

**Murray State University**  
**COURSE SYLLABUS**

**Revised Fall 2015**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: ELE COURSE NUMBER: 310 CREDIT HOURS: 2**

**I. TITLE:** Classroom Environment and Student Engagement for Elementary Teachers

**II. COURSE DESCRIPTION AND PREREQUISITES:**

This course explores the importance of creating a positive and productive elementary classroom environment that actively engages all students and promotes learning for all. Students will develop an understanding of developmentally appropriate practices, motivational theories, teacher-student interactions, and strategies for addressing the needs of a diverse student population. Field experience is required for this course.

**Prerequisites:** EDP 260 and EDU 303

**III. COURSE OBJECTIVES:**

These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS). Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interstate New Teacher Assessment and Support Consortium (InTASC) addressed by that objective and the Danielson's *Framework for Teaching* domains addressed by that objective. Upon successful completion of this class, students will be able to

- A. describe basic classroom management techniques and strategies (KTS #1, 2, 3; InTASC #3; Domain 2c);
- B. organize the physical classroom environment (KTS #1, 3,4; InTASC #3; Domain 2e);
- C. establish appropriate classroom rules and procedures (KTS #2, 3, 4; CHETL #1, 5; Domain 2b);
- D. understand how to create caring teacher-student relationships and a positive classroom learning community (KTS #1, 3; InTASC #1,2,3; Domain 2a; Domain 3c);
- E. understand the importance of developmentally appropriate instruction that addresses the needs of all students (KTS #2 ,3, 6; InTASC # 2,7,8; Domain 3c);
- F. understand how to manage flexible learning groups, develop tiered instructional activities, and encourage student choice (KTS #3, 6, 10; InTASC #2,3,7; Domain 2d; Domain 3c);
- G. understand how to manage cooperative learning groups (KTS #3, 6, 10;; InTASC #1,2,3; Domain 2d, Domain 3c);
- H. understand the role of differentiated instruction in today's classrooms (KTS #2,3,4; CHETL #1,4; Domain 3c);
- I. identify and manage problem behaviors (KTS #3, 4, 8; InTASC #7,8;; Domain 2c; Domain 2d);

- J. understand the importance of creating a home-school partnership (KTS #1,7,9,10; InTASC #3);
- K. understand the role of smooth transitions in classroom management (KTS #3 ,4; InTASC #7,8; Domain 2c);
- L. understand the importance of protecting and respecting the child's dignity and maintain appropriate confidentiality (KTS #3, 8; InTASC #3; Domain 2a); and
- M. design a classroom environment and student engagement plan for their future classrooms (KTS #1, 2, 3,4, 5, 6 ,7, 8; InTASC #3, Domain 2a).

**IV. CONTENT OUTLINE:**

- A. Meeting the needs of diverse learners
- B. Creating an environment of respect and rapport
- C. Creating a culture for learning
- D. Managing classroom procedures
- E. Organizing physical space in the classroom
- F. Engaging students in learning
- G. Cooperative learning principles and techniques
- H. Student and learning theories
- I. Problem behaviors
- J. Differentiated instruction
- K. Observations in the classroom
- L. Design a classroom environment and engagement plan

**V. INSTRUCTIONAL ACTIVITIES:**

Students will reflect upon assigned readings and participate in class activities and presentations. They will design and share a classroom environment and engagement plan. This will serve as course artifact. They will observe three hours in an elementary classroom. Students will be expected to exhibit the COE student dispositions (inclusion, responsibility, enthusiasm, caring, confidence, and ethical behavior) during their class activities.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will observe for three hours focusing on the working classroom environment and student engagement in learning. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

**VII. TEXT(S) AND RESOURCES:**

**Required text for student purchase:**

Evertson, C. & Emmer, J. (2013). *Classroom Management for Elementary Teachers*. (9<sup>th</sup> ed.). Pearson, Boston.

**Resources include:**

- Waterfield Library at Murray State University
- Professional journals and publications related to classroom management

- Curriculum Materials Center AL 341
- Internet access: Kentucky public libraries, MSU computer labs
- *LiveText* User License

### **VIII. EVALUATION AND GRADING PROCEDURES:**

Students will be graded upon their participation in class activities, successful completion of assignments, examinations, observation participation, and the management/motivation plan. The classroom environment and student engagement plan will serve as the course artifact.

### **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

***Excellent attendance, arriving on time for all classes, and your focused participation will be noticed, appreciated, and rewarded. Class attendance and tardiness are always considered when assigning final grades.***

Attendance is extremely important to your success in this class. Being ON TIME for class is your responsibility. Students are expected to attend all class meetings and field experiences and be on time. It is expected that students missing class for any reason shall notify the professor in advance. If not by e-mail then a phone call would be acceptable (I have an answering machine). Multiple tardy arrivals may result in a lowering of the final grade. Students assume responsibility for informing the professor of tardy arrivals and absences. Unexcused absences and tardiness may result in any of the following consequences: the final grade may be lowered by one or more letter grades and a negative flag may be placed on materials submitted to Teacher Education Services, and a professional growth plan developed. Absences and tardiness could result in a deduction in grade. The instructor requires documentation for the reason of an absence and if not provided the absence may be considered unexcused resulting in a lowering of the final grade in this class.

### **X. ACADEMIC HONESTY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

#### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## XI. **NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:** Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and

activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

**XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**