

DEPARTMENT: Early Childhood and Elementary Education
COURSE PREFIX: EDU

COURSE NUMBER: 631

CREDIT HOURS: 3

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Department: Early Childhood and Elementary Education
Semester: Fall 2018
Format: Web-Enhanced
Office Hours: E-mail and *Canvas* are monitored regularly

I. TITLE:

Classroom Management and Student Motivation

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An analysis of the theoretical and practical aspects of selected systems of classroom management and motivation. This course 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:

These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Academic Standards (KAS), the Kentucky Teacher Standards, the Interstate New Teacher Assessment and Support Consortium and the Model Teacher Leader Standards/Domains. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), 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/EPsB 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/inservice 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.

Students will demonstrate their professionalism by active participation and submitting assignments on time. Students will be positive, productive participants in all class activities related to course goals and objectives, including: reflecting upon assigned readings, contributing to team activities through Discussion Boards, making formal presentations, designing and implementing a classroom management plan (CSL)*, creating and presenting a Management/Motivation Project (MM)*, and performing successfully on written assignments. (See listed details, below).

1. Management/Motivation Project*

To become a teacher leader who encourages students to assume responsibility for their behavioral choices, you will create and implement a management/motivation project which addresses the needs of the diverse student population in your classroom, school, or work setting. After reflecting upon perceived classroom management concerns and/or students' behavioral/motivation issues, you will work cooperatively with a project facilitator (administrator, supervisor, mentor, or team teacher) to identify a specific motivation/management need. You will develop and implement an **action plan** to address that need leading to a **written paper using APA format**. Activities may include designing/implementing a unit of study focused upon social skill development, researching/implementing motivational strategies, designing a school-wide disciplinary or social skills plan, developing a home-school partnership, attending a relevant conference, incorporating technology in an innovative way, creating an assessment management system, or creating a unique plan approved by your project facilitator. You are encouraged, but not required to make a live presentation to professional colleagues at your place of employment. **At the end of the semester, you will make a class presentation through Canvas about your management/motivation project. THIS PROJECT MUST BE POSTED IN LIVETEXT (Teacher Leader Program graduate students and other majors that require LiveText).**

2. Classroom System for Learning*

In response to assigned readings, in-class activities and discussions, you will design your own Classroom System for Learning addressing the following topics.

1. **Present and conduct yourself in a professional manner**
2. **Clarify how you want your students to behave now and in the future**
3. **Establish and maintain caring classroom conditions**
4. **Encourage students to conduct themselves responsibly**
5. **Intervene helpfully when student misbehavior occurs**

Furthermore, you will share your planned system with your peers through Canvas. Your efforts will be graded using a rubric. THIS PLAN MUST BE POSTED IN LIVETEST (Teacher Leader Program and other majors that require LiveText).

3. Response Activities: This class is presented in an on-line format. Students are required to complete Response Activities and participate in interactive activities in *Canvas*.

PLEASE REFER TO THE COURSE SCHEDULE FOR SPECIFIC ASSIGNMENT DATES AND DEADLINES.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None.

VII. TEXT(S) AND RESOURCES:

Jones, V. & Jones, L. (2016). *Comprehensive classroom management: Creating communities of support and solving problems*. (11th 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 Bulletins. Active participation in this on-line course is mandatory for successful completion.

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 AND STUDENT WITH DISABILITIES:

NON-DISCRIMINATION 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, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for 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.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-

discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809-3361 (TDD).

STATEMENT ADDRESSING STUDENTS WITH DISABILITIES

Students with Disabilities: Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD).