EDCI 5030: Classroom Management and Instructional Strategies in Diverse Settings
Spring 2019 - Online Course

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Required Texts:


Pages 34-44 – within course

Software and Hardware Required:

In addition to the software and hardware requirements listed by UNT CANVAS (https://unt.instructure.com/courses/8466, additional requirements are:

- Word processing program (i.e., MS Word®)
- Spreadsheet program (i.e., Excel®)
- Plugins (i.e., Authorware webplayer®, Shockwave®, Real One®, Adobe Acrobat Reader®)
- External email service outside of UNT CANVAS (e.g., Eaglemail®, hotmail®, yahoo®)
- All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For
information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit https://eaglemail.unt.edu

Catalog Description:

EDSE 5030 is an asynchronous web-extended course. There are no mandatory meetings for this course. Student must log on to the course at least twice each week and attend to instructor emails. The student should also become thoroughly acquainted with the course syllabus and course calendar located in the Announcements link.

Students must also take the computerized PPR test during this course. This test is offered M-F. Consult the Educational Testing Service website for details about location and time. Check the course calendar for the last day to take the computerized PPR.

Models and procedures for classroom management and discipline as well as techniques for motivating and instructing students are presented. Human relations strategies are discussed in great detail and methods for increasing parental involvement are also touched on. A broad array of topics are presented including what to do before the students arrive, creation of the learning environment, behavioral analysis, legal considerations, conferencing, learning contracts, incentives, planning, keeping organized, and managing time.

Course Objectives:

1. Know, comprehend, apply, analyze, synthesize, and evaluate various principles of social learning theory at the EC-12 level
2. Know, comprehend, apply, analyze, synthesize, and evaluate various classroom management theories and how they apply to classroom practice.
3. Apply constructivist learning theory to classroom management and instruction.
4. Knowledge of what motivation is composed of and how it affects learning can help students become self-motivated.
5. Recognize factors or situations likely to promote or diminish motivation.
6. Know characteristics and effects of intrinsic and extrinsic motivation.
7. Knowledge of the influence on learning of factors within and outside the classroom that influence students’ self-perception and self-esteem (grouping practices, parent/teacher expectations, academic history, etc.).
8. Use problem solving and transfer of learning to enhance the learning process.
9. Create and use instructional objectives to focus instructional activities.
10. Know, comprehend, apply, analyze, synthesize, and evaluate the behaviorist, humanist, and cognitive instructional approaches to teaching.
11. Explore and discuss various techniques that motivate students to learn.
12. Observe student behavior and view it from various theoretical lenses.

Skills related to TExES:
• The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

• The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

• The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

• The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior

• The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

• The teacher provides appropriate instruction that actively engages students in the learning process.

• The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Honesty and Integrity:

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Building a Portfolio:

Each course in the online certification program includes assignments that should be maintained in a working professional portfolio. For this reason, it is strongly recommended that the student maintain electronic copies of journal reflections, and assignments that can be used to demonstrate continuing professional growth and reflection during the internship phase of your teacher preparation. In EDSE 5030, the Discipline Plan represents a critical piece that should be kept for inclusion in your portfolio. Artifacts such as the rationale, classroom rules, forms, implementation, and ways to involve parents and administrators in the process will represent a portfolio piece for EDSE 5030. The portfolio can be used to demonstrate the quality of your preparation to future employers as well as a vehicle to demonstrate continuing professional growth and reflection.
**The Teaching Journal:**

The teaching journal is an electronic journal that contains assignments that are forwarded to the instructor one at a time as indicated with each Module. Refer to the UNT CANVAS calendar to determine when journal entries are to be forwarded to the instructor. It is strongly recommended that the student maintain a cumulative journal for continuing professional growth and reflection.

