ADLTED 608 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: ADLTED 608   Title: CLASS MGMNT TECHNIQUES
Full Title: Classroom Management Techniques
Last Reviewed: 2/26/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	2	Lecture Scheduled	0
Minimum	0	Lab Scheduled	8.00	1	Lab Scheduled	16.00
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	16.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 16.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed to introduce new or potential teachers of Adult Education and Career Technical Education to the concepts and techniques involved in classroom management in a higher education setting.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ADLTED 601

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to introduce new or potential teachers of Adult Education and Career Technical Education to the concepts and techniques involved in classroom management in a higher education setting. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Completion of ADLTED 601
Limits on Enrollment:

Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Describe basic principles of classroom management.
2. Apply the principles of classroom management to planning for a course.

Objectives:
At the conclusion of this course, the student should be able to:
1. Prevent disuptive behavior, resolve problems and disruptions from students.
2. Create a positive learning environment where lessons and activities run smoothly.

Topics and Scope:

I. Classroom Management
    A. Establishing the classroom atmosphere
    B. Managing tempo and time
    C. Making a connection between the teacher(s) and the student(s)
    D. Making connections between and among students
    E. Helping students to be effective learners
    F. Practicing positive reinforcement
    G. Institutional policies and procedures about student discipline
II. Issues and Solutions: What Lies Behind the Behavior?
    A. Disrespectful Behavior
        1. Undermining instructor authority
        2. Disrepecting other students
        3. Sexual harassment
        4. The underprepared learner
    B. Absence, tardiness, leaving frequently or too early
    C. Neediness and over-participation
    D. Lack of participation
    E. Spacing out or sleeping

F. Sharing work or answers
G. Plagiarism or cheating
H. Gum and food,
I . Fidgeting
J. Cell phone disruption
K. Other, such as learning differences or styles
III. Dealing Directly with the Problem
    A. The importance of clear communication
    B. Consequences that suit the behavior
    C. Checking in with supervising administrators and other authorities
    D. Referring students to higher authorities
IV. Course Documents and Classroom Management
    A. Syllabus and calendar
    B. Institutional documents

Assignment:

1. Group analysis of course documents as they relate to classroom management
2. Reflective writing on personal experience of a disruptive classroom event
3. Roleplaying exercises (1 to 3)
4. Group problem-solving and presentation
5. Final reflective writing paper (1 to 2 pages)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writings; Final reflective paper	Writing 10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Group problem-solving activity and presentation	Problem solving 10 - 20%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Roleplaying exercises	Skill Demonstrations 40 - 50%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Active participation and attendance		Other Category 20 - 30%

Representative Textbooks and Materials:
Instructor prepared materials