

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. CE652
Course: Advanced Study of Classroom Management New: FA '01



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Analysis of current research, theories and application of classroom management strategies for the early childhood classroom. Emphasis upon the National Board for Professional Teaching Standards. (3)

II. Prerequisites: Graduate standing and successful completion of EL615.

III. Purposes or Objectives of the Course:

The student will:

- A. Improve skills in study and research, analyze educational literature, improve writing skills, and increase confidence in the use of technology for gathering information.
- B. Become acquainted with the growing field of professional literature related to classroom management as it applies to children’s cognitive, emotional, and social development. Emphasis will be placed on choosing appropriate teaching practices and classroom management strategies with consideration for the impact on children’s self-esteem, self-discipline, and behavior.
- C. Become acquainted with National Board Standards related to enhancing children’s social development and social skills, emotional development and self-respect.
- D. Evaluate models of classroom management, including the management of children from diverse cultures who would have different value orientations from the mainstream.
- E. Using action research methodology in reflecting on one’s own teaching practices and classroom management strategies so that optimal environments/caring communities can be created which facilitate children’s development.

IV. Expectations of Students:

The student will:

- A. Read extensively from professional literature (in print and from selected websites) to provide a foundation for the analysis of classroom management theories.
- B. Participate actively in class by integrating knowledge gained from reading and perspectives gained from discussions/interviews with professional colleagues.
- C. Maintain a daily reflective journal related to the types and effectiveness of classroom management practices and strategies implemented, children’s behavior, and subsequent modifications in approaches.

- D. Identify classroom management issue and utilize action research to enhance the caring community of learners developed in the classroom and children’s social/emotional development.

V. Course Content or Outline:	Hours
A. Understanding children’s cognitive, emotional and social development	3
B. Creating caring communities, a sense of community ethos and using National Board Professional Teaching Standards	3
C. Environmental and procedural factors which influence behavior	4
D. Examining classroom management models	20
1. Cantor’s assertive discipline	
2. Glasser’s non-coercive discipline	
3. Dreikur’s need for belonging and goals for behavior	
4. Kohn’s model of discipline, evaluating the use of external rewards and punishments	
5. Constructive models of classroom management	
6. Positive discipline	
7. Models which address management of culturally diverse learners	
8. Apply action research to issues in classroom management	
E. Reflecting upon one’s own management practices	5
F. Areas of Controversy	10
1. School/district policies, legal parameters	
2. Peer competition	
3. Punishment and rewards	
4. Family involvement in decision making	
5. School violence	
6. Suspension from school	

VI. Textbook(s) and/or Other Required Materials or Equipment:

Charles, C.M. (2001). *Building classroom discipline*. (7th ed.). NY: Addison Wesley Longman.

Katz, L.G., & McClellan, D.E. (1997). *Fostering children’s social competence: The teacher’s role*. Washington, DC: National Association for the Education of Young Children.

Kohn, A. (1996). *Beyond discipline, from compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kohn, A. (1993). *Punished by rewards*. NY: Houghton Mifflin.

Early Childhood Standards for National Board Certification

Selected readings.

VII. Basis for Student Evaluation:

A. Class attendance and informed participation in class discussions and journal.	10%
B. Quality and completeness of journal.	20%

