



EDU 236 Building Relationships section 22525

Syllabus

Glendale Community College Main
Spring 2019

Instructor Information

- **Instructor:** Heather Merrill
- **Office Location:** LA 122
- **Office Hours:**
- **Phone:** 623-845-3768
- **Email:** Heather.Merrill@gccaz.edu

Course Information

- **Course format:** Hybrid
- **Credit hours:** 3
- **Classroom location:** CL 10
- **Course days and times:** Tuesday's 11:30am-12:45pm
- **Instructional Contact Hours & Out-of-Class Student Work:** For this 3 credit hour course, you should plan to spend at least 1.25 hours on course content or seat time (direct instruction), and 6 hours on out-of-class student work weekly. Accelerated courses will require additional time per week.

- **Final Exam day and time:** May 9th 2019, 11am

Course Description

Analysis of K-12 classroom interactions, classroom environment, and classroom management skills from a teacher's point of view. Focus on classroom as a multidimensional environment in which principles of classroom design, communication, management, and resources determine effectiveness.

Course Competencies

1. Perform analyses of influential factors in effective classroom culture, environment, communication, and control.
2. Describe teacher behaviors and strategies for discipline prevention and intervention at a variety of developmental levels.
3. Conduct evaluation of factors positively influencing student behavior and learning.



4. Complete an analysis of case study and a self-assessment of classroom management philosophy during a 20-hour field experience.
5. Compare and contrast theories of prevention, intervention, and disciplinary action that determine classroom environment.

Textbook Required:

Title: The First Days of School, How to be an Effective Teacher

Author: Harry K. Wong, Rosemary T. Wong

Publisher: Harry K. Wong Publications

ISBN: 978-0976423317 (any recent edition of the book may be used)

Visit <http://www.gccaz.edu/bookstore> for GCC Campus Bookstore locations and hours, or to purchase or rent textbooks online.

Attendance Requirements

Attendance is essential to achieving course objectives. You are expected to attend all class sessions. "Sessions" in a hybrid class include any scheduled chats, quizzes, online discussions or other planned activity. Attendance is also measured by your activity in class and online. You should plan to participate at least 2 days per week. Should you miss more than 3 sessions, whether face to face or online, you may be withdrawn for excessive absences. For online and face-to-face dates, assignments and activities, refer to the course schedule.

Grading Standards & Practices

Your final grade will be based on the percentage of points you earn as follows:

Letter Grade	Percent Range
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Assignments are due: **Friday mornings, 9am MST**



Course Outline

Assignment	Due date	Points
Behavior Management Theory Lesson Plan		
Management Plan		
Letter of Introduction		
Weekly Assignments		
In-class activities (may not make up if absent from the class that day)		

Tentative Course Calendar

Week 1 January 15	<ul style="list-style-type: none"> • Review Syllabus • Field Placement
Week 2 January 22	<ul style="list-style-type: none"> • Community Building • Bulletin Board Introductions
Week 3 January 29	<ul style="list-style-type: none"> • Procedures and Routines • Mentor Teacher Interviews
Week 4 February 5	<ul style="list-style-type: none"> • Rules and Consequences • Management Theorist Lesson Planning Groups Established
Week 5 February 12	<ul style="list-style-type: none"> • State Standards • Higher Order Thinking
Week 6 February 19	<ul style="list-style-type: none"> • Objectives and goals • Analyze lesson plans
Week 7 February 26	<ul style="list-style-type: none"> • Differentiation of Instruction
Week 8 March 5	<ul style="list-style-type: none"> • Lesson Planning • Building Background
Week 9 March 19	<ul style="list-style-type: none"> • Content Delivery • Guided Practice
Week 10 March 26	<ul style="list-style-type: none"> • Management Theorists Lesson Plan Implementation
Week 11 April 2	<ul style="list-style-type: none"> • Management Theorists Lesson Plan Implementation
Week 12 April 9	<ul style="list-style-type: none"> • Management Plan Construction • Personal Beliefs, Classroom Layout
Week 13 April 16	<ul style="list-style-type: none"> • Parent Communication • Design of newsletter or website • Planning for effective parent conferences
Week 14 April 23	<ul style="list-style-type: none"> • Teacher Leaders • Panel Discussion



Week 15 April 30	<ul style="list-style-type: none"> Finalize Management Plans
Week 16 May 7	<ul style="list-style-type: none"> Final Exam Week

Late Work / Make-Up Exams

Late work: You must turn in all assignments **complete** and **on time**. *Complete* means you have done everything specified in the assignment instructions. *On time* means within 10 minutes of class start time on the due date. Incomplete assignments will not be graded. Assignments may be turned in early, but I do not accept them late without giving *prior approval* for work to be turned in late.

