ÇAĞ UNIVERSITY FACULTY OF ART-SCIENCES							
DEPARTMENT OF ENGLISH LANGUAGE TEACHING							
Code	Course Title		Credit	ECTS			
FRM 401	Classroom Management		(2-0)2	4			
Prerequisites	None						
Language of Instruct	ion Turkish	Mode of Delivery	/ Face to face				
Type and Level of Course Compulsory/ Undergraduate/ 4.Year/Fall							
Lecturers	Name(s)	Lecture Hours	Office Hours	Contacts			
Course Coordinator	Lecturer: Dr. Caner Cereci	Wed. 19.20- 20.50	Tues. 13.30- 15-30	canercereci@cag.edu.tr			
Course Objective	Students will be able to under	stand the key term	ns, contexts, concepts, m	nodels necessary to			

Course Obje	ctive	Students will be able to understand the key terms, contexts, con	cepts, models nec	essary to
		operate successfully in the field of testing and evaluation		
		Students who have completed the course successfully should	Relationship	
		be able to	Prog. Output	Net Effect
urse	1	Evaluate the scope and conceptual framework of classroom management.	9	4
of the Course	2	Explain concepts, terms, facts, and abstractions related to classroom management.	9	5
	3	Assess macro-level global and national variables that influence classroom management processes.	10	4
jes	4	Explain the impact of the globalization process on education.	10	5
utcom	5	Examine the influence of learning theories on the classroom management system.	10	5
Learning Outcomes	6	Compare the effects of behaviorist, cognitive, information processing, and constructivist learning theories on classroom management processes.	9,10	4,5
Lear	7	Relate the theoretical framework of classroom management to real-world issues.	9	4
	8	Have knowledge of the dimensions of classroom management and their characteristics.	9,10	4,5

**Course Description:** The purpose of this course is to provide fundamental knowledge and skills in the field of classroom management. Within this scope, the course will cover fundamental concepts of classroom management, classroom environment, organization and time management in the classroom, classroom discipline, motivation, classroom communication, and interaction, through practical applications, question-answer activities, and examples.

Course Contents:( Weekly Lecture Plan )  Weeks Topics Preparation Teaching Methods					
Topics	Preparation	Teaching Methods			
Why Should We Know Classroom	Textbook Ch.1	Lectures			
Management?					
Recommendations for Bringing	Textbook Ch 2	Lectures			
Psychology into the Classroom					
What Should a Teacher Know About	Textbook Ch 3	Presentation and Discussion			
Body Language?					
Suggestions for Voice Usage for a	Textbook Ch.4	Presentation and Discussion			
Teacher					
A Teacher's First Day at School	Textbook Ch 5	Presentation & Discussion			
Review					
Midterm Exam	Textbook Ch 6	Presentation			
Name Recall Techniques	Textbook Ch 7	Presentation			
How Should We Define Success in the	Textbook Ch.8	Workshop			
Classroom? How Should We Adapt to					
Different Children with Which Methods?					
Motivation in School and the Classroom	Textbook Ch 9	Workshop			
Thinking About Seating Arrangements in	Textbook Ch10	Groupwork			
Educational Environments					
	Topics Why Should We Know Classroom Management? Recommendations for Bringing Psychology into the Classroom What Should a Teacher Know About Body Language? Suggestions for Voice Usage for a Teacher A Teacher's First Day at School Review Midterm Exam Name Recall Techniques How Should We Define Success in the Classroom? How Should We Adapt to Different Children with Which Methods? Motivation in School and the Classroom Thinking About Seating Arrangements in	Topics Why Should We Know Classroom Management? Recommendations for Bringing Psychology into the Classroom What Should a Teacher Know About Body Language? Suggestions for Voice Usage for a Teacher A Teacher's First Day at School Review Midterm Exam Textbook Ch 5  Review Midterm Exam Textbook Ch 6  Name Recall Techniques Textbook Ch 7  How Should We Define Success in the Classroom? How Should We Adapt to Different Children with Which Methods? Motivation in School and the Classroom Textbook Ch 9  Thinking About Seating Arrangements in Textbook Ch10			

	From Practice to	Theory: Understanding	Textbook Ch10	Groupwork	
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	Behaviors	iiwained Student			
13			Textbook Ch11	Groupwork	
13		gement in Online	Textbook Citt	Groupwork	
	Environments				
14	Review			Groupwork	
			ERENCES		
Textboo		Şişman, M. ve Turan, S. (2	018). Sınıf Yönetimi. Anl	ara: Pegem Aka	demi
Course	Notes	<b>.</b>			
_		Öğretim üyesi tarafından te	min edilen kaynaklar		
Recom	mended Reading				
		A - 11 A Ö-1 3.5	(2015) Din Öy		l., V"
		Açıkalın, A. ve Özkan, M.	(2015). Bir Ogrenim Çe	evresi Olarak Ok	uiu Yonetmek. Ankara:
		Pegem Akademi			
		İzgören, A. Ş. (2007). İş	Vacaminda 100 Vana	ımı Çiatam I	idarliči Ankara, Elma
		Yayınevi.	i aşanında 100 Kang	iru – Sistem L	idenigi. Alikara. Ellila
		·			
		Toktamışoğlu, M. (2004). l	Cot nantolunlu vönetici	Latombirly Madioa	
		1 oktannişoğia, 141. (2001). 1	Lot paintoruma yonetici.	istanbur, Mediac	at Yayınları
		Tokumiyogiu, ivi. (2001). I	xot pantoruma yonetici.	istanoui. Mediac	at Yayınları
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