



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **CIEP 458: Classroom Management**

**School of Education, Loyola University Chicago**

**Fall 2013**

Instructor: Monica Swope

Email: [mswope@luc.edu](mailto:mswope@luc.edu)

Phone: (773) 852-1882

Class Meets: Mondays 7-9:30 pm, Cuneo Hall, Rm. 107

Office Hours: By Appointment

### **Conceptual Framework**

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying framework. All academic activities within the School of Education are grounded in its conceptual framework: "Professionalism in service of social justice" which inspires classroom instruction, student learning, and faculty practices. Teacher candidates examine and discuss their own beliefs about teaching and learning, social justice, and the impact of social justice on educational organizations. Through research, assigned readings, and class discussions teacher candidates will begin to understand the impact educators have on the achievement of social justice as it relates to the creation of positive learning environments and experiences, the promotion of appropriate social skills in students, and the development of the next generation of "people for others."

### **Overview**

This course is designed to give student-teachers a broad overview of classroom management, including its base in theory and application, in order to create classroom environments that are conducive to learning and yield equitable student outcomes. Topics to be discussed are intended to provide diverse

understandings surrounding the subject matter to equip CIEP 458 students with gaining and maintaining student cooperation.

A survey of classroom management in this manner goes beyond the concepts of behavior and discipline as these terms are customarily used, but rather challenges us as educators to create learning communities that have the potential to promote students' social, moral, and intellectual development and a climate for cooperation. Therefore, discipline involves a conscientious effort on our part to focus on student dignity. The ultimate goal to be achieved from this course is to go beyond the pursuit of student compliance, but develop skills to employ classroom management systems and routines that enable young people to take responsibility for their actions and uphold a cultural and social democracy.

My hope is that the content of this course will provoke you to reflect upon your placement experiences so that you have the capacity to craft an individualized approach to building an inclusive, productive and well-structured learning environment that fosters high levels of student support, accomplishment, and cooperation.

### **Course Goals and Objectives**

**THEORETICAL UNDERSTANDING** -Students will read and reflect on a variety of theories and practices on classroom management in order to gain an understanding of effective classroom environments that involve many domains such as curriculum design, classroom structure and routines, working with individual differences of students, relationships with parents and students, and strategies for engaging students.

**PERSONAL UNDERSTANDING** -Students will investigate who they are as teachers and how their views about their students affect their classroom environment, interactions with students, and disciplinary responses. Students will understand that teachers with effective classroom environments have learned how to manage dilemmas and respond to situations in ways that are coherent with their teaching style and prove to be equitable for diverse learners and students.

**PRACTICAL STRATEGIES** -Students will practice and learn strategies to facilitate whole class activities, effectively intervene when issues arise, build productive relationships with students and parents, and manage the many teacher responsibilities in a typical school day.

**BUILDING COMMUNITY** -Students will understand that the classroom is a community of learners with diverse backgrounds and will consider strategies for the following challenges:

1. How do we create a classroom community?
2. How does our view of the classroom as a learning community affect the way we manage it?
3. How do we include students' parents, guardians and families in the classroom community?

**EQUITABLE OUTCOMES** -Students will reflect on practices and situations that arise in their classrooms with the goal of understanding how to create equitable outcomes through employing effective

classroom management strategies and establishing a classroom environment that promotes cultural and social democracy and encourage students to take responsibility for their actions.

**IDEA Objectives:**

- Gaining factual knowledge (methods)
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field

**Dispositions:**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **D8** demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (1F, 9I, 9J) (IB)
- **D11** implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex environmental factors. (d1D)
- **D12** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
- **D13** demonstrating high levels of personal engagement and investment in all students’ learning while remaining persistent in seeking strategies for reaching students who are not initially successful.
- **D17** demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

**Policies and Expectations**

**Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

## **Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

## **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

## **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **Diversity**

It is my intention to facilitate this course in ways that acknowledge and respect all aspects of diversity. This includes respect for ideas and practices related to gender, sexuality, disability, religion, age, socio-economic status, race, ethnicity, and culture. We must certainly have respect for each other relative to diversity but we will also examine how issues of diversity interact with building a classroom community.

## **Classroom Community**

In an effort to create a safe space for honest, open, and respectful dialogue, I ask that we respect others' ideas and experiences, actively listen to our colleagues, and respect confidentiality both in the class and outside of it.

