

FO'02

**Chaminade University of Honolulu**

ED 404 – Managing School Environments  
Education Building – Room  
Professor: Jo-Anne W. Lewis  
CUH Tel: 735-4719

Fall Day 2002  
Thursday – 5:30 –8:40  
Education Bldg. Field Services  
E-Mail: [jlewis@chaminade.edu](mailto:jlewis@chaminade.edu)

**Course Outline & Syllabus**

---

**Rationale:**

Teachers, more than ever before, face the task of educating students who come from disruptive, fragmented or abusive home and/or community environments; students who are born into an era, increasingly complex and rapid-paced. True, the concept of discipline, with its emphasis on dealing with “inevitable misbehavior”, is being replaced by a more comprehensive body of knowledge, the focus of which is: how to increase personal and academic achievement by creating classroom communities where students’ needs are met. However, although theory and practice in classroom management have improved during the past two decades, teachers are often presented simplistic solutions to immediate problems, in piecemeal fashion, rather than given a full understanding of the issues inherent in effective classroom management; of the relationship among various strategies.

**Course Description:**

This class is directed toward: alleviating/precluding the confusion associated with classroom management theories and techniques; facilitating students’ understanding the necessary components of an effective learning environment; assisting students to establish their own personal philosophy with attendant strategies techniques, grounded in research-based best practices.

**Objectives:**

- . Students will understand philosophical paradigms of control, management and community.
- . Students will be familiar with basic classroom management theories, methods and techniques as established by researched-based methods.
- . Students will explore effective instructional / motivational strategies and techniques that create a positive classroom climate and support learning.
- . Students will understand physiological and psychological needs that must be met before becoming productively involved in the learning process.
- . Students will gain a greater understanding of the dynamics of human behavior / communication, looking at differences in abilities / intelligences, learning styles, needs and strengths.
- . Students will explore the area of establishing positive teacher-student and peer relationships.
- . Students will understand why discipline problems arise and become cognizant of factors that can be examined and modified or implemented in order to reduce these problems.
- . Students will explore and evaluate ways of formulating and implementing rules and procedures; of responding to violations thereof.
- . Students will understand ethical considerations inherent in behavior management and how teacher attitudes, behaviors and communications influence/ affect student behavior.
- . Students will become familiar with the social skills required for educational and functional living environments; with effective strategies for teaching social skills.
- . Students will become familiar with the role of HEART in developing rapport and relationship.
- . Students will gain a knowledge of strategies for crisis prevention / intervention.
- . Student will develop an understanding of the benefits of building cohesiveness and community and the necessary steps in doing so.

**Course Texts:**

- Required:** Charles, C.W. (2002). Building Classroom Discipline. (7<sup>th</sup> Edition). NY: Longman
- Referenced:** Jones, V. F. & Jones, L. S. (2001). Comprehensive Classroom Management. Needham Heights, MA: Allyn & Bacon
- McCarty, R. (2001). Science of the Heart. Boulder, CO: Institute of HeartMath
- Parker, P. J., (1998). The Courage to Teach. San Francisco, CA: Jossey-Bass Publishers
- Wolfgang, C. H. (1999). Solving Discipline Problems. (4<sup>th</sup> Edition). Boston, MA: Allyn & Bacon

**Additional readings and materials will be provided in class.**

**Course Format:**

Primary class format will include a variety of instructional methodologies, including but not limited to: lecture, discussion, sharing, dyad and small group work, reflection, class activities, student presentations, media presentations.

**Course Requirements:****Attendance & Participation Requirement:**

Regular and timely attendance is of primary importance and is required of all students.

To be on time is thoughtful, courteous and professional. Tardiness and/or leaving class before dismissal is noted and will be reflected in points awarded for attendance.

Excused absences are those that are cleared with the instructor at least 2 days before class and which involve a professional obligation. One unexcused absence for a personal emergency, or illness is allowed. Points cannot be "made up" for absences. Know that more than two absences will preclude you receiving an A in the class.

Participation during class sessions is expected and considered in assigning credit. Participation includes engaging others with a cooperative and supportive attitude, as well as being involved in the class lessons, assignments & activities.

**Academic Requirements:**

Assigned Readings: It is expected that the student will have read the assigned chapters and additional presented readings **prior to attending class** so as to fully participate in small group/class discussions. In class students will be given guidelines to facilitate discussion of assigned material

Observation Papers (5): These papers, which are to follow a **prescribed outline** and are to focus upon pre-assigned criteria, will objectively describe the observation period; then offer a personal response and evaluation.

Journal Article Abstract and Response Paper: Professional magazines or journals, no more than four (4) years old, must be perused to find articles on behavior/classroom management or creation of classroom communities. Create an abstract; write a one page response paper. (Format will be presented in class.)

Presentation of Journal Article with visual aid: The main points of the article are to be shared in the class in a seven (7) to ten (10) minute presentation. Give the focus of the article and convey the important factors re. classroom management/community building conveyed/purported by the article. Have some visual aid (handout, poster, overhead projection, class participation) to support your presentation.

