



Gordon T. & Ellen West College of Education  
3410 Taft Boulevard Wichita Falls, Texas 76308-2099

**EDUC 3213 Classroom Management  
Course Syllabus  
Dr. Timothy Hinchman  
Spring 2021**

**General Information**

**Office Location:** Bridwell Hall 330

**Office Phone:** (940) 397-4435

**Campus Email:** [timothy.hinchman@msutexas.edu](mailto:timothy.hinchman@msutexas.edu)

**Office Hours:**

- Tuesday and Thursday: 8:00-10:30 AM

I am also available at other times by appointment. I would encourage you to make an appointment during all times to ensure specific and effective meetings.

[The Virtual School House](#)

I check my email consistently during the days, Monday-Friday, however, usually will not check after 8:00 PM. I will check and respond to emails 1 time during the day on Saturdays and Sundays.

Please use my ***timothy.hinchman@msutexas.edu*** email as this is the email I check consistently. My goal is to respond to your questions within the same day, however, please allow for a 24-hour response time. Also, if you would like me to contact you by phone please include your phone number and the best time(s) to call.

[Virtual Connection](#)

**MSU D2L, Flipgrid, Google, Zoom, Other Third Party Software**

## West College of Education

### **Mission**

Our mission, as a community of learners, is to prepare successful, reflective professionals through the use of best practice.

### **Beliefs**

The West College of Education believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self, contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

### Course/Catalog Description

This course focuses on the introduction and development of management and instructional techniques to optimize student learning with emphasis on establishing and maintaining safe and effective learning environments for elementary, middle school, and secondary settings. Course may not be used for students seeking teacher certification.

### Course Objectives

The teacher candidate will acquire the necessary knowledge and skills to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. The knowledge and skills will be developed within the following objectives:

1. Design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
2. Ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;
3. Organize a safe, accessible, and efficient classroom established during the first 1-15 days of school, while monitoring, changing, and sustaining effective management practices to meet the needs of all students throughout the year;
4. Establish, communicate, and maintain clear expectations for student behavior with intentional focus during Days 1-15 so student learning may be sustained through effective procedures and routines;
5. Lead a mutually respectful and collaborative class of actively engaged learners beginning Day 1 and sustained throughout the entire school year.

*(Adopted from the TEACHER STANDARDS, Texas Administrative Code, Chapter 149, Subchapter AA, §149.1001)*

## Required Textbooks and Readings

### **(Elementary School Classroom Management)**

Evertson, C. M., & Emmer, E. T. (2017). *Classroom management for elementary teachers*. Boston: Pearson. ISBN-13: 9780134442594 or ISBN-10: 0134442598  
(Digital with Pearson MyEducationLab access)

### **OR**

### **(Middle and High School Classroom Management)**

Emmer, E. T., & Evertson, C. M. (2017). *Classroom management for middle and high school teachers*. Boston: Pearson. ISBN-13: 9780134442556 or ISBN-10: 0134442555  
(Digital with Pearson MyEducationLab access)

Readings assigned as handouts and on D<sub>2</sub>L

## **Assessment**

### Assignments and Point Values

All written work must follow *APA guidelines* as specified in the 7<sup>th</sup> edition of the Publication Manual of the American Psychological Association (2019). All assignments may be submitted via **D2L** or **Pearson MyEducation Lab**, Some assignments may also require other interaction on the Internet.

*Best/Worst Teacher Reflection – 100 points (Class and D2L, Wednesday, September 11, 2019)*

*Pearson My Lab Assignments and Quizzes – 750 points (Each Chapter is Due Sunday 11:30pm)*

*Comprehensive Management Plan – 150 points (D<sub>2</sub>L, Friday, December 6, 2019 by 11:30 PM)*

**Note: Attendance Counts – Please see attendance policy.**

*Final Grade Possibilities – 1000 points*

800 - 1000 points:	A
600 - 799 points:	B
400 - 599 points:	C
200 - 399 points:	D
199 or less points:	F

## **Professionalism**

As part of your preparation for becoming a teacher, you will be expected to act in a professional manner. This includes:

### Attendance

Each absence (by not submitting work) results in a 25% deduction (school business is exempt from this policy). Three or more absences (by not submitting work) will demonstrate your lack of professional responsibility and will result in a point drop reduction resulting in a letter grade reduction, conferencing with the professor and potentially being dropped from the course. Your responsibility includes making up any missed work.

### Attitude

Demonstrate the following dispositions essential for learning:

- curiosity (ask questions, look for additional information, probe, reflect);
- flexibility (take alternate points of view, venture new ideas; be open-minded and playful);
- organization (plan ahead);
- patience (take time to reason, be persistent in efforts);
- risk-taking (try things beyond current repertoire);
- care/passion (invest in ideas/process/product).

### Preparation

Complete all assigned readings and class preparation activities each week. Complete written assignments on time and turn in through the requested. All key assignments will be completed in a word processed document according to APA style. Note: Be sure and keep a back-up of all work.

### Professional Development

Remember that teaching requires a commitment to continual learning. Demonstrate your eagerness to learn outside of the classroom by reading professional journals and attending professional meetings when possible.

### Academic Honesty

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.

## Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” [Student Handbook](#)

## **Additional Information**

### Research and Creative Activity Opportunities at MSU

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students engaged in collaborative research and creative works. For more information contact the Office of Undergraduate Research at (940) 397-6274 or by email at [eureca@mwsu.edu](mailto:eureca@mwsu.edu) or better yet, stop by the UGR office located in the atrium of the Clark Student Center, room 161. Information and resources are also available at [EURECA](#).

### Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

### Campus Carry

Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](#).

## **Course Schedule**

<b>Date</b>		<b>Reading</b>	<b>Assignment/Assessment</b> Due Friday @ 11:30 each week (unless noted)
Week 1 Monday January 11	<ul style="list-style-type: none"><li>• <b>Introduction to Classroom Management</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Textbook</b></li><li>• Chapter 1</li></ul>	<ul style="list-style-type: none"><li>• <b>Pearson My Lab:</b></li></ul>

			<ul style="list-style-type: none"> <li>• Exercise 1.1</li> <li>• Exercise 1.2</li> <li>• Chapter 1 Quiz</li> </ul>
<p>Week 2 Saturday January 16</p>	<ul style="list-style-type: none"> <li>• <b>Building Supportive and Healthy Classroom Relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Best/Worst Teacher Reflection (Due Saturday January 23<sup>rd</sup>)</b></li> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 2.1</li> <li>• Exercise 2.2</li> <li>• Chapter 2 Quiz</li> </ul>
<p>Week 3 Saturday January 23</p>	<ul style="list-style-type: none"> <li>• <b>Organizing Your Classroom and Materials</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 3.1</li> <li>• Exercise 3.2</li> <li>• Chapter 3 Quiz</li> </ul>
<p>Week 4 Saturday  January 30</p>	<ul style="list-style-type: none"> <li>• <b>Classroom Rules and Procedures</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 4</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 4.1</li> <li>• Exercise 4.2</li> <li>• Exercise 4.3</li> <li>• Chapter 4 Quiz</li> </ul>
<p>Week 5 Saturday  February 6</p>	<ul style="list-style-type: none"> <li>• <b>Managing Student Work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 5.2</li> <li>• Exercise 5.4</li> <li>• Chapter 5 Quiz</li> </ul>
<p><del>Week 6</del> <del>Saturday</del>  <del>February 13</del></p>	<ul style="list-style-type: none"> <li>• <del><b>Getting Off to a Good Start</b></del></li> </ul>	<ul style="list-style-type: none"> <li>• <del><b>Textbook</b></del></li> <li>• <del>Chapter 6</del></li> </ul>	<ul style="list-style-type: none"> <li>• <del><b>Pearson My Lab:</b></del></li> </ul>