## **Attendance, Participation, and Communication**

Regular and on-time attendance and thoughtful participation during discussions in class (or on Blackboard) are essential not only to your individual performance, but also to the success of the course. We all share responsibility for the learning and teaching in this course and beyond. Because you will not be able to participate in the class community if you are not present, excessive absences will result in you receiving a lower grade in the course, except in the case of extreme circumstances (e.g., family emergency, illness). If you know that you have to miss a class, please notify me *prior* to your absence.

## **Late Work and Extension Requests**

All assignments are due on the dates listed in the syllabus. I will only accept late work in the event of special circumstances (e.g., family emergency, illness). Please contact me via email or phone to discuss assignment extensions. *Make sure you contact me prior to any given due date.*

## **Format for Assignments**

Unless otherwise noted, all assignments must be typed. Please double-space your work and use 12 point Times New Roman font. As with all assignments, I expect you to attend closely and carefully to spelling and grammar. If referencing course or other materials, please follow American Psychological Association style guidelines (APA – 6<sup>th</sup> edition). You can access the APA style manual through Loyola University Chicago's libraries or online at <http://www.apastyle.org>.

## **Technology**

To the greatest extent possible and where applicable, various technologies will be integrated into this course.

## **Course Text and Materials:**

1. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition. Hoboken, NJ: John Wiley & Sons, Inc.
2. Additional readings will be posted to Blackboard throughout the course

## **Course Assignments**

**Participation – 40 points – earned throughout the course**

As noted above, you are expected to participate in all aspects of this course. Part of your participation points will come from your interaction in a discussion forum on Blackboard. Based on reflections from

your classroom experiences and critical reviews of the readings and evaluative responses to the materials, you will be responsible for posing at least two questions about the group of readings for the week by **Thursday** of each week and two responses to questions your classmates have posed by **Saturday**.

*Note: Your responses to classmates' questions should include direct quotations from the assigned readings (properly referenced/cited) and substantive critique of the readings. We will use the questions and responses as one way to shape class discussions.*

In addition to your Blackboard participation, you are also expected to be an active participant in class, which includes commenting on the various texts, posing additional questions, discussing how the arguments forwarded in the texts relate to your practice *and* other texts, etc.

### **Classroom Environment Interview – 50 points**

You will interview a teacher and one student about their understanding and experiences of classroom environment and conduct in his/her classroom. In essence, try to understand what the term “classroom management or classroom environment” means to each of the individuals and from where he/she thinks his/her meaning(s) arises. In addition, select one issue that interests you around classroom environment (e.g., what is misbehavior, structure and limits on student behavior, bias in reprimanding students) and interview each person about that issue. In no more than five pages, analyze your interview data. Please include (when appropriate and not a laundry list) the questions you posed, the responses your interviewees gave, and your reflections on those responses. What was interesting about the discussion? What additional questions did it lead you to ask yourself about how classroom environment is viewed?

*-Interview paper is due September 22, 2014.*

### **Personal Reflection on Culture and Pedagogy-30 points**

In a 1-2 page write up, students will reflect on the relationship between their socio- cultural identities and pedagogical practice. This essay should examine how your social and cultural identities influence your approach to content, pedagogy, teacher-student relationships, and classroom environment. The essay should address each element of the following question:

How does who you are affect the way you teach, what you choose to teach, and how you understand your students and your expectations of them?

*-Reflection is due October 20, 2014.*

### **Positive Behavior Intervention Plan (PBIP)-80 points**

As a final project you will create a Positive Behavior Intervention Plan (PBIP). A PBIP is a strategy that is intended to teach students more acceptable alternative responses. Intervention plans are hinged on two understandings: 1) understanding the reason behind a student’s misbehavior; and 2) replacing the

inappropriate behavior(s) with desired ones that deliver the same outcome as the problem behavior. Points that you should keep in mind when creating interventions for a specific problem behavior is looking beyond the act of misbehavior, itself, and uncovering the underlying causes of the misbehavior. Therefore, the focus should not be on the “what”, but rather the "why". Why does a student misbehave?