Make-Up Exams: You must take exams during their scheduled time. A missed exam will receive a grade of zero. If you *must* miss an exam, with *prior instructor approval* there is an exam make-up opportunity at the **end** of the semester. You may only make up **one** exam.

Remember, one missed assignment or exam may lower your grade but will not cause you to fail. If your work is incomplete or late, or you must miss an exam for whatever reason (stuck at work, sick, emergency at home, etc.), these are the consequences. For best results, plan ahead, keep up with your coursework, attend class regularly and promptly communicate with your instructor about any issues impacting your academic performance.

Instructor Expectations

The learning process requires concentration and focus, please silence all electronic devices that do not support the learning environment. Please ask permission before any visual or audio recording are created in the class.

All students assume, as part of their obligation to the college, the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action. Plagiarism is unacceptable. Any assignment deemed plagiarized will earn a grade of a zero.

Course Technology Information

In this class, you will be using Maricopa’s Canvas Learning Management System Learning Tools Interoperability (“LTIs”) to complete or participate in assignments, activities and/or access course materials. You may be required to establish a user name or password, submit work and/or download information from this tool. There is, therefore, some risk that individuals electing to use the products and services



made available by this tool may place any student information shared with the tool vendor at a risk of disclosure.

In this class, you will be using:

Canvas

- Terms of Use: <https://www.canvaslms.com/policies/terms-of-use-canvas>
- Privacy Policy: <https://www.canvaslms.com/policies/privacy>
- Accessibility statement: <https://www.canvaslms.com/accessibility>

Student Rights & Responsibilities

You are expected to know and comply with all current published policies, rules and regulations as printed in the college [Academic Catalog](#), Syllabus, and/or [Student Handbook](#).

Academic Catalog: <http://www.gccaz.edu/gcc-catalog>

Student Handbook: <http://www.gccaz.edu/student-life/office-student-life/student-handbook>

The information in this syllabus is subject to change based on the discretion of the instructor. You will be notified by the instructor of any changes in course requirements or policies.

Information for Students with Disabilities

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the GCC Disability Resources and Services office at 623.845.3080 or email drsfrontdesk@gccaz.edu.

Third Characteristic Lesson Mastery The effective teacher knows how to design lessons to help students reach mastery. 195. How to Increase Student Learning and Achievement.Â Harry K. Wong is an educator, an acknowledged expert on instructional methods, and a best-selling author. His The First Days of School: How to be an Effective Teacher has sold over 750,000 copies to prospective, new, and veteran teachers. For this book, Dr. Wong draws on his background as a well-known presenter at workshops and conferences for teachers, as well as his own classroom experience as a science teacher. 6 Effective Teacher Understands how research is done Uses proven research based practices “Research shows to achieve higher level comprehension that you should intersperse questions throughout text “Understands that these practices are used by thousands of other teachers and are tried and true methods that work. 7 Beliefs of an Effective Teacher It is the teacher who makes the difference in the classroom. The most important factor in school learning is the ability of the teacher. There is an extensive body of knowledge about teaching that must be known by the teacher. The teacher must be a dec The first days of school how to be an effective teacher. *ebook converter DEMO Watermarks*. HARRY K. WONG ROSEMARY T. WONG Some people go into teaching because it is a job. Some people go into teaching to make a difference. We are pleased to share with the teaching profession our contribution to making a difference.Â PROFICIENT:possessing knowledge and skills EFFECTIVE:to produce results The EFFECTIVEteacher IMPACTSlives. The Four Stages of Teaching There are four stages to teaching, yet many teachers never progress beyond the Survival stage. (Ryan, Kevin. (1986). The Induction of New Teachers. Bloomington, Ind.: Phi Delta Kappa.)