

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 304**

#### **CLASSROOM MANAGEMENT FOR TEACHERS**

#### **COURSE DESCRIPTION**

This course will survey instructional approaches, materials, and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles.

#### **RATIONALE**

The process of classroom management requires the application of a cadre of integrated skills that necessarily flow into all areas of the curriculum and presentation of that curriculum. Good classroom management establishes the groundwork and foundation for academic achievement; therefore, instruction in this area must be as effective and efficient as possible.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Apply strategic concepts of classroom management skills. (PRE-B4, PRE-B6, PRE-B7)
- B. Assess the role of a Christian educator in impacting students based on the Great Commission in Matthew Chapter 28. (PRE-C11, PRE-C12)
- C. Design a classroom arrangement for providing a supportive environment. (PRE-B6, PRE-B7)

- D. Examine effective means of communication among teachers, administrators, and families. (PRE-A1, PRE-C11, PRE-C12)
- E. Identify instructional skills and teaching methods necessary for classroom success. (PRE-B4, PRE-B6)
- F. Analyze various styles of learning for encouraging on-task behavior. (PRE-B6, PRE-B7)
- G. Demonstrate how to prevent bullying in the classroom. (PRE-B7, PRE-C11)
- H. Create a management plan for the diverse needs of today's K–12 students. (PRE-B6, PRE-B7)

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (6)

There are 6 Discussion Board Forums throughout the course. The purpose of Discussion Board Forums is to generate interaction among candidates regarding relevant, current course topics. Discussion Boards are collaborative learning experiences; therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 300 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 1 other classmate's threads. Each reply must be 150 words. For each thread and reply, the candidate must support his/her assertions with at least 1 citation in current APA format. (MLO: A, B, D, E, F)

- D. Modality Inventory and Quiz

The candidate will complete a modality inventory in Module 1 and attach it to the specified assignment portal. In a separate assignment portal the candidate will answer questions about the results of the inventory. Parkers' Modality Test is a self-calculating, computerized learning styles profile and study skills inventory. Together these tools describe learning preferences according to the individual student. (MLO: D, E, F)

- E. Classroom Challenges (2)

The candidate must complete 2 classroom challenges - one on effective room arrangement and another on bullying in the classroom. Each paper must be at least 1,200 words and include 4 sources, 1 of which is the Bible and 1 of which is the textbook. Each paper must include at least 5 citations from the 4 sources. (MLO: A, C, F, G)

F. Final Project

The candidate must complete a classroom management plan consisting of 12 sections that coincide with the 12 components in the grading rubric. This plan must be at least 1500 words and include 4 sources, 1 of which is the Bible and 1 of which is the textbook. This plan must include at least 6 citations from the 4 sources. (MLO: A, B, C, D, E, F, H)

G. Quizzes (8)

The candidate will complete the textbook readings for each module/week and then take the textbook assignment quizzes that are designed to evaluate comprehension of the textbook. All quizzes are open-book/open-notes and contain 16 multiple-choice and true/false questions, with the last quiz containing 14 multiple choice questions and 1 essay. All quizzes have a 30-minute time limit except for the last quiz which has a 1-hour time limit. (MLO: D, E, F)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Modality Inventory and Quiz	30
Discussion Board Forums (6 at 40 pts ea)	240
Classroom Challenges (100 pts and 125 pts)	225
Final Project	175
Quizzes (7 at 40 pts ea and 1 at 50 pts)	330
<b>Total</b>	<b>1010</b>

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 304**

Textbook: Burden, *Classroom Management: Creating a Successful K-12 Learning Community* (2017).

<b>MODULE /WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Burden: chs. 1 & 2 2 presentations 1 document 1 website	Course Requirements Checklist Advising Guide Acknowledgement Introduction/Welcome DB Modality Inventory and Quiz Quiz 1	10 0 0 30 40
<b>2</b>	Burden: ch. 3 1 presentation 1 scenario	DB Forum 1 Classroom Challenge 1 Room Arrangement Quiz 2	40 100 40
<b>3</b>	Burden: chs. 6 & 11 1 presentation	DB Forum 2 Quiz 3	40 40
<b>4</b>	Burden: ch. 8 2 presentations	DB Forum 3 Quiz 4	40 40
<b>5</b>	Burden: ch. 9 1 presentation 1 scenario	DB Forum 4 Classroom Challenge 2 Classroom Bullying Quiz 5	40 125 40
<b>6</b>	Burden: chs. 4 & 5 1 presentation	DB Forum 5 Quiz 6	40 40
<b>7</b>	Burden: ch. 7 2 presentations	DB Forum 6 Final Project: Classroom Management Plan Quiz 7	40 175 40
<b>8</b>	Burden: ch. 10 1 presentation	Quiz 8	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.