



EDUCATION 342 – Social Dynamics of Classrooms
COURSE SYLLABUS – Winter Semester 2019

Instructor: Christine Ho Younghusband
Class Times: Mondays 1pm to 2:20pm & Thursdays 3pm to 4:20pm (EY)
Tuesdays 1pm to 2:20pm & Thursdays 1pm to 2:20pm (SY)

Office: 10-4048
Office Hours: Mondays 2:30pm to 3:30pm (EY)
Tuesdays 12:00pm to 1:00pm (SY)

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COURSE DESCRIPTION

Calendar Description:

This course addresses the social dynamics of classrooms and introduces contemporary approaches to classroom management. Through a combination of lecture, discussion, small group activities, and case analysis, we will address the following central topics: foundations of classroom management, interpersonal relationships in classrooms, effective instruction to promote learning and motivation, classroom organization and management, and approaches to exceptional cases. Students will interrogate their own assumptions about the roles of teachers and students, and will develop practical strategies for classroom management and discipline.

The BC Teacher Standards captured in this course:

1. Educators value and care for all students and act in their best interests.
2. Educators are role models who act ethically and honestly.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.
6. Educators have a broad knowledge base and understand the subject areas they teach.
7. Educators engage in career-long learning. **
8. Educators contribute to the profession. **

For details of each BC Teacher Standard, go to:
<https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

** *Will be achieved with classmates, other cohort members, and Coaching Teachers.*

Book Required

Levin, Nolan, Kerr, Elliot, & Bajovic (2016). *Principles of Classroom Management* (4th Canadian ed.). Toronto: Pearson Canada.

Course Details:

Developing, managing, and maintaining *Social Dynamics* in one's classroom is complex and challenging at times. Students will consider their role "as teacher" in Classroom Management and what strategies, pedagogies, and relevant information and resources they would need to access and/or implement in order to maximize the student learning experience in their classes while attempting to minimize any student disruptions. Case studies, small group and class discussions, and reflections through the use of the textbook will guide the learning in this course. Guest speakers may also be added to the course.

INQUIRY QUESTIONS:

- What role does the teacher play in classroom management?
- How do you differentiate the student from the behaviour?
- What factors do teachers control that influences social dynamics?
- How does BC's New Curriculum influence social dynamics, if at all?
- Why is it important to "manage your class" while facilitating learning?

Course-Level Educational Goals

By the end of the course, students should be able to:

- Assess and evaluate preconceptions of classroom management and identify how these conceptions may have changed overtime throughout the course
 - Use professional knowledge to structure learning and classroom management
 - Use case study as an instructional strategy to make sense of Social Dynamics
 - Identify strategies and resources to manage or intervene a particular situation
 - Apply the CALM approach as classroom management strategy
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GRADING:

Iterative Case Study Analyses (in Journal Form)	20%
Small Group and In-Class Discussions	20%
Annotated Chapter Summary, Questions, and Exercises	30%
Practicum Observation, Case Study, and Analysis	30%

ASSIGNMENTS:

Iterative Case Study Analyses (in Journal Form) 20%

The textbook and required reading, “Principles of Classroom Management” is subdivided into four sections, as seen below. Students will select and review a CASE STUDY as seen on page 2 (of an age level of choice) in the four iterative stages:

- Part One – “Baseline” (start of class, before reading textbook)
- Part Two – “Foundations” (after reading Chapters 1-5)
- Part Three – “Prevention” (after reading Chapters 6-7)
- Part Four – “Intervention for Common and Chronic Behaviour Problems” (after reading Chapters 8-11)

Each analysis should be at least one page in length (no more than 3-pages) that is typed on a computer in 12-font, Times Roman, and 1.5 spaced (this is a framework). Engaging in the iterative case study analysis IN JOURNAL FORM will help students to see growth over time as they read through the textbook and participate in small group and class discussions. In the re-analysis, students are encouraged to cite and refer to the textbook.

Small Group and In-Class Discussions 20%

Attendance and class participation are essential to collaborative sense-making and providing feedback. Students will be asked to share and provide questions they have composed from their reading to guide small group and class discussions. Students will also be considering questions posed from each chapter but also questions posed from case studies found throughout the textbook. Students will also participate in group activities and may submit work, evidence of learning, or demonstration learning in these groups.

Annotated Chapter Summary, Questions, and Exercises 30%

Students will summarize each chapter reading (approximately one page). Students will ask 1-2 KEY QUESTIONS (wonderings or curiosities) about the chapter they have read that would be considered for small group or class discussion. Finally, students will select at least 3 EXERCISE questions from the end of the chapter they would like to address and respond to, to reflect on the reading and their thinking.

Practicum Observation, Case Study, and Analysis 30%

Students will be participating in EDUC 391 Practicum during Weeks 8-10 after reading break. Students will be asked to observe student and teacher behaviour in their classes to make further sense of the course reading during practicum. From practicum, students will COMPOSE one case study, similar to the format found in the textbook: have a title, brief description of the case, and questions to consider. Please DO NOT USE real names of people or schools in writing of the case study or any other identifiable information.

