

# Course Syllabus

**Course Title:** Manage It All: Students, Curriculum, and Time

**Number of Credits:**

**Option A:** 3 Graduate Credits (Semester Hours), issued by Chapman University, regionally accredited by the Western Association of Schools and Colleges (WASC)

**Option B:** 15 Professional Development Hours (can be applied towards state license recertification/renewal with district approval)

**Instructor:** Dr. Diane Moroff

**Email:** [dmoroff@kdsi.org](mailto:dmoroff@kdsi.org)

**Instructor Bio:**

Dr. Diane Moroff, the author of *Fornes: Theatre in the Present Tense*, a study of Maria Irene Fornes' plays, earned her Ph.D in English Language and Literature at the University of Michigan. She taught English to college and high school students for just over fifteen years and chaired the English department at Atlanta International School. While working as a freelance researcher and writer, she wrote curriculum for the National Endowment for the Humanities' educational website EDSITEment. She now works as a curriculum developer and course instructor for Knowledge Delivery Systems, Inc.

**Course Description:** Effective teachers successfully navigate their students' often-unpredictable classroom behavior; they establish a classroom environment that facilitates learning; they differentiate instruction and assessment; they facilitate learning through cooperative groups; and they find time to meet their personal goals. How do they do it all? Veteran teacher Dr. Debbie Silver shares her classroom management techniques and strategies as she explains how the teacher sets the tone and climate of the classroom. Designed for new and veteran teachers, this course provides timesaving strategies, practical tips, and great ideas for all teachers to create an effective learning environment for their students.

**Course Objective/Goals:**

After completing this course, educators will know:

- The effect that educators have on creating the classroom climate
- How to use voice, body language, and words for managing student behavior
- Backwards design strategies
- How to use cooperative learning
- The difference between extrinsic and intrinsic rewards
- The definition of task-contingent, performance-contingent, and success-contingent rewards
- How to set up activities and assignments that give all students a reasonable chance to success
- How to categorize activities based on urgency and importance

**Learning Outcomes:**

After completing this course, educators will apply the following skills:

- Create a discipline policy that holds students accountable

- Develop procedures for handling ongoing disruptive behavior
- Plan lessons using the backwards design principles, beginning with desired results
- Use differentiated instruction and assessment
- Develop cooperative learning activities and grading practices that hold all students accountable
- Promote self-efficacy skills and positive mindset in the classroom
- Avoid using inappropriate praise
- Develop activities and assignments giving all students a reasonable chance to succeed
- Become a reflective practitioner by evaluating teaching strategies and their impact on students
- Evaluate activities based on importance and say “no” to activities that don’t meet priorities

**Course Outline:**

**Eight Lessons Students Will Be Focusing On:**

1. Classroom Management: Lion Taming 101, Part 1
2. Classroom Management: Lion Taming 101, Part 2
3. Effective Teachers: Great Teaching Tips. Part 1
4. Effective Teachers: Great Teaching Tips. Part 2
5. Cooperative Learning: Groups that Really Work!
6. Using Rewards for Classroom Management: What Do I Get For Doing It?
7. How to Engage Disenfranchised Learners: Going Outside the Lines
8. Time Management for Educators: Desperately Seeking a "Round Tuit"

**Discussion Board Collaboration:**

- Educators will engage in collaborative discussions by sharing ideas, reflecting on teaching practices, and exchanging teaching strategies through discussion board postings. Teachers are required to make two (2) postings to the discussion board per lesson, one original posting and one reply to a posting. Additionally, educators may create new discussions.
- When responding to others’ postings, please be thoughtful and respectful with your communication. When expressing a different point of view, please explain your rationale without judgmental or confrontational language.

**Method of Evaluating Student’s Performance:**

- Monitored video lectures
- Interactive study guide questions
- Graded post assessment questions
- Discussion board interaction\*
- Midterm project\*
- Classroom based final project\*

<b>Methods of Instruction:</b>	<b>Percentage of Course Credit</b>	<b>Option A: Graduate Credit</b>	<b>Option B: Recertification Credit</b>
Interactive study guides	–	Required	Required
Graded post-assessments	15%	Required	Required
Video lectures	30%	Required	Required

Discussion board postings	10%	Required (2 postings minimum per lesson)	Optional (strongly encouraged)
Midterm project	20%	Required	Optional
Final project	25%	Required	Optional

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### **Converting Recertification Credits to Graduate Credits**

Students completing the recertification option may convert to graduate course credit by completing the required discussion board postings (two minimum per lesson), the midterm and final exams, and submitting an additional payment of \$250. Call 1-877-294-4537 or email [support@fetcuniversity.org](mailto:support@fetcuniversity.org) for assistance.

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#### **Texts and/or Other Materials:**

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Classroom Management: Lion Taming 101, Part 1
2. Classroom Management: Lion Taming 101, Part 2
3. Effective Teachers: Great Teaching Tips. Part 1
4. Effective Teachers: Great Teaching Tips. Part 2
5. Cooperative Learning: Groups that Really Work!
6. Using Rewards for Classroom Management: What Do I Get For Doing It?
7. How to Engage Disenfranchised Learners: Going Outside the Lines
8. Time Management for Educators: Desperately Seeking a "Round Tuit"

#### **Recommended Reading:**

##### **Bibliography:**

*(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)*

Marzano, Robert, Janet Marzano, and Debra Pickering, *Classroom Management that Works: Research-Based Strategies for Every Teacher*, Texas: Association for Supervision and Curriculum Development, 2003.

Marzano, Robert, Debra Pickering, and Jane E. Pollock, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, New Jersey: Prentice Hall, 2004.

Marzano, Robert, *What Works in Schools: Translating Research into Action*, Texas: Association for Supervision and Curriculum Development, 2003.

Marzano, Robert, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, Texas: Association for Supervision and Curriculum Development, 2007.

Silver, Debbie, *Drumming to the Beat of Different Marchers: Finding the Rhythm for Differentiated Learning*, Tennessee: Incentive Publications, 2005.

#### **Grading Scale**

**Option A:** Graduate Credits

Grade	Equivalent
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
69% or below	N/P

**Option B: Professional Development Hours**

**PASS/FAIL**

All steps listed under each lesson must be completed to receive credit (PASS) for the course. No partial credit will be given.