



**College of Education  
Course Syllabus  
Online CTE Course**

**Fall 2022-Spring 2023**

<b>Term</b>	<b>Dates</b>
Fall 2022	Sept 26 to Dec 16
Winter 2023	Jan 9 to March 24
Spring 2023	April 3 to June 16

**\*Course Number: ED510**

**\*Course Title “Secondary Classroom Management” (3 credits)**

**Instructor: Victoria Romano**

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**\*Catalog Description:**

This course is designed to support teachers in developing a practical and effective approach to classroom management. Through course readings, videos and reflective projects, participants will establish a positive classroom setting that maximizes time on learning and is inclusive to school and classroom culture.

**Mode, Time and Place:**

**Online via Canvas**

**\*Texts:**

Readings in pdf format and youtube/online videos will be used for the course.

**\*Course Outcomes**

1. Set up and maintain a well-organized, predictable and responsive classroom that will maximize academic and social success for students.
2. Define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes.
3. Develop awareness of Culturally Responsive Practices to create inclusive classroom and school cultures.

**\*nTASC Model Core Teaching Standards:**

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

**\*Course Topics**

**Course Requirements/\*Assignments/Attendance Expectations**

Include a general description of the common assignment(s) here and list common assignment(s) with course outcomes in the table below.

Alignment of Assignments and Course Outcomes	
<b>Assignment/Modules</b>	<b>Course Outcome(s)</b>
<b>Introduction</b>	<b>Introduction on how to navigate the course</b> <b>General Readings for Classroom Management</b>
<b>Module 1-Moral Development-Lawrence Kohlberg</b> <b>Watch each video and read each article. List and define Kohlberg’s levels and stages of moral development. Present in visual graphic or in discussion format with text.</b> <b>Additional Graduate credit work-Select one student and discuss both the Level and stage of moral development he/she has exhibited in terms of turning in work on time and “behaving” in class.</b> <b>(2)</b>	<b>2. Define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes.</b>
<b>Module 2-Assertive Discipline</b> <b>Create classroom rules, consequences and positive consequences</b> <b>Additional Graduate credit work-Compose letter to families explaining rules and consequences (2)</b>	<b>2. Define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes.</b>
<b>Module 3-Love and Logic</b> <b>Reflect on the readings and the videos of Love and Logic. Identify one or two students who have become more responsible community members and discuss with your mentor. Summarize the conversation with your mentor in</b>	<b>2. Define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes.</b>

<p><b>100-300 words</b>  <b>Additional Graduate credit work-Create a resource list of Love and Logic videos and websites. Make sure you identify and list 6 sources with brief summaries. Rank the list of 6 resources in order of recommendation to classmates on what to read first, second, third, fourth, fifth and sixth. (2)</b></p>	
<p><b>Module 4-Restorative Justice</b>  <b>Discuss with your mentor the strengths and challenges that can be seen if students “circle up”. Summarize your conversation in 100-300 words.</b>  <b>Additional Graduate Credit-Compose a letter to school and community colleagues and address the concern that “circling up” does not provide a way to punish students. (1)</b></p>	<p><b>1. Set up and maintain a well-organized, predictable and responsive classroom that will maximize academic and social success for students.</b></p>
<p><b>Module 5-Harry Wong</b>  <b>Create your own ranking of the items on the website Summary of Major Concepts covered by Harry K Wong . Your list should have ranked items 1-15. 1 (one) should be the summary items you feel is the most important, 2 the next important, etc for 1-15. Discuss the list with your mentor and re-rank after your discussion (again you must only have 15 items on your list). Upload both lists to this assignment.</b>  <b>Additional Graduate Credit-Create a second ranking list from 16-30. Discuss the next set of summary items and re-rank after discussing with your mentor. Upload all lists to this assignment. (1)</b></p>	<p><b>1. Set up and maintain a well-organized, predictable and responsive classroom that will maximize academic and social success for students.</b></p>
<p><b>Module 6-Culturally Responsive Practices</b>  <b>Watch each video clip from the website. Discuss Culturally Responsive Teaching with your mentor. Specifically discuss your initial impressions of the definition of Culturally Responsive Teaching. Provide a 100-300 word reflection of your discussion with your mentor.</b>  <b>Additional Graduate Credit-Describe in</b></p>	<p><b>3.Develop awareness of Culturally Responsive Practices to create inclusive classroom and school cultures</b></p>

<p><b>detail a display for the front entrance of your school that would show visitors the diversity of your student population. (3)</b></p>	
<p><b>Module 7-Multiple Intelligences</b>  <b>Watch each video and read the full chapter text describing each of Howard Gardner’s multiple intelligences. Take the “quiz” to discover your most prominent intelligence. Reflect on your most prominent intelligence and discuss with your mentor how this affects the way you develop activities and lessons for your classroom. Provide a 100-300 word reflection of your discussion with your mentor.</b>  <b>Additional Graduate credit work-Devise a quiz for students (this can be self created or can be a resource that is already available online-make sure to include the website url in the posted assignment and make sure the site is suitable and appropriate for students) to help students answer questions to understand their prominent intelligence. Create an assignment in which students will define and discuss their prominent intelligence and how that intelligence can help him/her be successful in class.</b>  <b>(2)</b></p>	<p><b>2. Define and apply behavioral principles and interventions proven to improve learning and behavioral outcomes.</b></p>

**Student Evaluation and Grading**

For online or on-site courses

**Writing Center**

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to [EOU’s eTutoring page](#) to submit a paper to a writing tutor.

**Academic Misconduct Policy:**

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including

but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

**Accommodations/Students with Disabilities policy:**

Any student who feels he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the Disability Services Office in Loso Hall, Room 234. Phone: [541-962-3081](tel:541-962-3081).