<p><b>All Chapter 6 Assignments canceled due to the polar vortex.</b></p>			<ul style="list-style-type: none"> <li>• <del>Exercise 6.1</del></li> <li>• <del>Exercise 6.2</del></li> <li>• <del>Exercise 6.3</del></li> <li>• <del>Exercise 6.4 (Middle and High School Only)</del></li> <li>• <del>Chapter 6 Quiz</del></li> </ul>
<p>Week 7 Saturday  February 20</p>	<ul style="list-style-type: none"> <li>• <b>Planning and Conducting</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 7.1</li> <li>• Exercise 7.2</li> <li>• <b>Exercise 7.3 (Elementary Only)</b></li> <li>• Chapter 7 Quiz</li> </ul>
<p>Week 8 Saturday  February 27</p>	<ul style="list-style-type: none"> <li>• <b>Managing Cooperative Learning Groups</b></li> </ul>	<p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• Chapter 8</li> </ul>	<p><b>Pearson My Lab:</b></p> <ul style="list-style-type: none"> <li>• Exercise 8.1</li> <li>• Exercise 8.2</li> <li>• <b>Exercise 8.3 (Middle and High school only)</b></li> <li>• <b>Exercise 8.6 (Elementary Only)</b></li> <li>• Chapter 8 Quiz</li> </ul>
<p>Week 9 Saturday  March 6</p>	<ul style="list-style-type: none"> <li>• <b>Maintaining Student Behavior</b></li> </ul>	<p><b>Textbook</b></p> <ul style="list-style-type: none"> <li>• Chapter 9</li> </ul>	<p><b>Pearson My Lab:</b></p> <ul style="list-style-type: none"> <li>• Exercise 9.1</li> <li>• Exercise 9.2</li> <li>• Exercise 9.3 (Elementary Only)</li> <li>• <b>Exercise 9.5 (Middle and High school only)</b></li> <li>• Chapter 9 Quiz</li> </ul>
<p>Week 10 Monday  March 13</p>	<ul style="list-style-type: none"> <li>• <b>Communication Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 10.1</li> <li>• Exercise 10.3</li> </ul>

			<ul style="list-style-type: none"> <li>• Exercise 10.5</li> <li>• Exercise 10.7</li> <li>• Chapter 10 Quiz</li> </ul>
<p>Week 11</p> <p>Saturday</p> <p>March 20</p>	<ul style="list-style-type: none"> <li>• <b>Managing Student Behavior</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 11.1</li> <li>• Exercise 11.2 (<b>Middle and High school only</b>)</li> <li>• Exercise 11.3</li> <li>• Exercise 11.4</li> <li>• Exercise 11.6</li> <li>• Chapter 11 Quiz</li> </ul>
<p>Week 12</p> <p>(Holiday Week)</p>			
<p>Week 13</p> <p>Monday</p> <p>April 5th</p>	<ul style="list-style-type: none"> <li>• <b>Managing Special Groups</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook</b></li> <li>• Chapter 12</li> <li>• <b>Internet</b></li> <li>• Comprehensive Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pearson My Lab:</b></li> <li>• Exercise 12.1</li> <li>• Exercise 12.2 (<b>Middle and High school only</b>)</li> <li>• Exercise 12.3</li> <li>• Exercise 12.4 (<b>Elementary Only</b>)</li> <li>• Exercise 12.5</li> <li>• Chapter 12 Quiz</li> <li>• <u>Start Comprehensive Behavior Plan</u></li> </ul>
<p>Week 14 &amp; 15</p> <p>Saturday</p> <p>April 10</p>	<ul style="list-style-type: none"> <li>• <b>Comprehensive Behavior Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Internet</b></li> <li>• Comprehensive Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehensive Behavior Plan (Due April 23<sup>rd</sup>):</b></li> <li>• <b>Upload to D2L</b></li> </ul>



