

# **COURSE SYLLABUS**

Course Number: SOCS 5170

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

Course Title: Behavior Management

Term: Spring, 2004

Telephone: 314-961-2660, X 7642

E-mail: campbedm@webster.edu (**Emergencies only, please**)

## **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 theory of learning and instruction, motivation, and self-discipline.
- b) Students identify, assess and analyze the components of effective behavior and classroom management.
- c) Students are knowledgeable about, select and use 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  
Question: What is Behavior Management? Charles, (Ch 1)

WEEK 2: Goals of Education; Mission of Schools Jones & Jones,  
Ch 1

Charles, Ch 14 & 15

Question: What 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;

Working with Parents Jones & Jones, Ch 5

Glasser's Noncoercive Discipline: Charles, Ch 8

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

Question: How can teachers and parents collaborate to improve student learning and achievement?

WEEK 6: A Personal Theory of Motivation

Coloroso's Inner Discipline: Charles, Ch 10

WEEK 7: Enhancing Motivation Jones & Jones, Ch 6

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

Question: 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

Kohn's Beyond Discipline: Charles, Ch 12

Question: What type of group strategies enhance student motivation and commitment?

WEEK 9: Teaching Rules and Routines Jones & Jones, Ch 7

Jones's Positive Classroom Discipline: Charles, Ch 4;

Ginot and Kounin's models: Charles, Ch 2

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: Towards a Personal Model of Discipline Charles, Ch 13  
& 14

Bon Voyage

#### **4. Resources:**

Text Used:

Jones, Vernon F. & Jones, Louise S. (2001). *Comprehensive classroom management* (6th Edition). Allyn & Bacon: Boston.

Charles, C. (2002). *Building classroom discipline* (7th ed, or latest). Boston: Allyn & Bacon

Supplemental Readings:

Charney, Ruth (1991). *Teaching children to care. Management in the responsive classroom*. 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: [A Personal Model of Discipline](#): 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*. Following a pre-assessment of skills and knowledge, students will complete both required assignments, and choose elective assignments. These assignments are listed under Assessment - [Required and Elective Assignments](#) (300/ 450 points)

b. Theoretical Discussions: Each week, class-wide discussions will be held regarding the various theoretical models presented in Charles, Building Classroom Discipline. (150/450 points)

## 7. Other:

**Incomplete grades are not awarded by these instructors, except under emergency conditions.** Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course Form. Otherwise, NC will be issued.

**Assignments which are not posted by the deadlines listed may be penalized,** unless the student requests an extension in advance of the due date.

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