COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education  Course No.  CE652
Course: Advanced Study of Classroom Management  New: FA ’01

“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Analysis of current research, theories and application of classroom management strategies for the early childhood classroom. Emphasis upon the National Board for Professional Teaching Standards. (3)

II. Prerequisites: Graduate standing and successful completion of EL615.

III. Purposes or Objectives of the Course:

The student will:

A. Improve skills in study and research, analyze educational literature, improve writing skills, and increase confidence in the use of technology for gathering information.

B. Become acquainted with the growing field of professional literature related to classroom management as it applies to children’s cognitive, emotional, and social development. Emphasis will be placed on choosing appropriate teaching practices and classroom management strategies with consideration for the impact on children’s self-esteem, self-discipline, and behavior.

C. Become acquainted with National Board Standards related to enhancing children’s social development and social skills, emotional development and self-respect.

D. Evaluate models of classroom management, including the management of children from diverse cultures who would have different value orientations from the mainstream.

E. Using action research methodology in reflecting on one’s own teaching practices and classroom management strategies so that optimal environments/caring communities can be created which facilitate children’s development.

IV. Expectations of Students:

The student will:

A. Read extensively from professional literature (in print and from selected websites) to provide a foundation for the analysis of classroom management theories.

B. Participate actively in class by integrating knowledge gained from reading and perspectives gained from discussions/interviews with professional colleagues.

C. Maintain a daily reflective journal related to the types and effectiveness of classroom management practices and strategies implemented, children’s behavior, and subsequent modifications in approaches.
D. Identify classroom management issue and utilize action research to enhance the caring community of learners developed in the classroom and children’s social/emotional development.

V. **Course Content or Outline:**

| A. Understanding children’s cognitive, emotional and social development | 3 |
| B. Creating caring communities, a sense of community ethos and using National Board Professional Teaching Standards | 3 |
| C. Environmental and procedural factors which influence behavior | 4 |
| D. Examining classroom management models |
| 1. Cantor’s assertive discipline |
| 2. Glasser’s non-coercive discipline |
| 3. Dreikur’s need for belonging and goals for behavior |
| 4. Kohn’s model of discipline, evaluating the use of external rewards and punishments |
| 5. Constructive models of classroom management |
| 6. Positive discipline |
| 7. Models which address management of culturally diverse learners |
| 8. Apply action research to issues in classroom management |
| E. Reflecting upon one’s own management practices | 5 |
| F. Areas of Controversy |
| 1. School/district policies, legal parameters |
| 2. Peer competition |
| 3. Punishment and rewards |
| 4. Family involvement in decision making |
| 5. School violence |
| 6. Suspension from school |

VI. **Textbook(s) and/or Other Required Materials or Equipment:**


Early Childhood Standards for National Board Certification

Selected readings.

VII. **Basis for Student Evaluation:**

A. Class attendance and informed participation in class discussions and journal. 10%

B. Quality and completeness of journal. 20%
C. Examinations.  
D. Action research plan and analysis

VIII. Knowledge Base:


Selected Websites:

♦ NAEYC (National Association for the Education of Young Children) Resources: Early Years are Learning Years  
http://www.naeyc.org/resources/eyly/default.asp

♦ National PTA  
http://www.pta.org/index.stm

♦ Notes for Parents by James L. Hymes, Jr.  
http://www.ecppns.org/notes.html

♦ National Board for Professional Teaching Standards  
http://www.nbpts.org/  
(ECPROFDEV-L by the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois)  
http://ericeece.org/listserv/ecprof-1.html