

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

EDUC – 112 CLASSROOM MANAGEMENT

I. Basic Course Information

- A. Course Number and Title: EDUC 112 - Classroom Management
- B. Revised: January 16, 2007
- C. Sponsoring Department: Humanities and Social Sciences
- D. Semester Credit Hours: 3 hours
- E. Weekly Contact Hours: Lecture: 3
Laboratory: 0
- F. Prerequisites: None
- G. Laboratory Fees: None

II. Catalog Description

This course will present an array of decision-making options that guide educators in thinking about how to approach particular classroom management situations and choose from a range of options designed to prevent, cope with, and solve a variety of problems. Attention will be provided to management issues in the three central areas of: 1) room and materials, 2) curriculum, and 3) student behavior. A variety of theoretical perspectives, each supported with cases taken from actual classrooms, give students many choices in how to handle issues that may arise in their own classrooms.

III. Statement of Course Need

This course will be required in the Paraprofessional Educator Degree programs. Paraprofessional educators should have an understanding of current techniques in classroom management. This course can also count toward the new federal “No Child Left Behind” requirements for paraprofessional educators. This course is not designed as a transfer course.

IV. Place of Course in College Curriculum

1. This course is a free elective
2. The course meets a program requirement for either:

- a. Paraprofessional Educator Certificate
- b. Paraprofessional Educator Degree Program

Course transferability: This course is not intended to be used for transfer.

V. Outline of Course Content

I. Foundations of Classroom Management

- A. The Basics of Classroom Management
- B. Curriculum and the Planning Process
- C. Room and material organization and planning
- D. Nature of the Discipline Problem
- E. Understanding Why Children Misbehave
- F. Philosophical Approaches to Classroom Management

II. Prevention

- A. Structuring the Environment

III. Managing Common Misbehavior Problems

- A. Laws of Least Intervention
- B. Coping with Common Misbehavior Problems: Nonverbal and Verbal Interventions

IV. Managing Severe Behavior Problems

- A. Classroom Interventions for Chronic Problems
- B. Seeking Outside Assistance
- C. Behavioral Disabilities and modifications

VI. Educational Goals and Learning Outcomes

General Educational Goals

Students will:

1. Produce works that reflect critical and creative thought. (G.E. 1, 2, 3, 5, & 6);
2. Communicate and collaborate with others in a clear, logical manner. (G.E. 1, 2, 5, & 6);
3. Use technological tools for research, information analysis, problem solving, decision making, and creative production. (G.E. 1, 2, 3, 5, & 6);
4. Recognize, analyze, and evaluate ethical issues. (G.E. 1, 2, 3, 5, & 6);

5. Understand the commonalities and differences in values, perspectives, and behaviors of diverse people across time and the effects of their interactions. (G.E. 1, 2, 5, & 6).

Specific Learning Outcomes

Students will be able to:

1. Identify basic philosophical approaches to classroom management.
2. Establish appropriate rules and classroom procedures for proactive classroom management.
3. Design age-appropriate physical environments in the classroom.
4. Identify the common causes of challenging behavior.
5. Apply appropriate interventions for common misbehavior.
6. Identify sources for outside assistance in managing behavior.
7. Demonstrate the capacity to express ideas clearly, coherently, and grammatically in both oral and written form.
8. Demonstrate an understanding of cross-cultural influences in the classroom setting.
9. Formulate a clear and meaningful design of room arrangements for either an elementary or secondary educational setting.

VII. Modes of Teaching and Learning

- lecture/discussion
- small-group work
- guest speakers
- student collaboration
- case studies

VIII. Papers, Examinations, and other Assessment Instruments

- participation in class discussions
- examinations
- case study reports and presentations

IX. Grade Determinants

- Case Study and Intervention Plan
- Classroom Observations
- Class participation
- Examinations

X. Texts and Materials

suggested textbooks:

Levin, James, and James F. Nolan. Principles of classroom management: A Professional Decision-making Model. (4th ed.). Boston: Pearson, 2004

Rhode, George, William Jenson, and Harold Reavis. The Tough Kid Book: Practical Classroom Management Strategies. Longmont, CA: Sopris West, 1998

- film and video
- web sources

XI. Resources

- The library has sufficient holdings to meet the needs of this course at this time.
- CATT or SmartBoard for demonstrations and visualization