

ECE104 | Classroom Management

Course Text

No need to track down a textbook; this text is provided digitally as part of the course enrollment:

Romano, M., & Weinstein, C.S. (2023). *Elementary classroom management: Lessons from research and practice* (8th ed). McGraw Hill.

Course Description

The purpose of this Classroom Management course is to strengthen students' understanding of the relationship between classroom environment, classroom behavior, and learning. Specifically, students will gain knowledge of disciplinary and management models and their relationships to degrees of teacher and student control. Online readings and activities will focus on effective decision-making about classroom management and on developing alternatives for preventing and managing discipline challenges.

Learning Outcomes

After completing this course, students will be able to:

1. Develop proactive behavior strategies to implement in order to prevent classroom management issues
2. Compare and contrast various discipline/management models, based on current research
3. Describe management skills as related to the classroom
4. Give details regarding unique aspects of the classroom including special needs and violence
5. Formulate techniques and strategies to modify student activities based on student behaviors and skill level
6. Demonstrate an understanding of a variety of classroom management programs
7. Identify strategies of discipline and management that are appropriate to accommodate diverse learners
8. Identify and implement ways to modify curricula, materials, and the environment to accommodate individual differences

Course Prerequisites

There are no prerequisites for Classroom Management.

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity in an honest, truthful and responsible manner. Violations of academic integrity include, but are not limited to, plagiarism, cheating, fabrication and academic misconduct. Failure to comply with the Academic Integrity Policy can result in a failure and/or zero on the

attempted assignment/examination, a removal from the course, disqualification to enroll in future courses, and/or revocation of an academic transcript.

Course Completion Policy

In order for a course to be considered complete, **all required coursework must be attempted, submitted, and graded.** Required coursework consists of graded assignments. Any Academic Integrity Policy violations may prevent a course from being considered complete.

Assessment Types

StraighterLine courses may include any combination of the assessment types described below. Review the descriptions to learn about each type, then review the Course Evaluation Criteria to understand how your learning will be measured in this course.

Benchmarks

Benchmarks test your mastery of course concepts. You have 3 attempts, and your highest score counts.

Note: Cumulative Benchmarks (final exams) only allow 1 attempt.

Capstones

Capstones are project-based assessments that help you apply concepts to real-world scenarios. You have 2 attempts, and your highest score counts.

Checkpoints

Checkpoints are quick knowledge checks on important course concepts. All are open-book, and most have 1-3 attempts.

AI Use-Case Policies

StraighterLine Capstone assessments operate under one of three AI Use-Case Policies. These designations are selected intentionally to support learners in developing digital literacy, ethical reasoning, and authentic communication skills. Each model requires students to engage meaningfully with the course outcomes while adhering to academic standards.

Independent Work Requirement: Capstones with this designation must be completed independently without using AI tools. The goal is for learners to showcase their own understanding and skills without AI assistance. Students are expected to generate and submit original work developed solely through their own reasoning and effort.

AI-Assisted Planning Option: Capstones with this designation may allow AI tools to support brainstorming and assessment planning. If allowed, students will be asked to document any AI assistance by noting how it informed their work. Documentation must be included within the assignment or in a designated reflection field. Examples include describing how an AI tool helped organize an outline, generate ideas, or surface sources for further exploration.

AI-Integration Requirement: Capstones with this designation require AI tools as part of the learning process. Students will be asked to reflect upon their AI interactions and AI contributions to the assessment. Reflections must include which tools were used, how they were used, and what insights students gained from the process. This promotes transparency, ethical use, and metacognitive skill-building.

Course Evaluation Criteria

Your score provides a percentage score and letter grade for each course. A passing percentage is 70% or higher.

There are a total of 1000 points in the course:

Assessment	Points	Learning Outcomes
Checkpoint 1: Video Reflection–Classroom Climate	25	1, 5
Capstone 1: Approaches to Classroom Management	175	1, 5
Checkpoint 2: Classroom Seating Arrangements	25	3, 5
Checkpoint 3: Video Reflection–Classroom Norms and Values	25	3, 5
Benchmark 1: Checkpoints 1-3	75	1-3
Capstone 2: Establishing a Positive Environment	175	3, 5
Checkpoint 4: Motivating Students	25	5, 7
Capstone 3: Classroom Management Plan	175	3-8
Checkpoint 5: Developing Management Strategies	25	1, 7
Benchmark 2: Checkpoints 4-5	75	1-8
Capstone 4: Behavior Plan Case Study	200	1-8
Total	1000	

Course Roadmap

This roadmap provides an overview of the checkpoints and lessons covered in this course.

Checkpoint 1: Managing Classrooms to Nurture Students, Build Self-Discipline, and Promote Learning

- Watch and Learn: Fundamental Tasks of Classroom Management
- Read: Textbook: Chapter 1: pp.2-8
- Read: Textbook: Chapter 1: pp.9-24

Checkpoint 2: Designing the Physical Environment

- Watch and Learn: Establishing an Environment for Learning
- Read: Textbook: Chapter 2: pp.26-49

Checkpoint 3: Classroom Norms, Values, and Needs

- Read: Textbook: Chapter 3: pp.49-71
- Read: Textbook: Chapter 5: pp.90-110
- Read: Textbook: Chapter 6: pp.111-147

Checkpoint 4: Motivating Students and Making the Most of Classroom Time

- Read: Textbook: Chapter 8: pp.176-198
- Read: Textbook: Chapter 9: pp.200-226
- Read: Textbook: Chapter 10: pp.227-256

Checkpoint 5: Developing Management Strategies

- Watch and Learn: Response Strategies
- Read: Textbook: Chapter 12: pp.286-318
- Read: Textbook: Chapter 13: pp.319-345

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