

Fall Semester 2001

**EDUC 326 - 3**  
**Classroom Management & Discipline**Stuart Gardner  
Office: TBA  
Phone: 291-3395Thursday 16:30-18:20 in EDB 8620  
plus 1 hour tutorial**E01.00****PREREQUISITE**

EDUC 401/402 or one of EDUC 100, 220, 230, 240.

**DESCRIPTION**

This course provides a broad range of experiences focusing on what has become one of the most perplexing problems facing today's educators. What teacher behaviors are necessary to maintain a proactive rather than a reactive classroom? How can children and adolescents learn how to behave in responsible ways in the context of classroom life and at the same time feel valued and respected? A variety of models and approaches will be examined: communication, democratic, behavior modification, social learning/cognitive, and school-wide approaches. Other topics to be explored include parent-teacher communication, mentoring, humour, and legal and administrative issues related to classroom management and discipline.

**OBJECTIVES**

- study different models of classroom management and discipline and examine their underlying assumptions.
- examine the complex nature of the classroom environment and the teacher's role within it.
- deal with specific conflicts in, and around, elementary and secondary schools.
- manage student behavior based on a value system that maintains the dignity of each student.
- clarify and articulate one's own goals and values concerning classroom management and discipline.

**REQUIREMENTS**

- regular class attendance and participation
- assignments based on readings
- development of a resource manual
- final exam

**REQUIRED READINGS**

Kohn, Alfie. Beyond Discipline: From compliance to community. Association for Supervision and Curriculum Development. [ISBN 0-87120-270-0]

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

## **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:** EDUC 401/402 or one of EDUC 100, 220, 230, 240.

**REQUIRED TEXT:**

Martin, J. & Sugarman, J. *Models of Classroom Management: Principles, Applications, and Critical Perspectives (3rd ed.)* Detselig Enterprises Ltd., 2000.

**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:**

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

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**PREREQUISITE:** 60 credit hours.

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