Students will write a case study analysis on their case study, similar to the “iterative case study analysis” in addition to: (1) What went well? (2) What could have been better? (3) What would you do differently? Case studies will be subject to peer review and feedback. Students will conclude this assignment with a one-page final reflection on *Social Dynamics* and discuss what they have learned that influences them as an educator.

Grade Distribution for Undergraduates at UNBC

Grade	% Range	Description
A+	90 – 100%	EXCELLENT STANDING Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	85 – 89.9%	
A-	80 – 84.9%	
B+	77 – 79.9%	GOOD STANDING Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	73 – 76.9%	
B-	70 – 72.9%	
C+	67 – 69.9%	SATISFACTORY STANDING Satisfactory performance. This grade indicates a student who minimally meets expectations or stated criteria and has a satisfactory grasp and knowledge of the subject matter.
F	<67%	UNSATISFACTORY STANDING Unsatisfactory performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.
<i>All students must receive a "pass" (C+ or better) to obtain credit for this course.</i>		

ACCOMODATIONS:

If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact Disability Services located in the Teaching and Learning Centre, Room 1048.

CHEATING OR PLAGIARISM:

According to the UNBC Undergraduate Regulations and Policies:

<https://www.unbc.ca/calendar/undergraduate/regulations>

Go to website for full description of Academic Regulation 45 (Academic Offenses).

“Any conduct that violates the standards of the University as set out in the Undergraduate University Calendar, particularly those related to academic honesty, is a serious offense.”

“Minimum sanctions for an academic offense include reprimands and reduction of grades; the maximum sanction is dismissal from the student’s academic program or suspension from the University (see Academic Regulation 46 (Academic Sanctions)).”

Academic “offenses include, but are not limited to the following: plagiarism, cheating, submitting false records, withholding records, misrepresentation of one’s own identity, falsification of results, submission of false information, aiding or abetting any of the academic offences” previously mentioned.

GRADING SCALE FOR WRITTEN ASSIGNMENTS:

Exceptional or Excellence Performance: Strong evidence of original thinking; excellent organization; demonstrated high capacity to analyze and synthesize information; outstanding grasp of subject matter with ability to provide sound critical evaluation; evidence of care and precise reading of required and other texts; ability to relate theory to practice; fluent and appropriate use of relevant concepts; careful and courteous consideration of ideas or others; clear, grammatically and stylistically sound writing; correct spelling.	A+ A A-
Very Good Performance: Clear use of relevant literature and background reading, appropriate use of relevant concepts; good organization; sound critical evaluation, clearly made links with wider issues; courtesy in dealing with other's ideas and opinions; good quality writing (i.e. clarity of expression largely good, basically sound grammatically, correct spelling)	B+
Good Performance: Reasonably accurate grasp of key concepts and issues relevant and appropriate analysis relevant and appropriate analysis and discussion; adequate organization, readings sensibly incorporated into arguments; accurate and sensible evaluative discussion; courtesy in dealing with others' opinions and ideas; reasonably clear expression of ideas, free of spelling errors	B B-
Satisfactory Performances to Minimal Standards: Little evidence of required reading or of understanding of required reading; limited grasp of concepts being discussed; divergence from main point to peripherally or superficially related items; largely dealing with anecdotal or concrete examples rather than principles and theories; largely descriptive writing with little analysis, though show some grasp of the main issues; poorly organized; problems with clarity of expression, grammar	C+ C
Marginal Performance	C- D
Fail (Unsatisfactory Performance)	F

COURSE FRAMEWORK (*Topic order is subject to change)

Week	Dates	DAY ONE	DAY TWO
1	Jan 3 rd	N/A	Course Syllabus (Case 1)
2	Jan 7-11	Chapter 1	Chapter 2
3	Jan 14-18	Chapter 3	Chapter 4
4	Jan 21-25	Chapter 5 (Case 2)	Chapter 6
5	Jan 28-Feb 1	Chapter 7 (Case 3)	Chapter 8
6	Feb 4-8	Chapter 9	Chapter 10
7	Feb 11-15	Chapter 11 (Case 4)	<i>Trauma Informed Pedagogy**</i>
---	Feb 18-22	READING WEEK	Annotated Summary DUE
8	Feb 25-Mar 1	PRACTICUM	PRACTICUM
9	Mar 4-8	PRACTICUM	PRACTICUM
10	Mar 11-15	PRACTICUM	PRACTICUM
11	Mar 18-22	Practicum Follow Up	Development of Case Study
12	Mar 25-29	<i>Core Competencies**</i>	<i>Design Thinking**</i>
13	April 1-5	Peer Assessment	Final Case Study DUE

*The instructor may share additional content/resources to supplement the course syllabus.