

Summer Semester 2000

**EDUC 326 - 3**  
**Classroom Management & Discipline**

Dr. David Paterson

Office: MPX 8676

Phone: 291-3641

E-mail: david\_paterson@sfu.ca

**D01.00**

Tuesday 9:30-11:20 plus tutorial

**PREREQUISITE**

60 credit hours

**COURSE DESCRIPTION**

An examination of contemporary approaches to classroom management and discipline, including a consideration of legal, organizational, and administrative issues. The major goal of the course is to enable students to comprehend the basic principles and tenets of a number of management approaches and to translate these principles into specific teaching strategies and skills.

This term, students will be provided with the opportunity to construct their own approach to classroom management and discipline. This will be fostered through: (1) an examination of contemporary models of classroom management and discipline, (2) an opportunity to learn and practice communication and basic teaching skills, (3) an exploration of the contemporary classroom context.

**REQUIREMENTS**

Final grade will be based on the following:

1. Active Listening Exchange - 30%
2. Master Teacher Interview and Presentation - 30%
3. Final Exam - 40%

A web site will be available for student comments, questions, and musings. Your active participation is encouraged.

**REQUIRED READINGS**

Martin, J., Sugarman, J., & McNamara, J.K. (2000). Models of Classroom Management: Principles, applications, and critical perspectives, 3rd ed. Calgary, AB: Detselig Enterprises Ltd. ISBN 1-55059-177-0.

Additional readings will be made available.

**RECOMMENDED READING**

Bennett, B. & Smilanich, P. (1994). Classroom Management: A thinking and caring approach. Toronto: Bookation Inc. ISBN 0-9695388-1-2.

## **EDUCATION 326-3 CLASSROOM MANAGEMENT AND DISCIPLINE**

This course introduces students to the major principles and applications associated with a variety of models of classroom management. Through the use of theoretical summaries, practical illustrations, and critical analyses, students are encouraged to understand and assess these models as they might be employed in classroom and school contexts. No one approach is advocated over the others. Rather, the aim is to help students to comprehend each model and its claims, to evaluate the coherence and appropriateness of the theories and methods advocated, and to develop their own ideas concerning classroom management based on such understanding and assessment.

**PREREQUISITE:** 60 credit hours.

**REQUIRED TEXT:**

Martin, J. & Sugarman, J. *Models of Classroom Management: Principles, Applications, and Critical Perspectives (2nd ed.)* Detselig Enterprises Ltd., 1993.

**COURSE REQUIREMENTS:**

There are three assignments and a final examination which is "Open Book". Each assignment is worth 25% and the final exam is worth 25% of the total.

Please see the Registration Timetable for Exam Schedule.

**SUPPLEMENTARY FEES:**

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| Course Materials & Service Fee   | \$30 |
| Deposit for Additional Materials | \$20 |