need to develop a three-panel brochure to include the highlights of your presentation as well as additional resources, references, articles, support services in the state or nationwide. You should have a maximum of 15 slides.

Literature Review Research Activity (50 points): Research ten (10) articles that are directly related to classroom or classroom/behavior management. Your articles must take into account aspects of culture, age, gender, race, language, economic status, nationality and/or sexual orientation. In addition, you must write a five (5) paged paper, using conventional English writing styles. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means all word-processed work will be in APA writing style ONLY.

Intro/Extro Activity	20
Participation (<i>Reflective Journal</i>)	70
Literature Review Research Activity	50
Whole Brain Notebook	100
Parent/Peer Demonstration	25
Behavior Management Program	20
Teaching Script	20
Classroom Expectations	20
Total	325

Grade Determination:

<u>GRADE</u>	<u>POINTS</u>
A.....	293-325 (90-100%)
B.....	260-292 (80-89%)

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

****An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor's discretion.**

Tentative Course Schedule

DATES	TOPIC/READING ASSIGNMENT/CHAPTERS	PACING GUIDE
Week 1 6/2 – 6/5	M – Characteristics and Contradictions of the Classroom T – Designing the Physical Environment W – Setting the Tone: Creating Safer, More Caring Classrooms W – Establishing Norms for Behavior R – Special Project – Race!	Organize your Calendar Intro Activity
Week 2 6/9-6/12	M - Working with Families T - Making the Most of Classroom Time W - Organizing and Managing Instruction R - Enhancing Students' Motivation	<i>*Due M – Classroom Expectations</i> <i>Due T - 5 classroom/behavior Articles</i> <i>*Due R – Teaching Script</i>
Week 3 6/16-6/19	M - Managing Independent Work M - Managing Group Work T – Special Project – Race II W - Managing Recitations and Discussions R - Coping with the Challenges	<i>Due M - 5 classroom/behavior Articles</i> <i>*Due W – P&P Demonstration</i>
Week 4 6/23-6/26	M- Protecting and Restoring Order T - Helping Students with Special Needs (this isn't special education) W – Preventing and Responding to Violence R - TBA	<i>*Due R – Behavior Management</i>
Week 5 6/30-7/3	M – Race Project – Race III T - TBA W - TBA	<i>Extro Activity</i> <i>Whole Brain Notebook</i> <i>Parent/Peer Demonstration</i> <i>Behavior Management Program</i> <i>Teaching Script</i> <i>Classroom Expectation</i>