

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
COLLEGE OF EDUCATION AND HUMAN SERVICES

**SYLLABUS**  
**Classroom Management & Control**  
**EDTL 609 and ALTE 609**

**I. Introductory Information:**

- A. Department Name:** Graduate Studies
- B. Department Catalogue Number:** EDTL 609 and ALTE 609
- C. Course Title:** Classroom Management & Control
- D. Credit/Semester hours:** 3 hours
- E. Clock Hours per week:** 3 hours
- F. Restrictions upon student registration-** This is a graduate course limited to graduate students.

**II. A. Description of the Course:**

Designed to promote student mastery of theory and practice related to classroom management. Students develop a repertoire of strategies to use for preventing and managing classroom discipline with all types of students and situations.

**B. Comprehensive Description:**

This course offers graduate students the opportunity to explore and analyze Glasser's choice theory, quality school implementation, Cantor's assertive discipline and the practical uses of these concepts with students in the classroom.

The course addresses the following National Board for Professional Teaching Standards Propositions (NBPTS):

**NBPTS Proposition 1**

**Be committed to students and their learning.**

- Show evidence of concern for the students' self-concept, motivation, and character development, fully recognizing the impact on intellectual development.

### **NBPTS Proposition 3**

#### **Be responsible for managing and monitoring student learning.**

- Know how to manage groups of students and help them to adopt appropriate roles and responsibilities for themselves and their peers.

### **NBPTS Proposition 4**

#### **Think systematically about classroom practices and learn from experience.**

- Exemplify the virtues actively sought to impart to students including curiosity, love of learning, tolerance, open-mindedness, fairness, and justice.

### **NBPTS Proposition 5**

#### **Be a member of a learning community.**

- Communicate regularly with parents and guardians, listening to their concerns, respecting their perspective, enlisting their support, informing them of their child's progress, and educating them about school programs.

## **III. Exposition**

### **A. Objectives**

The student will:

1. access and navigate course delivery technologies including, but not limited to all course tools, email, audio and video; conferencing, threaded discussions and PowerPoint software.
2. analyze personal beliefs about classroom management;
3. apply the Canters' model of assertive discipline to create a personal classroom Assertive Discipline plan;
4. critique and analyze personal behavior management style
5. analyze and discuss individualized behavior plans, the Canters' recommendations for dealing with difficult students, and building positive relationships with students for positive outcomes;
6. analyze the compatibility of Dewey's beliefs and the Canters' discipline model, and;
7. Analyze, critique, compare, and contrast various models of classroom management.

## **B. Activities and Requirements**

1. Graduate students will complete readings, web-based research activities, and participate in daily/weekly discussion groups sharing ideas, insights, discoveries and projects.
2. Develop a personal philosophy of classroom management.
3. Create a classroom discipline plan using the Canters' model of assertive discipline.
4. Create a reflective piece analyzing individual behavior management style.
5. Analyze the use of individualized behavior plans, the Canters' recommendations for dealing with difficult students, and building positive relationships with students for positive outcomes.
6. Evaluate the compatibility of assertive discipline and the beliefs of John Dewey.
7. Complete a research paper comparing and contrasting Glasser's theory and the Canters' model.

## **C. Major Units and Time Allotted:**

Topic 1. Empowerment within the classroom	2 weeks
Topic 2. A plan for classroom discipline and implementation	3 weeks
Topic 3. Teaching responsible behavior	3 weeks
Topic 4. Difficult students	1 week
Topic 5. Needs, intrinsic motivation, and a new approach	1 week
Topic 6. Total behaviors and the learning-team model	1 week
Topic 7. Teachers as lead (modern) managers	1 week
Topic 8. Quality education	1 week
Topic 9. Quality work	1 week
Topic 10. Quality school	1 week

## **D. Materials and Bibliography**

### 1. Required Text:

Selected readings will be provided by instructor. The required text will be announced by the instructor.

2. Other Resources:

Computer modem with Internet capability.

3. Basic Bibliography:

Cipani, E. (2007). *Classroom management for all teachers: Plans for evidence-based practice*. Upper Saddle River, NJ: Pearson.

Emmer, E., Worsham, M.E., & Everston, C. (2005). *Classroom Management for Middle and High School Teachers*. Upper Saddle River, NJ: Pearson.

Erwin, J. (2004). *Classroom of choice: Giving students what they need and getting what you want*. Alexandria, VA: ASCD.

Glasser, W. (1999). *Choice theory: A new psychology of personal freedom*. New York, NY: HarperCollins Publishers.

Glasser, W. (2001). *Counseling with choice theory: The new reality therapy*. New York, NY: HarperCollins Publishers.

Glasser, W. (2002). *Unhappy teenagers: A way for parents and teachers to reach them*. New York, NY: HarperCollins Publishers.

Glasser, W., (2004). *Warning : Psychiatry can be hazardous to your mental health*. New York, NY: HarperCollins Publishers.

Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. New York, NY: Houghton Mifflin.

Kraut, H. (1996). *Teaching and the art of successful classroom management: A how-to guidebook for teacher in secondary schools (2<sup>nd</sup> ed.)*. West Haven, CT: NEA Professional Library (and co-published by: Aysa).

Smith, R., (2008). *Conscious classroom management: unlocking the secrets of great teaching*. Thousand Oaks, CA: Corwin Press.

Snow, D. R. (2005). *Classroom strategies for helping at-risk students*. Alexandria, VA: ASCD.

Sullo, B. (2007). *Activating the desire to learn*. Alexandria, VA: ASCD.

Wubbolding, B. (1991). *Understanding reality therapy*. New York, NY: Harper & Row Publishers.

#### **IV. Standards**

All grades will be assigned in accordance with university policy and based on criteria to include participation and completion of assignments including a research paper.

The grades achieved on each activity serve as the assessment for this course. Each activity is aligned with the numerically corresponding objective.

#### **V. Rationale and Impact**

Educators sometimes think of classroom management as classroom discipline. Eighty percent of classroom management relates to problem prevention as opposed to intervention. Teachers who set high behavioral standards at the beginning of the year have fewer disruptive behaviors throughout the year. Teachers in the diverse classroom must call upon a broad range of skills and approaches in order to personalize their classroom management plan as they face a basic dilemma – the question of when and how to exercise greater teacher control and when and how to promote a greater level of student control. Different levels of teacher or student empowerment are reflected in various models for behavior management. A repertoire of models, strategies, and techniques is necessary to create a needs satisfying quality classroom. Understanding classroom management complexities holds tremendous potential benefit to teachers and other education professionals.

The course will be offered as an online course but may be adapted for other delivery modalities. Students accepted as Master's degree candidates in Education are permitted to enroll in this course. Other students, including non-degree graduate students, may be admitted at the instructor's discretion. The course is not expected to have impact on other departments or offerings. It expands upon the current university course offerings at the Master's degree level.

#### **VI. Cost and Staff Analysis**

This course will utilize existing faculty in the Master of Education Program and represents 3 contact hours per year.

Syllabus

EDTL 609 and ALTE 609 Classroom Management & Control

approved

not approved

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Dr. Keith T. Miller, President  
Lock Haven University of PA

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Date