**Personal Classroom Management Plan:** The format for this paper will be discussed and formulated in class. The paper will require deep reflection, clear thought, and fine tuning of the points that are made as regards your personal approach to classroom order and flow. References may be made to theorists, but the paper's purpose is to spell out **your** philosophical approach.

**Final Exam:** The first half, taken home to complete, will be composed of five (5) essay questions requiring comprehensive answers and **due at the beginning of the last class**. The second half will be multiple choice, fill-in and short answer, and **completed during the final class period**.

**All papers must be typewritten or computer generated, using a standard 12 point font.**

**Evaluation of Students' Work:**

Attendance & Participation	(14 X 7 pts. +2pts)	100
Ideas for Transition (2) + Presentation		10
Observation Papers (5)	(5 X 15 pts.)	75
Abstract & Reflection on Journal Articles		20
Presentation of Journal Article with AV support		15
Personal Classroom Management Plan		30
Final Exam (Essay / take home, 25 pts. + Objective / in class, 25 pts.)		50
	<b>Total Possible points:</b>	<hr/> 300 pts.

**Grade Determination:**

Final grades will be based on the following point system:

- A = 300 - 270
- B = 269 - 240
- C = 239 - 210
- D = 209 - 180
- F = below

**An incomplete Grade** will only be considered for one who has had to contend with an unexpected family or personal crisis / illness and who has communicated with me regarding his/her particular situation. It requires: (1) that 75% of the work has been completed; (2) that the reason for the request, **submitted by the student in writing prior to the last week in class**, is determined to be valid; (3) that an agreement is drawn up by the instructor and student delineating requirements as to the completion of work due.

**ED 404 – SYLLABUS**

<b>Week</b>	<b>Class &amp; Weekly Activities</b>	<b>Due</b>
<u>Week 1</u> Aug 29	Syllabus & Introductions "Breaking the Ice" Paradigms in Education: Control, Management and Community HO: Format for Observations	Bring Text to Class
<u>Week 2</u> Sept 5	HO: Format for Journal Article Definition of terms: Order, Power, Control, etc. Types of Power and Empowering Educational Kinesthesiology – to be continued <b>Discipline &amp; Clarifying Your Philosophy &amp; Theory of Discipline</b>	Chpts. 1 & 14
<u>Week 3</u> Sept 12	Pioneers in Modern Discipline Dyads w/ Venn Diagrams Group Dynamics: Forming, Storming, Norming, Performing & Co-creation Congruent Communication & Praise vs. Encouragement <b>Redl &amp; Wattenberg, Skinner, Kounin, Ginott, Dreikurs &amp; Canters</b>	Chpts. 2 & 3 Observation I
<u>Week 4</u> Sept 19	Presentation of Ideas Freedom as a function of Choice with Responsibility Exploratory Time Holding Boundaries – "ability & willingness" "Pawn" & "Origin" Process & Sharing <b>Jones &amp; Albert</b>	Chpts. 4 & 5 Ideas I
<u>Week 5</u> Sept 26	"I messages" , Roadblocks & Active Listening "Who has the Problem?" Feedback Barriers vs. Builders Differences of Strengths & Needs <b>Gordon and Nelsen, Lott &amp; Glenn</b>	Chpts 6 & 7 Observation II
<u>Week 6</u> Oct 3	Presentation of Ideas " At Risk" & Re-establishing HOPE 4-MAT & Classroom management Differences of Strengths & Needs, cont. <b>Glasser and Curwin &amp; Mendler</b>	Chpts. 8 & 9 Ideas II

<u>Week 7</u> Oct 10	Consequences vs. Punishment Win-Win & Thinking outside the box Creating an environment – Ying/Yang Hollands “Party” <b>Coloroso and Kyle, Kagan &amp; Scott</b>	Chpts. 10 & 11 Observation III
<u>Week 8</u> Oct 17	Presentation of Ideas Punished by Rewards & Value of Conflict Synergic Sunburst “Funsters & Feelers, etc.” <b>Kohn &amp; Charles</b>	Chpts. 12 & 13 Ideas III
<u>Week 9</u> Oct 24	Presentation of Journal Articles <b>Finalizing Personal System of Discipline</b>	Journal Article Chapt. 14 - Review & 15 Observation IV
Oct 31	<b>Happy Halloween</b> <b>No Class - TREAT :)</b>	
<u>Week 10</u> Nov 7	Presentation of Journal Articles HeartMath & implications	Journal Article
<u>Week 11</u> Plan Nov 14	Looking more closely at Community The group vs. Individual  <b>Hand out Final Exam</b>	<b>Personal Discipline</b> <b>First Draft</b>
<u>Week 12</u> Nov 21	Presentation of Journal Articles Return of Personal Classroom Management <b>Plan Draft &amp; Discuss frequent corrections</b>	Journal Article Observation V
Nov 28	<b>HAPPY THANKSGIVING</b> <b>No Class - Be Thankful! :)</b>	
<u>Week 13</u> Dec 5	Sharing of Personal Plans Seven Life Lessons of Chaos & Classroom Management	<b>Personal Discipline Plan</b> <b>Final Draft</b>
<u>Week 14</u> Dec 12	<b>Final – Objective Portion</b> <b>Return of Personal Classroom Management</b>	<b>Final – Essay Portion</b>