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 Core Academic Standards (KCAS), the Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards 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; CHETL #1);
B. demonstrate knowledge of models of human behavior, learning theory, communication, and motivation (KTS #1; CHETL #1, 2);
C. apply appropriate classroom management and motivational strategies in classroom settings (KTS #2, 3, 4; CHETL #1, 5);
D. develop effective strategies of classroom management based upon an analysis of student behavior and motivational issues (KTS #2, 3, 4, 7; CHETL #1, 4);
E. demonstrate appropriate conflict-resolution skills (KTS #1, 3; CHETL #1, 5);
F. develop a repertoire of intervention strategies that may become part of a comprehensive intervention plan (KTS #2, 3; CHETL #1, 5);
G. identify strategies for enhancing home-school communication (KTS #6, 10; CHETL #1);
H. design and implement a comprehensive classroom management plan (KTS #3, 4, 8; CHETL #1, 2, 3, 4); 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; CHETL #1, 4, 5).

The COE 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 EPSB Themes of Diversity and Closing the Achievement Gap are major themes explored in the course through various chapters within the text.

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 management 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 and the Classroom system for Learning (CSL) Plan will serve as course artifacts for the teacher leader portfolio (LiveText assignments). As a goal of university and school partnership, the plans and outcomes for The Management/Motivation Project will be negotiated with the teacher’s administrator. Documentation of the collaboration is required. Although written documentation of collaboration (e.g., administrator sign-off) will not be a requirement for the CSL, collaboration is an expectation consistent with the Kentucky Teacher Standards.

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 and Characteristics of Highly Effective Teaching and Learning) 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. Students will be expected to exhibit the COE student dispositions (inclusion, responsibility, enthusiasm, caring, confidence, and ethical behavior) during their class activities.
Students will demonstrate their professionalism by attending class regularly and submitting assignments on time. They will evidence the College of Education dispositions (inclusion, responsibility, enthusiasm, caring, confidence, and ethical behavior) by being positive, productive participants in all class activities related to course goals and objectives, including: reflecting upon assigned readings, contributing to team activities, making formal presentations, designing and implementing a classroom management plan (CSL)*, creating and presenting a management/motivation project*, and performing successfully on discussion boards and other 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. 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, 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 about your management/motivation project. Your efforts will be graded with a rubric. THIS PROJECT MUST BE POSTED IN LIVETEXT (Teacher Leader Programs).

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 in class with your peers. Your efforts will be graded using a rubric. THIS PLAN MUST BE POSTED IN LIVETEXT (Teacher Leader Programs).

3. Journal Entries
Students will submit five journal entries during the course of the semester (by hard-copy or in Canvas). Each entry will consider two chapters from our text. Students are encouraged to reflect on one or more than one of the “Pause and Consider” prompts
found in the text or to develop a reflection that incorporates the “Big Ideas” found in the reading. Each entry will be reviewed/scored considering the following:
The entry includes at least two meaningful connections to the text and
the entry makes one meaningful connection to professional practice.

Each entry should be 100-250 words (concise and purposeful) but a longer entry is allowed, if preferred by the graduate student.

4. Discussion Board
In lieu of traditional tests, Canvas will be used to communicate by Discussion Board…and to evaluate student learning, twice during the course. For each Discussion Board, each student will respond to an instructor prompt/question. Upon submission of all entries, each student will respond again: 1) verifying the reading of at least three entries and 2) reflecting on the highlights from those three entries.

ADDITIONAL DETAIL ABOUT EACH OF THESE ASSIGNMENTS WILL BE COMMUNICATED DURING CLASS SESSIONS AND IN WRITING. PLEASE REFER TO THE COURSE SCHEDULE FOR SPECIFIC DUE DATES.

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

VII. TEXT(S) AND RESOURCES:

A. Waterfield Library at Murray State University
B. Professional journals and publications related to classroom management
C. Curriculum Materials Center AL 341
D. Internet access: Kentucky public libraries, MSU computer labs
E. LiveText User License for Professional Portfolio (“Teacher Leader” Program)

VIII. EVALUATION AND GRADING PROCEDURES
Students will be graded upon their participation in class activities and successful completion of assignments, team activities, class participation, presentations, examinations, the management/motivation project, and the classroom system for learning. In order to earn full credit, assignments must be submitted on time. Points will deducted for late assignments.

Management/Motivation Project = 100 points
Classroom System for Learning Plan = 100 points
Five Journal Entries = 50 points
Discussion Boards (2) = 50 points

Total Points Possible = 300
A. Grading Scale
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>86-92 %</td>
<td>B</td>
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<tr>
<td>79-85 %</td>
<td>C</td>
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<tr>
<td>72-78 %</td>
<td>D</td>
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<tr>
<td>0-71 %</td>
<td>E</td>
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</tbody>
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**IX. ATTENDANCE POLICY:**
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Attendance is extremely important to your success in this class. Being on time for class is your responsibility. Students are expected to attend all class meetings and be on time. It is expected that students missing class for any reason shall notify the professor in advance. If not by e-mail then a phone call would be acceptable (I have an answering machine). Students assume responsibility for informing the professor of a tardy arrival and absences.

MORE THAN TWO ABSENCES MAY LEAD TO A LOWER GRADE IN THIS COURSE. MORE THAN THREE ABSENCES MAY LEAD TO FAILURE IN THE COURSE (ATTENDANCE IS AN EXPECTATION).

**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 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).