C.	Examinations.	30%
D.	Action research plan and analysis	40%

VIII. Knowledge Base:

- Ayers, W. (1997). *A kind and just parent: The children of juvenile court*. Boston, MA: Beacon Press.
- Beaton, J.H. (1999). Rethinking discipline. *Rethinking Schools*, 14(1), 7.
- Brown, M.J. (1993). *Valuing diversity: The primary years*. Washington, DC: NAEYC.
- Canter, L., & Canter, M. (1992). *Assertive discipline, positive behavior management for today's classroom*. Santa Monica, CA: Lee Canter & Associates.
- Castle, K., & Rogers, K. (1994). Rule-creating in a constructivist classroom community. *Childhood Education*, 70(2), 77-80.
- Charles, C.M. (2000). *The synergetic classroom, joyful teaching and gentle discipline*. NY: Longman.
- Cobb, C.D., & Mayer, J.D. (2000). *Emotional intelligence: What research says*, 58(3), 14-18.
- Coles, R. (1997). *The moral intelligence of children*. NY: Random House.
- Curry, N.E., & Johnson, C. N. (1990). *Beyond self-esteem: Developing a genuine sense of human value*. Washington, DC: National Association for the Education of Young Children.
- Curwin, R.L., & Mendler, A.N. (1999). Zero tolerance for zero tolerance. *Phi Delta Kappan*, 81(2), 119-120.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum.
- Dreikurs, R., & Soltz, V. (1964). *Children: The challenge*. NY: PLUME, Penguin Books.
- DeVries, R., & Zan, B. (1994). *Moral classrooms, moral children. Creating a constructivist atmosphere in early education*. NY: Teachers College Press.
- Elkind, D. (1994). *A sympathetic understanding of the child*. (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Evertson, C.M., & Harris, A.H. (1997). *The classroom organization and management program*. (5th ed.). Nashville, TN: Peabody College, Vanderbilt University.
- Gillespie, C.W., & Chick, A. (2001). Fussbusters: Using peers to mediate conflict resolution in a Head Start classroom. *Childhood Education*, 77(4), 192-195.
- Greenburg, P. (2001). The irreducible needs of children, and interview with T. Berry Brazelton, M.D. and Stanley Greenspan, M.D. *Young Children*, 56(2), 6-14.
- Hole, S., & McEntee, G.H. (1999). Reflection is at the heart of practice. *Educational Leadership*, 56(8), 34-40.
- Hubbard, R. S. & Power, B. M. (1999). *Living the questions: A guide for teacher-researchers*. York, ME: Stenhouse Publishers.

- Kohn, A. (1993). *Punished by rewards*. New York: Houghton Mifflin Co.
- Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: ASCD.
- Kohn, A. (2001). Five reasons to stop saying 'Good job!' *Young Children*, 56(5), 24-28.
- McClurg, L.G. (1998). Building an ethical community in the classroom: Community meeting. *Young Children*, 53(2), 30-35.
- Meier, D. (1995). *The power of their ideas: Lessons for America from a small school in Harlem*. Boston, MA: Beacon Press.
- National Board for Professional Teaching Standards. (1998). *Middle childhood/generalist standards*. Southfield, MI: Author.
- Nelson, J., Lott, L., & Glen, S.H. (1993). *Positive discipline in the classroom*. Rocklin, CA: Prima.
- Paley, V. (1992). *You can't say you can't play*. Cambridge, MA: Harvard University Press.
- Peterson, R. (1992). *Life in a crowded place. Making a learning community*. Portsmouth, NH: Heinemann.
- Quisenberry, N.L., & McIntyre, D.J. (1999). *Educators healing racism*. (Eds.) Reston, VA: Association of Teacher Educators & Association for Childhood Education International.
- Rosenberg, S.L., McKeon, L.M., & Dinero, T.E. (1999). Positive peer solutions. One answer for the rejected student. *Phi Delta Kappan*, 81(2), 114-118.
- Scherer, M. (1998). A conversation with Herb Kohl. Discipline of hope. *Educational Leadership*, 56(1), 8-13.
- Turner, S.B. (2000, January) Caretaking of children's souls: Teaching the deep song. *Young Children*, 55(1), 31-33.
- Wittmer, D. S., & Honing, A.S. (1994, July). Encouraging positive social development in young children. *Young Children*, 49(5), 4-12.
- Wolf, A.D. (2000, January). How to nurture the spirit in nonsectarian environments. *Young Children*, 55(1), 34-36.

Selected Websites:

- ◆ NAEYC (National Association for the Education of Young Children) Resources: Early Years are Learning Years
<http://www.naeyc.org/resources/eyly/default.asp>
- ◆ National PTA
<http://www.pta.org/index.stm>
- ◆ Notes for Parents by James L. Hymes, Jr.
<http://www.ccppns.org/notes.html>
- ◆ National Board for Professional Teaching Standards
<http://www.nbpts.org/>
- ◆ Professional Development of Teachers and Caregivers of Young Children (ECPROFDEV-L by the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois)
<http://ericecece.org/listserv/ecprof-1.html>