For this assignment, you are responsible for selecting a student that will become the subject for your plan, keep a journal to be used as evidence of behavioral patterns, and complete the PBIP template that I have recommended for you to use for this project. Keep in mind that this is a simulated activity that is to provide you with the opportunity to address real questions and issues concerning classroom management and interventions. This exercise is not intended to make recommendations to be enacted in any way for the student who is being observed and discussed for this project. All content is for the purposes of this course and should be kept confidential outside of this class.

*-PBIP is due on November 24, 2014.*

Grade	Points
A	185-200
A-	180-184
B+	174-179
B	166-173
B-	160-165
C+	154-159
C	145-153
C-	140-144
D+	134-139
D	126-133
D-	120-125
F (119 below)	

***COURSE SCHEDULE\****

*\*I reserve the right to revise this schedule as needed.*

--

**Week 1: August 25, 2014**  
The Complex Art of Teaching

We will begin the course by examining and reflecting on the “complex art of teaching”. Gaining and maintaining students’ cooperation has a direct relationship to effective and skillful teaching practices. Teachers who demonstrate proficiency in the “complex art of teaching” have the capacity to foster engaging learning environments and supplant uncooperative behaviors with cooperative ones.

Questions that may be explored include:

- What are the characteristics of a good or an effective teacher?
- What do students want in a teacher?

Possible Topics to be covered:

- The Teaching Cycle Model
- Components of Successful Learning
- Preferred Teaching Characteristics

Readings Reviewed:

1. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation, 6<sup>th</sup> Edition, Chapter 1: The complex art of teaching (3-17). Hoboken, NJ: John Wiley & Sons, Inc.
2. Brookfield, Stephen D. (2006) The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom, 2<sup>nd</sup> Edition, Chapter 4: What students value in teachers (pp. 55-74). San Francisco, CA: Jossey-Bass.

Assignments: Review course syllabus and readings assigned for the week.

**Week 2: September 1, 2014**  
Labor Day-No Classes

**Week 3: September 8, 2014**  
Introduction to Classroom Management



Session will provide a brief overview of basic theoretical models of human behavior and classroom management and focus on fundamental principles from various academic areas of study that provide a research-based foundation for classroom management strategies.

Question that may be explored include:

- What are some of the academic areas of study that provide research findings that are the bases for sound classroom management strategies?

Possible Topics to be covered:

- Social Systems Theory and Behavior Management
- Theoretical Models of Human Behavior and Classroom Management
- Behavioristic Principles

#### ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Danforth, Scot, & Boyle, Joseph R. (2000) Cases in Behavior Management. Chapter 1: Basics of behavior management (pp.1-25). Upper Saddle River, NJ: Prentice Hall, Inc.
2. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition, Chapter 2: Schools of thought and the research bases for classroom management (18-53). Hoboken, NJ: John Wiley & Sons, Inc.

Assignments: Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.

**Week 4: September 15, 2014**  
Creating a Classroom Community

Session will focus on the importance of creating a classroom community as a means to promote students' social, moral, and intellectual development. Discussions surrounding this topic will address the necessary prerequisites and strategies to building a community as well as explore the possible tensions between the creation of "caring communities" with the theory and practice of classroom management.

Questions that may be explored include:

- What is an authentic classroom community?
- What are the prerequisites and strategies to building a classroom community?
- How does the creation of a classroom community move classroom management practices "beyond discipline"?
- What is "connectiveness"?

Possible Topics to be covered:

- Resolving Conflict Through Classroom Community Building
- Pseudocommunity
- Connectiveness

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Kohn, Alfie (1996) Beyond Discipline: From Compliance to Community, Chapter 7: The classroom as community (pp. 101-119). Alexandria, VA: Association for Supervision and Curriculum Development.
2. Norton, B. (1995). The Quality Classroom Manager, Chapter 3: Connectiveness (pp. 21-57). Baywood Publishing Company: Amityville: New York.

Assignments:

1. Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.
2. Select a student who will become the subject of your PBIP and begin to keep a daily journal on this student's behavior. The data that you collect from your journal will become one major piece of evidence that you are required to use in order to complete your PBIP.

**Week 5: September 22, 2014**

Orchestrating a Learning Community: Establishing a Climate for Cooperation

Session will provide practical strategies on ways to establish a climate for cooperation from both students and parents. Strategies will focus on the importance of a "businesslike" classroom climate whereas the task of achieving learning goals is paramount, the teacher demonstrates "withitness", classroom procedures are efficient, students feel free to engage in the business of learning, expectations for conduct are clearly established, and the teacher's communication style fosters cooperation from both students and parents.

