ADLTED 608 Course Outline as of Summer 2022

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 Weel	k N	br 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