

Course Syllabus

COURSE NUMBER: EPSY 5170.W1 COURSE TITLE:

Behavior Management TERM: Fall 2005 SITE:

Main Campus INSTRUCTOR CONTACT INFORMATION:

Natalie Thomas, Ph.D.

Email: nataliethomas@sbcglobal.net **CREDIT HOURS: 3**

1. Course Description: (insert course description here)

2. Learning Outcomes: (Insert course outcomes and their links to program outcomes, program goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns added or deleted using the Microsoft Word Table Tool).

Course Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Explore multiple approaches to analyzing behavioral problems including, role theory, behavior modification MoSTEP Mo STEP 6a. knows motivation theories and behavior management techniques

The knowledgeable learner:

- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and

The informed instructor:

- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning;
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity;
 - 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
 - 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- Explore environmental factors influencing behavior such as cultural background, social constellation, etc MoSTEP 7b. demonstrates sensitivity to cultural, gender, intellectual differences in classroom communication and in responses to students' communication
- 3.5 values and integrates reflection to grow as a professional;
 - 3.6 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.7 seeks relationships with families and students to support student learning; and
 - 3.8 initiates change that benefits students and their families.

The responsive educator:

- 4.4 understands and responds appropriately to issues of diversity;
- 4.5 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.6 adapts instruction to the learner's knowledge, ability, and background experience.

Identify behavioral issues requiring additional interventions in addition to a management MoSTEP MoSTEP 7a. models effective verbal/non verbal communication

The knowledgeable learner:

- 1.4 applies tools of inquiry to construct meaningful learning experiences;
- 1.5 identifies developmental factors in student learning; and

The informed instructor:

- 2.5 understands and uses a range of instructional strategies;
- 2.6 uses a variety of communication modes, media, and technology to support student learning
- 2.7 employs a variety of formal and informal assessments to monitor learning and modify instruction

Apply theories and strategies to case examples MoSTEP 6a. knows motivation management strategies and techniques

The knowledgeable learner:

- applies tools of inquiry to construct meaningful learning experiences;
- 1.6 identifies developmental factors in student learning; and

The informed instructor:

- 2.8 understands and uses a range of instructional strategies;
- 2.9 uses a variety of communication modes, media, and technology to support student learning
- employs a variety of formal and informal assessments to monitor learning and modify instruction

Develop collaborative strategies for problem solving models MoSTEP 7a. models verbal communication skills

- 3.9 values and integrates reflection to grow as a professional;
- 3.10 promotes communication and collaboration with colleagues, families, and community leaders
- 3.11 seeks relationships with families and students to support student learning; and
- 3.12 initiates change that benefits students and their families.

Identify and plan to implement increased student decision making and engage the educational process to improve academic and motivation outcomes MoSTEP in decision making.

- 3.13 values and integrates reflection to grow as a professional;
- 3.14 promotes communication and collaboration with colleagues, families, and community leaders
- 3.15 seeks relationships with families and students to support student learning; and
- 3.16 initiates change that benefits students and their families.

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

WEEK 1: Implementers of Behavior Management.

WEEK 2: Understanding the relationship between student and professional

WEEK 3: Communication Theories / Systems Theory

- WEEK 4:** Styles of Behavior Management. Factors influencing behavior.
- WEEK 5:** Approaches to Behavior Management / Teacher Style
- WEEK 6:** To proactive or react.
- WEEK 7:** Specific Terminology / Ethical Considerations.
- WEEK 8:** Beyond Behavior Management Problems.

5 RESOURCES:

Required Text(s):

Text Used: Building Classroom Discipline, C.M. Charles, 8th Ed.
Author: Carol M. Charles
ISBN number 0-205-412-575
 Allyn & Bacon Publishers

6 EVALUATION: (basis of evaluation with explanation regarding the nature of the assessment and the percentage of the grade assigned to each item below)

- a) Term Paper / Take Home Examination 40%
- b) Examinations (In Class) 10%
- c) Class participation & attendance 20%
- d) Class presentation on specific topic
- e) Other Interview or community visit/class presentation 20%
 - Weekly reaction paper 10%
 - Group article Presentations

Assessments Links to Course Outcomes Percentage of Grade

- Class participation and activities 10%
- Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence
- 20% Weekly reaction papers Engages in reflection 10% Field visit/ interview Exhibits curiosity 20%
home examination/ research paper 40%

7 GRADING SCALE:

- 95-100 A**
90-94 A-
85-89 B+
83-84 B
80-82 B-
75-79 C

Below 75 F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

8 ACADEMIC HONESTY POLICY:

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another's (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of paper or projects.
- Should identify the title, author, page number/webpage address, and publication date of work directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when citing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University website.

9 ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class may require accommodations contact the Director of the Academic Resource Center, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1971)

Mission: The School of Education at Webster University provides its students with experiences, and practical tools that help them guide both themselves and others to learning. The School of Education is a community of educator-scholars who apply critical and creative energies to enhance learning in schools and other educational settings; strives to support this community by modeling effective teaching practices based on theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be based on visionary, yet realistic, thinking. This thought and action process underscores the development of inner-directed self-understanding, an outer-directed global perspective, and an appreciation for human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphic represents the conceptual framework of the School of Education. The outer circle provides the "world of learners" in cultural settings. The two axes represent the theme components: leadership, and life-long learning. These lines are broken to emphasize the fluid relationships between goals and integrated concepts. Each quadrant represents one of the school's four educational candidates: to develop knowledgeable learners, informed instructors, reflective collaborative learners, and responsive educators.

Goals

10 Education candidates will demonstrate knowledge of the subject matter, knowledge of the learning process, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2 Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning;
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3 Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4 Education candidates will demonstrate respect for diversity through responsive teaching and that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethical behaviors toward students, families, colleagues, and communities and affective motivation, and development as well as the educator's own professional growth." (Standards, p. 53) There is significant value in focusing attention on qualities that make a teacher.

- 4. Understands and Respects Self
 - 4.1 Understands and respects that s/he may be different from others
 - 4.2 Embraces an openness to change (adaptability, flexibility)
 - 4.3 Exhibits curiosity
 - 4.4 Engages in reflection
- 5. Understands and Respects Others
 - 5.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 5.2 Exhibits empathy
 - 5.3 Commits to fairness and honesty
 - 5.4 Listens respectfully to other points of view
- 6. Understands and Respects Professional Communities
 - 6.1 Commits to professional behavior in university and school cultures
 - 6.2 Practices informed decision-making in university and school cultures
 - 6.3 Communicates and collaborates in university and school cultures
 - 6.4 Accepts academic rigor (willingness to work/ high expectations)
 - 6.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP competencies if desired).