**Instructor Communication Parameters:**

Students should contact the instructor via UNT CANVAS email or telephone. Instructors will respond to student emails within three working days (72 hours). Working days do not include weekends, or holidays. Students are also encouraged to develop communication networks with other class members via electronic communication vehicles such as UNT CANVAS email, bulletin board, and/or chat. Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructors may not be able to respond to “last minute” requests for assignment clarification, and students may encounter unforeseen problems with their Internet provider, software, or hardware.

**Submitting Assignments:**

Instructions for assignments can be found on the course content pages in the purple assignment boxes. Assignments are submitted according to the due dates listed in the Announcement link. There are two methods for submitting assignments: ASSIGNMENTS and DISCUSSIONS (Toolbar is located on the left side of the screen when logged on to the course).

**Assignment Tool:**

Click on the Assignments link to view assignments. Click on the assignment number and follow the instructions. Please submit shorter assignments (500 words or less) by using the submission box. Click on the Enable HTML Creator link to spell check and format your assignment. Longer assignments (Piaget and Picture Portfolio projects; more than 500 words) should be sent as attachments. Also, any tables should be sent as attachments since the submission box may not maintain the table format after sending. Assignments sent via Assignments Tool are private and will only be viewed by the instructor.

**Discussion/Bulletin Board:**

Click on the Discussions link to view and post bulletin board assignments. Discussion assignments are public and allow students to interact with classmates and view other students’ work. Discussion assignments are listed in order by title and chapter. Check Announcement link for due dates. Click on the discussion title and Create Thread link. Type the assignment #/title in the subject box and record information in the message box. For tables and lengthy assignments the attachment function may be used although most discussions are posted using only the message box. Click on Submit to add assignments to the bulletin board.

If UNT CANVAS Learn experiences technical problems and you are unable to submit your assignments in UNT CANVAS Learn by the assignment due dates on the Announcement page, then the assignment due dates will be adjusted accordingly. If it is necessary to contact the
instructor during this time, please use the phone, fax, or email outside of UNT CANVAS to contact the instructor.

**Grading and Grade Reporting:**

Assignment grades are generally reported within one week of the due date on the Announcement page. Suggestions for improvement are provided to students receiving less than full credit for an assignment. Students can access their assignment grades within UNT CANVAS using the My Grade on the EDSE 5030 home page. Assignments posted less than one week AFTER the due date are eligible for one-half of the assignment points indicated in the “Sequence of Tests, Papers, and Activities” section of this syllabus (excluding the final module). Students who have assignments that are more than two weeks behind will be administratively dropped from the course.

Grading rubrics for assignments are included at the end of this syllabus. Students are encouraged to become thoroughly familiar with grading rubrics used to assess student learning in this course.

ALL assignments MUST be completed to earn an A in the course. Even if your points total to a number within the “A” range, if your FolioTek assignment and/or any other assignments are missing, you will earn a grade of “B”; if your points total to a number within the “B” range, and if your FolioTek assignment and/or any other assignments are missing, you will earn a grade of “C,” etc.
Sequence of Tests, Papers, and Activities (Maximum points awarded are shown in parentheses):

Module 1 (Beihler, McCown & Snowman chapter 7)
Assignment 1 - Studying’s Rewards (5)
Assignment 2 - The Token Economy (10)
Assignment 3 - Classroom Rules (10)

Module 2 (Beihler, McCown & Snowman chapter 8)
Assignment 4 - Short Term Memory Activity (5)
Assignment 5 - Chunking Activity 1 (5)
Assignment 6 - Chunking Activity 2 (5)
Assignment 7 - Chunking Assignment (10)
Assignment 8 - False Memories Activity (10)
Assignment 9 - Remembering Things that Never Were (5)
Assignment 10 - Mnemonics Assignment (5)
Assignment 11 - Learning Strategies Journal (5)
Assignment 12 - Learning Strategies Bulletin Board (5)

Module 3 (Beihler, McCown & Snowman chapter 9)
Assignment 13 - Constructivism and the Five E’s Assignment (10)
Assignment 14 - Spin Doctors (5)
Assignment 15 - A Comparison of Constructivism and Behaviorism Approaches to Learning (10)
Assignment 16 - Constructivism Lesson Plan (5)

