

Civility in the Classroom -- References

- Amada, G. (1999). *Coping with misconduct in the college classroom: A practical model*.
Asheville, NC: College Administration Publications.
- Bloomfield College. (2007). *Statement on civility and human dignity*. Retrieved February 9, 2007
from www.bloomfield.edu/studentaffairs/civility2.asp
- Carter, Stephen L. *Civility: Manners, Morals, and the Etiquette of Democracy*. New York: Basic
Books, 1998.
- Coe College. (2007). *Campus civility statement*. Retrieved February 9, 2007, from
www.coe.edu/reslife/handbook/index.htm
- Forni, P. M. (2002). *Twenty-five rules for considerate conduct*. New York: St. Martin's Press.
- Holladay, J. (2006). *Managing incivility in the college classroom* [Online article]. Austin:
University of Texas. Retrieved February 9, 2007, from
www.utexas.edu/academic/diia/gsi/tatalk/incivility.php
- Hudson Valley Community College. (2007). *Civility, conduct, and respect at Hudson Valley
Community College: What's expected of me?* [Workshop description]
<https://www.hvcc.edu/civility/index.html>
- Jamestown Community College. (2007). *Classroom civility guide for students*. Retrieved
February 9, 2007, from [www.sunyjcc.edu/college-
wide/studentinfo/civilityguidestudents.htm](http://www.sunyjcc.edu/college-wide/studentinfo/civilityguidestudents.htm)
- National Education Association and Professional & Occupational Development Network.
(2007). Best practices: How to create classroom decorum by modeling it. In *Thriving in
Academe* [Online forum]. Retrieved February 9, 2007, from
www2.nea.org/he/advo00/advo0003/bestprac.html

Noddings, N. (2005). *The Challenge to Care in Schools*. New York: Teachers College Press.

Richardson, S. M. (Ed.). (1999). Promoting civility: A teaching challenge. *New Directions in Teaching and Learning*, 77.

Sorcinelli, M.D. (2002). Promoting civility in large classes. In Stanley, C.A., & Porter, M.E. (Eds.) *Engaging Large Classes* (pp. 44-57). Bolton, MA: Anker Publishing.

Stanley, C.A., & Porter, M.E. (Eds.) (2002). *Engaging Large Classes*. Bolton, MA: Anker Publishing.

StudentAffairs.com. (2007). *Promoting civility on campus* [Course outline]. Retrieved February 9, 2007, from www.studentaffairs.com/onlinecourses/winter2006course8.html

Tiberius R. G., & Flack, E. (1999). Incivility in dyadic teaching and learning. *New Directions in Teaching and Learning*, 77, 3-12

University of California Davis. (2007). *The principles of community*. Retrieved February 9, 2007, from <http://principles.ucdavis.edu>

Online resources (from University of Michigan Center for Teaching and Learning):

[Reducing Incivility in the University/College Classroom \(Morrissette, 2001\)](#)

<http://www.ucalgary.ca/iejll/morrissette>

Provides practical strategies designed to avoid or diffuse classroom conflicts.

[Managing Hot Moments in the Classroom \(Warren, 2000\)](#)

<http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html>

Handling controversial topics and heated discussions can be stressful and difficult. However, controversy can be a powerful tool to promote learning. This article offers instructors practical strategies for turning difficult encounters into learning opportunities.

[Managing the Classroom and Relating to Students \(Appendix A from *The Penn State Teacher II* – scroll down to pg. 138\)](#)

<http://www.schreyerinstitute.psu.edu/pdf/PennStateTeacherII.pdf>

This link offers advice and tips to beginning teachers about how to establish a comfortable learning environment. Additional treatment is given to handling disruptive students, setting standards relative to out-of-class availability to students, helping students who are struggling academically, and what to do if a student is having personal problems.

[UC-Santa Clara's Teaching Toolbox: Classroom Civility](http://teaching.ucsc.edu/tips-civility.html)

<http://teaching.ucsc.edu/tips-civility.html>

Definitions and resources related to incivility in higher education; includes a section about responding to specific kinds of incivility, including: 1. Annoyances and minor disruptions, 2. Dominating discussion, 3. Aggressive challenging of teacher, and 4. Disputes between students and demeaning comments.

[Managing Classroom Conflict \(University of North Carolina, 2004\)](http://cfe.unc.edu/pdfs/FYC22.pdf)

<http://cfe.unc.edu/pdfs/FYC22.pdf>