

**EPSY 315**  
**Educational Psychology 315**  
**Classroom Management and Motivation for Beginning Teachers**

**3 Credit Hours: 3**

**COURSE DESCRIPTION:** A detailed investigation of behavioral and humanistic approaches to classroom management and motivation in the classroom. Included are topics such as preventing classroom disruptions, how and when to intervene when they do occur, working with parents, and working with mainstreamed students.

**CONCEPTUAL FRAMEWORK STATEMENT OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT:** In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

**PREREQUISITES:** Must have completed Education 201 or 202 and have 3 hrs. of Educational Psychology.

**TEXTBOOKS:**

Jacob, S. (1998). Classroom management for beginning teachers. New York: McGraw Hill.

Wong, H.K. & Wong, R.T. (1991). The first days of school. Sunnyvale, CA: Harry K. Wong Publications.

**COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Define classroom management and its related terms. (CK)
2. Organize the classroom environment to maximize instruction and minimize disruption. (SBI) (PP)
3. Identify classroom management techniques associated with various contemporary models of classroom management. (SBI) (PP) (CK)
4. Identify influences that have a positive or negative impact on student motivation. (SBI) (KL)
5. Specify classroom conditions deemed desirable because they promote efficient and effective instruction. (SBI) (PP) (CK)
6. Discuss methods of discipline, motivation and general classroom management that are required to accommodate students as a result of various ethnic or cultural backgrounds,

learning styles, sex or socioeconomic needs, or other special needs. (SBI) (KL) (PP) (CK)

7. Analyze given classroom situations and describe and justify the managerial strategy or strategies most likely to be effective in facilitating and maintaining desirable classroom conditions. (SBI) (PP)

8. Discuss external influences that affect classroom management and discipline (e.g., lack of parental support, poverty, etc.). (SBI) (KL) (PP) (CK)

9. Develop strategies for working together with colleagues to assist students with behavior problems. (PP)

10. Identify indicators of stress. (CK)

11. Describe time management techniques. (PP) (CK)

12. Write and speak in conventional English. (CK)

**ACCOMMODATIONS:** If you are a qualified student with a disability seeking accommodations under the American Disabilities Act, you are required to self-identify with the Office of Student Life, Room 202, Student Union. Be sure to see teacher after class to discuss any needed accommodations.

**COURSE REQUIREMENTS:** Requirements for this course include a midterm exam, a final exam, observations/interviews with classroom teachers, reading assignments, and group/individual management projects/research papers (APA Writing Style). Each instructor reserves the right to establish additional methods of evaluation.

**CONDUCT:** Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from instruction is not acceptable.

## **KNOWLEDGE BASE**

Canter, L. (1992). *Assertive discipline: Elementary workbook*. Santa Monica, CA: Lee Canter & Associates.

Canter, L. (1994). *Scared or prepared*. Santa Monica, CA: Lee Canter & Associated.

Charles, C.M. (1985). *Building classroom discipline* (5th ed.). White Plains, New York: Longman Publishing Group.

Curwin, R.L., & Mendler, A.N. (1988). *Discipline with dignity*. Alexandria, VA: ASCD.

Emmer, E., Evertson, C., & Worsham, M. (2000). *Classroom management for secondary teachers*. Boston: Allyn & Bacon.

Evertson, C., Worsham, M., & Emmer, E. (2000). *Classroom management for elementary teachers*. Boston: Allyn & Bacon.

Glasser, W. (1986). *Control theory in the classroom*. New York: Harper and Row.

Grossman, H. (1990). *Trouble-free teaching: Solutions to behavior problems in the classroom*. Mountain View, CA: Mayfield.

Jacobs, S. (1996). *Classroom management for beginning teachers*. NY: McGraw-Hill.

Jacobsen, D., Eggen, P., & Kauchak, D. (1993). *Methods for teaching: A skills approach* (4th ed.). New York: Macmillan.

Jones, V. & Jones, L. (1995). *Comprehensive classroom management*. Boston: Allyn & Bacon.

Kohut, S. & Range, D.G. (1992). *Classroom discipline: Case studies and viewpoints*. Washington, D.C.: National Education Association.

Marzano, R.J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: ASCD.

Nelson, J., Duffy, R., Escobar, L., Ortolano, K., & Own-Sohocki, D. (1996). *Positive discipline: A teacher's a-z guide*. Rocklin, CA: Prima Publishing.

Shuman, R.B. (1992). *Classroom encounters: Problems, case studies, solutions*. Washington, D.C.: National Education Association.

Wong, H.K. & Wong, R.T. (1991). *The first days of school*. Sunnyvale, CA: Harry K. Wong Publications.