



Course Syllabus

COURSE NUMBER: EPSY 5170	COURSE TITLE Behavior Management	TERM: Spring 2007
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Vi Wilson, Donna Campbell vwilson@webster.edu campbedm@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

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. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
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, out-of-class assignments 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 and emotional curriculum? What socio-emotion outcomes should the educational community hope to see in its graduates?

WEEK 3; Overview of Psychosocial Development: Jones & Jones, Ch 2 Driekur'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 7

Question: What is my personal theory of motivation?

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

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

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

WEEK 8; Class-wide Motivation: Jones & Jones, Ch 7; 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 6; Jones Positive Classroom Discipline; Charles, Ch 4

Question: What is effective classroom management?

WEEK 10; Responding to Rules and 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?

WEEK 16; Reflections on a Personal Model of Discipline, Charles Ch 13 & 14

Bon Voyage

4. RESOURCES:

Required Text(s):

Jones, Vernon F. & Jones, Louise S. (2007) Comprehensive Classroom Management (8th edition) Allyn & Bacon, Boston

Charles, C. (2005) Building Classroom Discipline (8th edition or latest) Allyn & Bacon, Boston

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.(1992) The Challenge to care in Schools: An alternative approach to education. New York; Teachers College Press

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

- 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, classwide discussions will be held regarding the various theoretical models presented in Charles, Building Classroom Discipline, and on case studies. 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 quizzes will be used to calculate final grades. (160/450 points)

	Links to Course Outcomes	Percentage of Grade

6. GRADING SCALE: 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.

A	A-	B+	B	B-	C	F
>422	405-421	392-404	378-391	360-377	315-359	<314

--

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

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 person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

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

ACCESSIBILITY/ACCOMMODATIONS POLICY

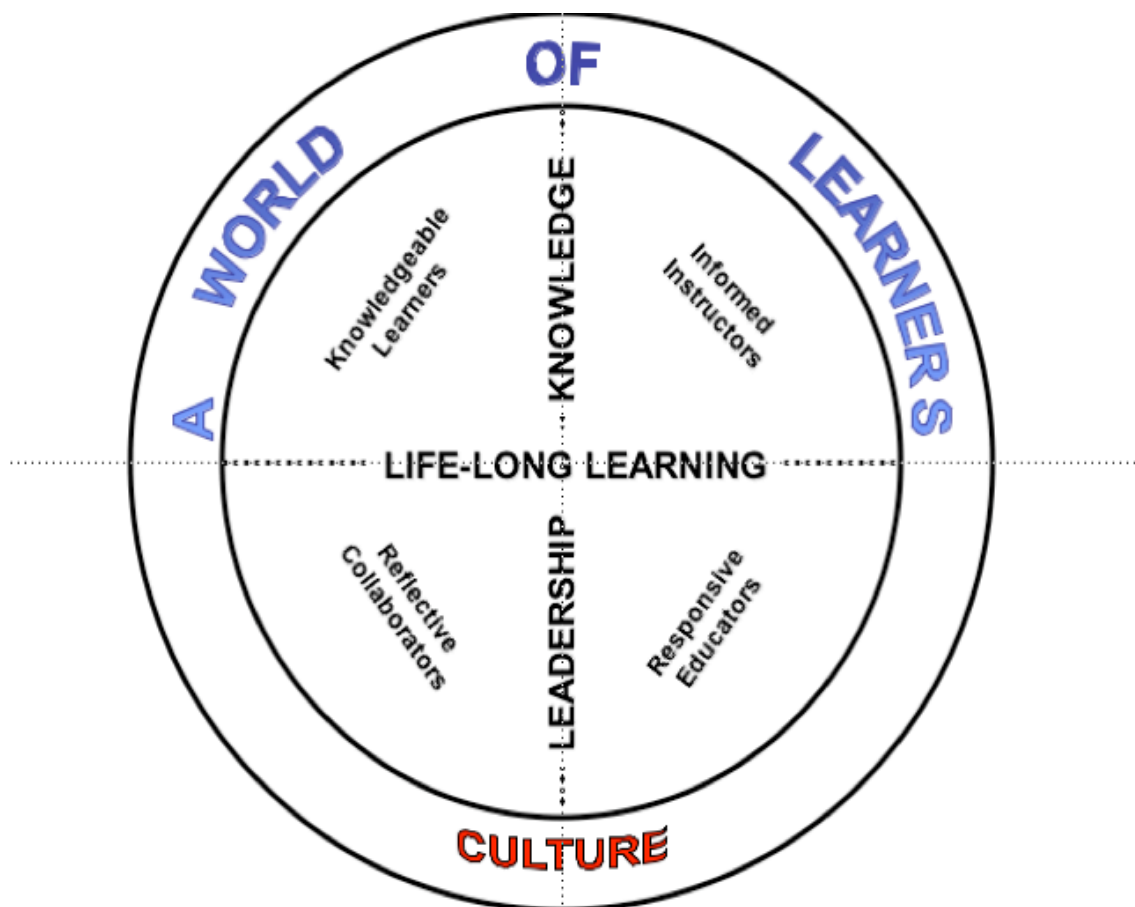
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound 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 rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of 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) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, 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; and
 - 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 learning 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.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and 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