

MURRAY STATE UNIVERSITY

DEPARTMENT: Early Childhood and Elementary Education

COURSE PREFIX: EDU

COURSE NUMBER: 631

CREDIT HOURS: 3

- I. TITLE:** Classroom Management and Student Motivation
- II. COURSE DESCRIPTION AND PREREQUISITE(S):** Analysis of the theoretical and practical aspects of selected systems of classroom management and motivation. Includes the study of several approaches that can assist teachers in establishing and maintaining a healthy and productive system of classroom operation.
Prerequisite(s): None

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Core Academic Standards (KCAS), the Kentucky Teacher Standards (KTS), the Interstate New Teacher Assessment and Support Consortium (InTASC) and the Model Teacher Leader Standards/Domains (MTLS) addressed by that objective. Upon successful completion of this class, students will be able to

- A.** articulate a personal philosophy of classroom management (KTS #1, 2; MTLS #4);
- B.** demonstrate knowledge of models of human behavior, learning theory, communication, and motivation (KTS #1; InTASC #4);
- C.** apply appropriate classroom management and motivational strategies in classroom settings (KTS #2, 3, 4; MTLS # 4, InTASC #5);
- D.** develop effective strategies of classroom management based upon an analysis of student behavior and motivational issues (KTS #2, 3, 4, 7; MTLS #4,7; InTASC #6);
- E.** demonstrate appropriate conflict-resolution skills (KTS #1, 3; MTLS #8; InTASC #3);
- F.** develop a repertoire of intervention strategies that may become part of a comprehensive intervention plan (KTS #2, 3; MTLS #4; InTASC #2, #3);
- G.** identify strategies for enhancing home-school communication (KTS #6, 10; MTLS #4,6; InTASC #2);
- H.** design and implement a comprehensive classroom management plan (KTS #3, 4, 8; MTLS #4, 7; InTASC 2,3,7); and
- I.** create a management/motivation project and presentation that links theory to practice and communicates the concepts of the teacher leader model to present to a group of professional colleagues (KTS #1,7,9,10; MTLS 2,3,5,6; InTASC #3,5,6,7,8,10).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon an existing curriculum, identify perceived areas of deficit, and describe how they could address the deficits.

The CAEP/EPBSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through various chapters within the text and interactive activities.

The disposition of the Teacher Leader as *advocate* is addressed in this course by providing course activities that develop skill in *teacher-to-teacher collaboration*, demonstrate content knowledge through successful completion of course assignments, design personalized classroom system for learning plans for teachers' own classrooms, provide expression for the belief of "teacher as student advocate", and develop effective teaching strategies that will motivate children to assume responsibility for their socio-emotional and academic learning.

The management/motivation project will serve as a course artifact for the teacher leader portfolio. As a goal of university and school partnership, the plans and outcomes of the management/motivation project will be negotiated with the teacher's administrator. Documentation of the collaboration is required.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Classroom management models
- B. Time and materials management
- C. Physical environment and movement patterns
- D. Models of human behavior and communication
- E. Learning theory
- F. Motivational issues
- G. Conflict management
- H. Home-school communication pertaining to student behavior
- I. Organization of Assessment
- J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Students will reflect upon assigned readings and research and participate in class discussions and presentations. They will plan and implement a semester-long **management/motivation project**. Students will also design a personalized **classroom system for learning plan**. Students will be expected to exhibit the COEHS student dispositions (inclusion, responsibility, enthusiasm, caring, confidence, and ethical behavior) during their class activities.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None.

VII. TEXT(S) AND RESOURCES:

Jones, V. & Jones, L. (2013). *Comprehensive classroom management: Creating communities of support and solving problems*. (10th ed.). Upper Saddle River, NJ: Merrill.

VIII. EVALUATION AND GRADING PROCEDURES

Students will be graded upon their participation in class activities and successful completion of assignments, examinations, and the management/motivation project. **The management/motivation project and the classroom system for learning will serve as common course artifacts.** These two artifacts must be posted in *LiveText*.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).