Module 4 (Dreikurs & Cassell; Wong & Wong; Canter & Canter; Beihler, McCown & Snowman, chapter 10)
Assignment 17 - Stop Trouble before It Starts chat #1 (15)
Assignment 18 - Stop Trouble before It Starts chat #2 (15)
Assignment 19 - Beliefs on Discipline Inventory (5)
Assignment 20 - Provide examples of open questions. (5)
Assignment 21 - Games Students Play Refer to Discipline without Tears pp.34-44. (25).
Assignment 22 - Use the book, Assertive Discipline as a guide to develop a discipline plan. Include a discipline hierarchy, classroom management forms used for record keeping purposes, and a description of how you will implement the discipline hierarchy. Refer to rubric at the end of the syllabus (50).
Assignment 23 - Use the book, The First Days of School as a resource to describe how to: (a) introduce yourself to the class (b) arrange and assign seating (c) post assignments (d) determine when and how to take roll (e) maintain an effective grade record book (15).

Module 5 (Beihler, McCown & Snowman chapter 10)
Assignment 24 - Use the information to write five objectives for each of three domains (15).
Module 6 (Beihler, McCown & Snowman chapter 10)
Assignment 25 - Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (15 points).
Assignment 26 - Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor (15 points).
Assignment 27 - List at least 2 ways each level of Maslow’s Hierarchy of Needs is addressed in public schools (5).
Assignment 28 - Develop a lesson plan using a humanist instruction model. Use the lesson plan template provided by the instructor (15 points).

Module 7 (Beihler, McCown & Snowman chapter 11)
Assignment 29 - Record the answers to these questions in your reflective journal (15).
Assignment 30 - Words that motivate students (5)
Assignment 31 - View the attribution video . . .(5)
Assignment 32 - Efficacy case study (5)

Final Exam and TExES Competency Test
Assignment 33 - Final Exam for modules 1-6 *This test is online. (100)
Assignment 34 - The student must take the Computer Version of the TExES PPR test to receive 150 points. No partial credit is given. Students who do NOT take the TExES PPR test will receive 0/150 points. See the Announcement page calendar for deadline to take this exam (150).

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% – 100%</td>
<td>A</td>
<td>544-585</td>
</tr>
<tr>
<td>82% – 92%</td>
<td>B</td>
<td>480-543</td>
</tr>
<tr>
<td>75% – 81%</td>
<td>C</td>
<td>439-479</td>
</tr>
<tr>
<td>70% – 74%</td>
<td>D</td>
<td>410-438</td>
</tr>
<tr>
<td>below 70%</td>
<td>F</td>
<td>below 410</td>
</tr>
</tbody>
</table>

Student Responsibilities for Distributed Learning Courses:

1. Be able to work independently on course objectives, given the format for interaction with faculty and students will be non traditional.
2. Access course web page or initiate contact with instructor prior to 5th class day.
3. Verify appropriate hardware and software as described in the course description.
4. Provide instruction with access to a working email account (Eagle mail, UNT CANVAS or private provider).
5. Contact instructor or instructor assistant within two days if any problems develop in accessing the course.
6. Adhere to communication parameters of course (i.e., email, discussion, chat)
7. Complete UNT CANVAS tutorial prior to taking the first UNT CANVAS course.
8. Comply with appropriate electronic etiquette and abbreviations.
9. Acquire all necessary software and books.
10. Complete all course requirements by posted deadlines.
11. Students should maintain electronic copies in chronological order of ALL journal entries, bulletin board responses, lesson plans, and other assignments listed within the “Sequence of Tests, Papers, and Activities” section of this syllabus. It is the responsibility of the
student to verify that all messages AND attachments sent within UNT CANVAS are in their personal UNT CANVAS outbox. All assignments must be sent through UNT CANVAS. Assignments sent through sources outside of UNT CANVAS WILL NOT be considered for credit. Assignments posted less than one week AFTER the due date listed on the Announcement page are eligible for one-half of the assignment points indicated in the “Sequence of Tests, Papers, and Activities” section of this syllabus. Module 7 may NOT be submitted for late work credit.