Questions that may be explored may include:

- How does the climate of a classroom influence students' inclination to cooperate with one another?
- What are some strategies employed by teachers to build and maintain a classroom climate that is conducive to cooperation and engagement in learning activities?
- How does a teacher's style of communication affect the classroom climate?

- How can teachers consistently send the message that each person is responsible for her or his conduct?
- What are some of the strategies employed by teachers to elicit the cooperation of students' parents?

Possible Topics to be covered:

- A "Businesslike" Classroom Climate
- Displaying "Withitness"
- Safe Learning Community
- Descriptive vs. Judgmental Language
- Listening to Students
- Fostering Parents' Cooperation

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition, Chapter 3: Establishing a favorable climate for cooperation (57-92). Hoboken, NJ: John Wiley & Sons, Inc.
2. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition, Chapter 4: Establishing cooperative relationships (93-139). Hoboken, NJ: John Wiley & Sons, Inc.

Assignments:

1. Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.
2. Classroom Environment Interview is due.

**Week 6: September 29, 2014**

Orchestrating a Learning Community: Classroom Management and Organizations

To continue our discussion on ways to orchestrate a learning community today's session will focus on classroom management organization systems such as standards for conduct, procedures, and classroom routines. We will conclude our conversation with examining ways to employ classroom management strategies and organization systems to help students to be moral, responsible, and caring individuals.

Questions that may be explored include:

- Why are classroom standards for conduct and procedures for classroom routine necessary?
- Who should determine classroom standards for conduct?

- What strategies do teachers employ to teach classroom standards of conduct and routine procedures to students?
- How do we execute classroom management strategies and organization to help students to become morally sophisticated people who think for themselves and care about others?

Possible Topics to be covered:

- Standards for Classroom Conduct
- Procedures for Smoothly Operating Classrooms
- Teaching Standards and Procedures to Students
- Going Beyond Rules

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Stronge, James H. (2007) Qualities of Effective Teachers, Chapter 3: Classroom management and organizations (pp.39-51). Alexandria, VA: Association for supervision and Curriculum Development.
2. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition, Chapter 5: Standards for conduct, routine procedures, and safe policies (140-179). Hoboken, NJ: John Wiley & Sons, Inc.
3. McEwan, Barbara (2000) The Art of Classroom Management: Effective Practices for Building Equitable Learning Communities, Chapter 2: Why we need classroom rules (pp. 24-47), Upper Saddle River, NJ: Prentice Hall, Inc. (Rules)
4. Kohn, Alfie (1996) Beyond Discipline: From Compliance to Community, Chapter 5: How not to get control of the classroom (pp. 54-77), Alexandria, VA: Association for Supervision and Curriculum Development.

Assignments: Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.

**Week 7: October 6, 2014**  
Fall Break (No Classes)

**Week 8: October 13, 2014**  
The Democratic Classroom

Session looks at the use of classroom management skills to promote cultural and social democracy. The management strategies discussed depart from traditional discipline methods from those that give

students choice and encourage them to problem solve. Furthermore, the democratic classroom has the capacity to provoke students to take responsibility for their actions and promote a democratic, trusting, and caring environment in the classroom.

Questions that may be explored include:

- What is a democratic classroom?
- What are the benefits of a democratic classroom?
- What do democratic management and curriculum practices look like?
- Why should students have their say?
- How can a teacher create a democratic classroom?

Possible Topics to be covered:

- Developing Democracy in Schools
- Promoting Democratic Values
- Teaching a Curriculum of Rights and Responsibilities

#### ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Campbell, Duane E. (2000) Choosing Democracy, 2<sup>nd</sup> Edition. Chapter 8: Democracy and classroom management (pp. 203-230). Upper Saddle Hill, NJ: Prentice Hall, Inc.
2. Kohn, Alfie (1996) Beyond Discipline: From Compliance to Community, Chapter 6: A classroom of their choosing (pp. 78-100). Alexandria, VA: Association for Supervision and Curriculum Development.
3. McEwan, Barbara (2000) The Art of Classroom Management: Effective Practices for Building Equitable Learning Communities, Chapter 9: Creating the Democratic Classroom: A Holistic Approach (pp. 190-221). Upper Saddle River, NJ: Prentice Hall, Inc.

