

COURSE OUTLINE FOR EDUCATION 487-4  
(Intersession - May/June, 1978)

PRACTICES AND PRINCIPLES RELATED  
TO CLASSROOM MANAGEMENT & DISCIPLINE

Instructors: Darrell Anderson  
Jack Martin

Time: Tuesdays & ~~Thursdays~~ **FRIDAYS**  
12:30 - 4:30 p.m.

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This course surveys a variety of contemporary approaches to classroom management and discipline; considers legal, organizational and administrative issues related to the maintenance of appropriate classroom behavior; and relates management practices to processes of instruction and learning. 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 actions and skills. While the course considers classroom-management strategies drawn from Roger's client-centered counselling, Drieker's teleo-analytic counselling theory, and Glasser's reality therapy; a special emphasis will be placed upon behavioral, social learning, and group management approaches applicable to the reality of the classroom.

Texts for the course will be:

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| 1) Saul Axelrod  | - <u>Behaviour Modification for the Classroom Teacher.</u>         |
| 2) Jacob Kounin  | - <u>Discipline and Group Management in Classrooms.</u>            |
| 3) Laurel Tanner | - <u>Classroom Discipline for Effective Teaching and Learning.</u> |

Additional readings and references will be disseminated as the course progresses.

Evaluation of student learning will be based upon two mini-papers (four to six typewritten pages, each paper worth 30% of the course grade), and a final written examination (for 40% of the course grade). Specific topics and criteria for the mini-papers will be discussed at the first class meeting on May 9th, 1978.

The Education 487 class will meet for two four-hour periods each week during the May/June 1978 Intersession. The format for each four-hour period will normally consist of a large-group lecture or presentation for the first two hours, followed by another two hours of small-group discussions, learning tasks, and application exercises. Tutorial groups will be formed for these latter activities.

A more specific topical schedule is attached.

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TOPICAL SCHEDULE FOR EDUCATION 487-4

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DATE	TOPIC	READINGS
May 9th	-Orientation Meeting -Organizational Details	Tanner
May 12th	-Drieker's Teleo-Analytic Approach	Tanner & Assigned Readings
May 16th	-Glasser's Reality Therapy	Tanner & Assigned Readings
May 19th	-Behavioural Approaches	Axelrod
May 23rd	-Behavioural Approaches	Axelrod
May 26th	-Social Learning & Cognitive Approaches -First Mini-paper Due	Assigned Readings
May 30th	-Roger's Non-directive Strategy	Assigned Readings
June 2nd	-Kounin's Managerial Approach	Kounin
June 6th	-Kounin's Managerial Approach	Kounin
June 9th	-Eclectic Strategies -Second Mini-paper Due	Tanner
June 13th	-Organizational, Administrative & Legislative Issues, Professional Ethics and Legal Constraints	Public Schools Act & Regulations
June 16th	-Course Summary, Small-Group Discussions and Individual Study	
June 20th	-Final Examination	

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