

COURSE SYLLABUS

Course Number: SOCS 5170.W1

Instructor: Vi Wilson, M.A.T; Donna Campbell, Ph.D.

Course Title: Behavior Management

Term: Fall, 2004

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1. Course Description: (Student focus, rationale, scope, prerequisites)

This course focuses on behavior management and classroom management issues in today's classroom. It is designed to offer practicing teachers an opportunity to examine their own practices and to investigate current research-based techniques that are considered "best practices".

2. Learner Outcomes

- a) Students develop and articulate a personal theory of prosocial learning and instruction, motivation, and discipline.
- b) Students identify, assess and analyze the components of effective behavior and classroom management.
- c) Students are knowledgeable of, and select effective behavior management and classroom management techniques.
- d) Students systematically assess and evaluate their own effectiveness in the areas of behavior and classroom management.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

WEEK 1: ; Overview of Behavior Management: Jones & Jones, Ch 1; Charles, Ch 1

Question: What is Behavior Management?

WEEK 2: Goals of Education; Mission of Schools

Question: What are the age-appropriate goals of a school-based social & emotional curriculum? What socio-emotional outcomes should the educational community hope to see in its graduates?

WEEK 3: Overview of Psychosocial Development Jones & Jones, Ch 2

Dreikur's model; Charles, Ch 2

Question: What are the important psychosocial needs of children and youth that parents and educators need to address in order to enhance academic and personal growth?

WEEK 4: Positive Teacher - Student Relationships Jones & Jones, Ch 3

Gordon's Teacher Effectiveness Training: Charles, Ch 6

Question: How can teachers enhance student achievement through establishing positive rapport with students?

WEEK 5: Positive Peer Relationships Jones & Jones, Ch 4

Glasser's Noncoercive Discipline: Charles, Ch 8

Question: How can teachers enhance student achievement and productivity by fostering group membership and cohesion

WEEK 6: Enhancing Motivation: Jones & Jones, Ch 6

Readings

Question: What is my personal theory of motivation?

WEEK 7: Enhancing Motivation: Part 2: Jones & Jones, Ch 6

Kyle, Kagan, & Scott's "Win-Win Discipline Model, Charles, Ch 11

Questions: What type of instructional strategies enhance student motivation and commitment? How can teachers organize the learning environment to optimize students motivation to learn and achieve: Making meaning from the curriculum and instruction

WEEK 8: Class-wide Motivation: Jones & Jones, Ch 6

Barbara Coloroso's Inner Discipline, Charles, Ch 9

Question: What are the ingredients of an effective, comprehensive class-wide motivational system?

WEEK 9: Developing Standards for Classroom Behavior Jones & Jones, Ch 7

Jones's Positive Classroom Discipline: Charles, Ch 4

Question: What is effective classroom management ?

WEEK 10: Responding to Rules Violations Jones & Jones, Ch 8

Albert's Cooperative Discipline: Charles, Ch 5

Question: How can teachers teach effective corrective procedures that foster self-discipline?

WEEK 11: Problem solving: Jones & Jones, Ch 9

Nelson, Lott's, and Glen Positive Discipline in the Classroom: Charles, Ch 7

Question: How can we teach students to make responsible decisions for themselves?

WEEK 12: Functional Assessment Model Jones & Jones, Ch 10

Canter & Canter's Assertive Discipline: Charles, Ch 3

Question: How can we identify the social, emotional, and environmental factors that lead to problem behavior?

WEEK 13: Individual Behavior Management Jones & Jones, Ch 10

Skinner's Model Charles, Ch 2

Question: What behavior management strategies are effective for serious problem behaviors?

WEEK 14: Putting It Altogether Jones & Jones, Ch 10

Curwin & Mendler's Discipline with Dignity: Charles, Ch 9

WEEK 15: School-wide Strategies Jones & Jones, Ch 11

Charles, Ch 15

Question: How can we establish consistent, school-wide systems that provide proactive strategies for self-discipline and safety nets for students who fall into the cracks?

WEEK16: Reflections on a Personal Model of Discipline Charles, Ch 13 & 14

Bon Voyage

4. Resources:

Text Used:

Jones, Vernon F. & Jones, Louise S. (2004). Comprehensive classroom management (7th Edition). Allyn & Bacon: Boston.

Charles, C. (2005). Building classroom discipline (8th ed, or latest) . Boston: Allyn & Bacon

Supplemental Readings:

Charney, Ruth (2002). Teaching children to care. Classroom management for ethical and academic growth (K-8). Greenfield, MA: Northeast Foundation for Children.

Noddings, N. The challenge to care in schools: An alternative approach to education. New York: Teachers College Press.

5. Evaluation:

a. Written Assignments: Reflective Classroom Management Activities: **Ten written assignments are required for the course (five are required assignments, and five are elective choices)**. Each week, students will construct and describe activities designed to improve classroom management practices. These activities emerge from a reflective analysis of one's classroom involving an exploration of philosophy of education and discipline, an examination of teaching practices, and an analysis of the classroom environment. These assignments will be based on the text readings and activities from Jones & Jones, Comprehensive Classroom Management. Please check the " Assessment, Required Assignments and Grading" page in the Assessment area for a list of the assignments. These assignments are also listed under Assessment/Assignments and Projects.

(150/450 points)

b. Theoretical Discussions: Each week, class-wide discussions will be held regarding the various theoretical models presented in Charles, Building Classroom Discipline, and on case studies. Students can receive up to 10 points per week for engaging in active discussion. Up to eight points are awarded for the initial responses, and two points for comments.(140/450 points)

c. Quizzes. The scores from the best eight (8) quizzes will be used to calculate final grades. (160/450 points)

7. Other:

The grade 'Incomplete' is not used in this course (except in an emergency, as defined by the instructor) . If the requirements of the course are not completed by the last day of

the semester, the grade will be based on the work submitted during the semester, as a percentage of the total number of grade points earned.

Plagiarism and excessive copying is not tolerated. Excessive copying (using quotations, or copying a reference) is defined as copying more than 1 paragraph (approximately 4 sentences) from one written source, or the use of quotations that constitutes more than 20% of the content of the paper. All student materials are submitted to Turnitin.com to determine originality. Students who are determined to have engaged in plagiarism, or excessive copying, are subject to university disciplinary policy, including receiving NC for the course, and dismissal from the program.

Attendance: Students are expected to participate in discussions and other assignments on a **weekly** basis, at the minimum.

Assignments which are not handed in by the deadlines listed may be penalized.

This syllabus is subject to change at the discretion of the instructor.