Assignments:

1. Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.
2. Complete **PART 1** of the PBIP template.

**Week 9: October 20, 2014**  
Cultural Conflicts, Assumptions, and Classroom Management

Session examines how cultural differences and assumptions about identity can influence teacher's actions and students' academic development.

Questions that may be explored include:

- How might teachers address identity through curriculum in a sensitive and responsible manner?
- How does who you are effect the way you teach, what you choose to teach, and how you understand your students and your expectations of them.

Possible topics covered:

- The Cultural Clash Between Students and School
- Child Deficit-Assumptions
- Communicating Across Cultures
- Identity-Building Amid Assumptions
- Socialization and Classroom Management

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Delpit, L. (1995). Education in a Multicultural Society. In *Other people's children: cultural conflict in the classroom* (pp. 167-183). New York, NY: The New Press.
2. Darling-Hammond, Linda, French, Jennifer, & Silvia Paloma Garcia-Lopez, Eds. (2002) Learning to Teach for Social Justice. Chapter 4: Swimming Against the Mainstream: Examining Cultural Assumptions in the Classroom (pp. 22-29). New York, NY: Teachers College Press
3. Thompson, Gail L. (2004). Effective Classroom Management. In *Through ebony eyes: what teachers need to know but are afraid to ask about African American students* (pp. 69-105). San Francisco, CA: Jossey-Bass

Assignments:

1. Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.
2. Personal Reflection on Culture and Pedagogy due.

**Week 10: October 27, 2014**

Working With Individual Differences Among Students

Session addresses topics concerning teaching in a diverse classroom. A greater emphasis will be placed on relating to students as individuals and accommodating individual differences in a classroom of diverse students in order to foster cooperation and engagement.

Questions that may be explored include:

- How do some teachers manage to accommodate individual differences in a classroom of diverse student?
- What legal considerations relative to including and accommodating students with special needs must teachers take into account when applying classroom management strategies?
- What are some effective classroom management strategies for reaping the benefits of cultural diversity in a classroom?

Possible topics covered:

- Relating to Students as Individuals
- Special Populations
- Legal Concerns Relative to Inclusion and Accommodation

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition, Chapter 6: Working with individual differences among students (pp. 180-231). Hoboken, NJ: John Wiley & Sons, Inc.
2. Shevin, Mara Sapon (2007) Widening the Circle: The Power of Inclusive Classroom, Chapter 7: Teaching for all and to all (pp. 180-216). Boston, MA: Beacon Press.

Assignments: Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.

**Week 11: November 3, 2014**  
The Nature of and Struggle for Power

Session examines the nature of power in the classroom and what causes struggles for power. To further understand the extent of the nature of power, we will place a greater emphasis on power and its relationship to language as well as power and its relationship to inequity due to race or cultural differences.

Questions that may be explored include:

- What is the nature of power in the classroom?
- What forces could lead to power struggles?
- How can one diffuse power struggles?

Possible topics covered:

- The Nature of Power in the Classroom
- Power and Language

- Power and Its Relation to Multicultural Issues
- Forces that Lead to Power Struggles
- Power and Equity
- Strategies to Diffuse Power Struggles

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. McEwan, Barbara (2000) The Art of Classroom Management: Effective Practices for Building Equitable Learning Communities, Chapter 6: The nature of and struggle for power (pp. 120-143), Upper Saddle river, NJ: Prentice Hall, Inc.
2. Delpit, L. (1995). The silenced dialogue. In *Other people's children: cultural conflict in the classroom* (pp. 21-47). New York, NY: The New Press.

Assignments: Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.

**Week 12: November 10, 2014**  
Motivating Students to Cooperate

Why do we do the things we do? What motivates us? How can we motivate students to learn? These questions (among others) will be explored as we grapple with gaining a better understanding of intrinsic and extrinsic motivation and discuss practical strategies that may be used to motivate students in becoming engaged learners.

Questions that may be explored include:

- Why do we do the things we do?
- How do we understand motivation?
- What strategies do teachers employ to motivate students to be on-task and engaged in learning activities?

