

**Education 326-3**  
**Classroom Management and Discipline**  
**Course Outline**

Spring ~~1999~~ 2000  
Prince Rupert, B.C.

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This course is designed for practicing teachers who work in the Sm'algayax Language Program in Prince Rupert. These teachers will explore theories of classroom management and their applications in classroom and school contexts, with special emphasis on working in First Nations Programs. The course will stress the development of personal ideas about classroom management and discipline, in relation to First Nations learners, and the development of specific strategies to improve classroom practice. Field studies will be an important component of this course.

**Course Requirements:**

Reading Responses (3) 30%  
Field Studies(7) (includes class participation) 70%

**Required Text:**

Wong, Harry and Rosemary Wong (1998) *How to Be an Effective Teacher the First Day of School*. Harry K. Wong Publications, Inc. Mountain View, California

**Recommended Texts:**

Bennett, Barrie and Smilanich, Peter (1994) *Classroom Management: A Thinking and Caring Approach*. Bookation Inc: Toronto, Ont.  
ISBN 0-9695388-1-2

Brendtro, L.K, Brokenleg, M. and Van Bockern, S. (1990) *Reclaiming Youth At Risk: Our Hope for the Future*. Bloomington, Indiana: National Education Service.

Kohn, Alfie (1996) *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum Development: Alexandria, Virginia  
ISBN 0-87120-270-0

## **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.

**SUPPLEMENTARY FEES:**

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