Disabilities Accommodation:

“The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940.565.4323 during the first week of class.”

Academic Integrity

Students are encouraged to become familiar with UNT’s policy on academic integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Academic dishonesty, in the form of plagiarism, cheating or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct

Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instruction forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc.” See http://www.unt.edu/csrr/

Collection of Student Work:

In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.
Technology Integration:

The Curriculum and Instruction program supports technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities that infuse technology throughout the K-12 curriculum.

Master’s Program:

Student’s seeking admission to the Secondary Post Baccalaureate Master’s Program must secure acceptance into that program. Acceptance criteria for this program DIFFER from that of the Certification only Program. A total of 36 hours of prescribed coursework and acceptable Graduate Record Exam scores (GRE) are examples of additional requirements for admission the Secondary Post Baccalaureate Master’s Program. Please contact Dr. Pamela Esprívalo Harrell (PHarrell@coe.unt.edu) for additional information about the Secondary Post Baccalaureate Master’s Program.

Important Notice for F-1 Students

To read INS regulations for F-1 students taking online courses, please go to this website http://www.immigration.gov/graphics/services/visas.htm and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed
practice of the academic disciplines, and 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning.

In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations, which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refers to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Student Evaluation of Teaching Effectiveness**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE
to be an important part of your participation in this class.

*This course syllabus is intended to be a guide and may be amended at any time.*
• **January 14, 2019**

Begin Module 1, Assignments 1-3:

(1) Studying's Rewards (2) The Token Economy (3) Classroom Rules. Remember that all bulletin board assignments are to be submitted to the instructor with the other assignments AND also posted to the bulletin board.

NOTE: Please refer to the Syllabus and/or the Orientation Script to make sure that you are submitting the Module correctly. All Modules and Bulletin Board postings not submitted correctly will not be reviewed or given full credit.

- Register for the Computerized PPR Now

All day

Register for the Computerized PPR to assure space availability. This test must be taken before July 26, 2019. Taking the test is worth 150 points.

• **January 15, 2019**

- Begin Module 4 (see explanation in description)

  Module 4 requires additional time for preparation and reflection. For that reason I am posting this portion of that assignment now. I suggest that you start on the Module early. You should note that these three assignments are only a part of Module 4. Note that assignment 22 has an individual rubric.

• **January 25, 2019**

Module 1, Assignments 1-3 Due:

(1) Studying's Rewards (2) The Token Economy (3) Classroom Rules. Remember that all bulletin board assignments are to be submitted to the instructor with the other assignments AND also posted to the bulletin board.

NOTE: Please refer to the Syllabus and/or the Orientation Script to make sure that you are submitting the Module correctly. All Modules and Bulletin Board postings not submitted correctly will not be reviewed or given full credit.

• **January 28, 2019**

Begin Module 2, Assignments 4 - 12:

(4) Short-Term Memory Activity. (5) Chunking Activity 1. (6) Chunking Activity 2. (7) Chunking Assignment. (8) False Memories Activity. (9) Remembering Things that Never Were. (10) Mnemonics Assignment. (11) Learning Strategies Journal. (12) Learning Strategies. Last reminder to send all bulletin board assignments to your instructor with other assignments and also post to the bulletin board. You will expected to submit all future bulletin board assignments with each module and post them to the discussion/bulletin board, as well.
• **February 08, 2019**

Module 2, Assignments 4 - 12 Due:

(4) Short-Term Memory Activity. (5) Chunking Activity 1. (6) Chunking Activity 2. (7) Chunking Assignment. (8) False Memories Activity. (9) Remembering Things that Never Were. (10) Mnemonics Assignment. (11) Learning Strategies Journal. (12) Learning Strategies. Last reminder to send all bulletin board assignments to your instructor with other assignments and also post to the bulletin board. You will expected to submit all future bulletin board assignments with each module and post them to the discussions/bulletin board, as well.