Possible Topics Covered:

- Intrinsic and Extrinsic Motivation
- Learning That's Meaningful
- Monitoring Student Engagement
- Classroom Designs that Enhance Student Engagement

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS



1. Cangelosi, James S. (2008) Classroom Management Strategies: Gaining and Maintaining Students' Cooperation, 6<sup>th</sup> Edition, Chapter 7: Conducting and monitoring engaging learning activities (233-287). Hoboken, NJ: John Wiley & Sons, Inc.
2. Deci, Edward L. w/Richard Flaste (1996). Why We Do What We Do: Understanding Self-Motivation, Chapter 4: Intrinsic and extrinsic motivation: the yields of each (pp. 44-56). New York, NY: Penguin Books.

Assignments: Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.

**Week 13: November 17, 2014**  
Special Issue: Bullying

Session focuses on implications concerning bullying. Discussions surrounding this topic will examine social power as being critical to understanding the complex nature of bullying, the effects of school climate on changes in aggressive and other behaviors related to bullying, and implications for school-based intervention strategies.

Questions that may be explored include:

- What role does power play in bullying?
- How might school climate effect bullying and/or victimization?
- What characteristics of the school climate may influence bullying?
- How are schools to choose bullying-prevention and intervention programming that best fits their school ecology?

Possible topics covered:

- Social Power and Bullying (Implicit/Explicit)
- Social-Ecological Framework
- Impact of Bullying on School Climate
- Implications for Bullying-Prevention and Intervention programs

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Elias, Maurice J., Ph.D. & Zins, Joseph E., Ed. D. ,Eds. (2003). *Bullying Is Power: Implications for School Based Intervention Strategies* (pp. 157-176). In *Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention*. New York, NY: Haworth Press, Inc.
2. Espelage, Dorothy & Susan M. Swearer (2004). Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention, Chapter 10: The effects of school

climate on changes in aggressive and other behaviors related to bullying (pp. 187-210).  
Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Assignments: Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.

**Week 14: November 24, 2014**  
Special Issue: School Violence

Session examines topics concerning school violence including defining school violence, exploring the root causes, and managing conflict to build positive relationship as a means prevent and intervene on school violence.

Questions that may be explored include:

- What is school violence?
- What are the root causes of school violence?
- What are the characteristics of conflict?
- What strategies can be developed to prevent and intervene on school violence?

Possible topics covered:

- Definitions of School Violence/Conflict
- Youth Violence Continuum
- Root Causes of School Violence: Domains of Development
- Managing Conflict to Build Positive Relationships

**ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS**

1. Lassiter, William L., & Perry, Danya C. (2008)Preventing Violence and Crime in America's Schools: From Put Down to Lock Downs, Chapter 1: What is school violence? (pp. 3-12). Santa Barbara, CA: ABC-CLIO, LLC.
2. Lassiter, William L., & Perry, Danya C. (2008)Preventing Violence and Crime in America's Schools: From Put Down to Lock Downs, Chapter 3: Root causes of school violence (pp. 25-36). Santa Barbara, CA: ABC-CLIO, LLC.
3. Lassiter, William L., & Perry, Danya C. (2008)Preventing Violence and Crime in America's Schools: From Put Down to Lock Downs, Chapter 8: Managing conflict to build positive relationships (pp.101-112). Santa Barbara, CA: ABC-CLIO, LLC.

Assignments:

1. Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.
2. Complete **PART 2** of the PBIP template.

Week 15: December 1, 2014  
Behavior Intervention

We will conclude the course by discussing ways to deal with disruptive behaviors using behavior intervention plans and reviewing the Positive Behavior Intervention Plans (PBIP) that you have worked on throughout the duration of the course.

ASSIGNED READINGS TO BE COMPLETED BEFORE THIS CLASS

1. Curwin, Richard L., Mendler, Allen N., Mendler Brian D. (2008) *Discipline with Dignity: New Challenges, New Solutions, 3<sup>rd</sup> Edition*. Chapter 2: Dignity and responsibility in the classroom (pp. 28-41). Alexandria, VA: Association for Supervision and Curriculum Development.
2. Cangelosi, James S. (2008) *Classroom Management Strategies: Gaining and Maintaining Students' Cooperation*, 6<sup>th</sup> Edition, Chapter 11: Dealing with disruptive behaviors (361-382). Hoboken, NJ: John Wiley & Sons, Inc.

Assignments:

1. Using Sakai's discussion forum, pose at least two questions about the readings for the next class and respond to at least two questions someone else has posed.
2. Be prepared to present a 10 minutes presentation on your PBIP plan.