• **February 11, 2019**

Begin Module 3, Assignments 13-16:


• **February 22, 2019**

Module 3 Due, Assignment 13-16:


• **February 25 2019**

Begin module 4, Assignments 17-23:

(17) Stop Trouble before It Starts chat #1; (18) Stop Trouble before It Starts chat #2; (19) Beliefs on Discipline Inventory; (20) Provide examples of open questions; (21) Games Students Play Refer to Discipline without Tears pp.34-44; (22) Use the book, Assertive Discipline...; (23) Use the book, The first Days...

At the beginning of this course it was suggested that you review and begin your activities for Module 4. At this time you should have been developing those activities. It is now suggested that you post your comments in response to Assignment (17) “Stop Trouble before it Starts, Part I” and Assignment (18) “Stop Trouble before it Starts, Part 2” within one week. You should then revise your bulletin board comments for Assignments 17 and 18, submitting them with Assignments 19 – 23 to your instructor by the Module 4 due date.

• **March 08, 2019**
  o Responses Must be Posted on BB for Assignments 17 & 18.

Post your responses to the bulletin boards for Assignments 17 and 18. You responses do not need to be submitted to your professor at this time.
• **March 22, 2019**

Module 4, Assignments 17-23 Due; Your revised bulletin board posting (Assignments 17 and 18) along with Assignments 19 - 23 should be submitted.

(17) Stop Trouble before It Starts chat #1; (18) Stop Trouble before It Starts chat #2; (19) Beliefs on Discipline Inventory; (20) Provide examples of open questions; (21) Games Students Play Refer to Discipline without Tears pp.34-44; (22) Use the book, Assertive Discipline...; (23) Use the book, The first Days...

- Assignment 22 Must ALSO be Submitted to FolioTek

In order to receive credit for Assignment 22, it must be submitted to FolioTek.

• **March 25, 2019**

- Begin Module 5

Assignment (24), Write an objective for each domain. That is right, just one Assignment!

• **April 05, 2019**

Module 5, Assignment 24 Due: (24) Use the information to write five objectives for each of three domains.

• **April 08, 2019**

Begin Module 6 Assignments 25-28:

(25) Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (26) Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor. (27) List at least 2 ways each level of Maslow's Hierarchy of Needs. (28) Develop a lesson plan using a humanist instruction model. Use the lesson plan templates provided in the course materials.

• **April 19, 2019**

Module 6, Assignments 25-28 Due:

(25) Develop a lesson plan using the direct instruction model. Use the lesson plan template provided by the instructor (26) Develop a lesson plan using a cognitive instruction model. Use the lesson plan template provided by the instructor. (27) List at least 2 ways each level of Maslow's Hierarchy of Needs. (28) Develop a lesson plan using a humanist instruction model. Use the lesson plan templates provided in the course materials.

• **April 22, 2019**
Begin Module 7, Assignment 29-32:

(29) Record the answers to these questions in your reflective journal (30) Words that motivate students (31) View the attribution video... (32) Efficacy case study.

- **May 02, 2019**
  
  Take the Computerized PPR before this date. Taking the PPR is worth 150 points in this course.

- **May 02 2019**
  
  o Begin Review for Final Exam
  
  A final exam review is available on the course content page.

- **May 04 – May 10 2019**
  
  o **Multiple Choice Available**
  
  12:30 AM – 11.59pm
  
  The multiple choice portion of the examination will be given as an online test. More information will be provided later in the course. This portion of the test will be worth 67 points.

  o **Essay Available**
  
  12:30 AM
  
  The essay portion of the examination will be given as an online test. More information will be provided later in the course. This portion of the test will be worth 33 points.