

Independent Study Course Syllabus

Course Number: EDUC 900

Course Title: Discipline for Today's Classroom

☐ Online ☒ Correspondence

Instructor: Doug Bartsch

Phone number: (559) 799-1584

Email: douglasbartsch@gmail.com

Units: 3

Grade Level: K - 12

Course Description

Learning activities are designed to challenge your thinking as you consider your own work with students. Many will have direct application to your teaching situation. Some of these ask you to respond to ideas presented while others require you to apply the concepts or strategies described. You may find some assignments so helpful that you will do them again every year as you prepare for the opening of school. Other activities you may refer to repeatedly during the school year.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

- Course Resource Binder authored by instructor Douglas Bartsch includes written information on a variety of topics organized into chapters. Most chapters include response sheets or worksheets to allow you to apply the ideas presented to your teaching situation.
- Textbook: Positive Discipline by Jane Nelsen
- Audio recording (CD) from *Kids need self-esteem too* by James Dobson.

Course Requirements

1. Read Resource Binder and complete all twenty one response sheets including field-testing and reflections upon each field-testing activity. Should students not be available to you while completing this course, the instructor will provide alternatives to the field testing assignments.

2. Read Textbook: Positive Discipline by Jane Nelsen
3. Listen and complete written response to CD/audiotape: from *Kids need self-esteem too* by James Dobson.
 - All assignments are to be typed and presented in an organized format. Students may use the format provided, but may create their own format that references each response sheet assignment (e.g. "Response Sheet 7"). Assignments need not be bound.
 - Keep a copy of your coursework in the event that material is lost in the mail.

Primary Learning Outcomes

1. Teachers will gain a clearer understanding of their role, their rights and their responsibilities in creating a productive learning environment.
2. Teachers will analyze and apply the key themes prevalent in the research on classroom management and student discipline.
3. Teachers will apply key principles that support effective physical arrangement of their classroom.
4. Teachers will demonstrate an understanding of and apply strategies for establishing productive classroom rules, routines and procedures.
5. Teachers will demonstrate an understanding of the origins of student misbehavior.
6. Teachers will demonstrate an understanding of and apply strategies for encouraging appropriate behavior, including natural and logical consequences, reinforcement theory, strategies for encouragement, and other teacher communication and discipline techniques and methods.
7. Teachers will demonstrate insight with regard to the impact of their communication style and interpersonal relations upon classroom climate and student behavior.
8. Teachers will gain an understanding of concepts that influence student independence and self-reliance.
9. Teachers will research contemporary questions relative to legal aspects of discipline in their state and school district.

Discipline for Today's Classrooms has embedded within it a variety of instructional strategies that are effective both in promoting academic content learning and in establishing productive learning environments. Throughout the course, teachers are required to reflect on their own practice, share their experiences and reflections with colleagues; and design, field-test and

assess the effectiveness of strategies presented in the course. Course content directly addresses the following standards from:

The California Standards for the Teaching Profession:

STANDARD ONE: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1.5 Promoting self-directed, reflective learning for all students

STANDARD TWO: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning and implementing classroom procedures and routines that support student learning
- 2.6 Using instructional time effectively

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4.3 Developing and sequencing instructional activities and materials for student learning
- 4.5 Modifying instructional plans to adjust for student needs

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with communities to improve professional practice
- 6.5 Working with colleagues to improve professional practice

The National Board for Professional Teaching Standards:

Creating a Productive Learning Environment - Teachers demonstrate their ability to promote student learning in a physically, socially, and emotionally safe environment that supports equitable access to learning and promotes student interaction and reflection through the use of effective classroom management skills and routines....engaging all students in instruction in a physically safe and emotionally secure environment.... students moving from one instructional activity to another.... the teacher's ability to create a productive learning environment and manage the transition of learning activities within the instructional setting while providing meaningful time on task for students.

Schedule of Topics and Assignments

While this course is presented in a sequential manner, students may complete assignments in the sequence they choose. Students may take up to one year from the date of registration for this course to complete all work and return assignments to the instructor.

Evidence of Learning

Each assignment must be completed. Full credit for each assignment will be given based upon demonstration of both understanding of the concepts presented and personal connection/application of the concept in your teaching situation. **A scoring rubric follows this syllabus that is utilized in evaluating student work and assigning grades.**

Grading Policy and Rubric

- A scoring rubric follows this syllabus that is utilized in evaluating student work and assigning grades.
- Coursework falling short of a quality equaling a B will not receive credit.
- This course may be taken for a letter grade or on a credit/no credit basis. Coursework falling short of a quality equaling a B will not receive credit. The discernment between an A or B is at the discretion of the instructor based on the quality of the evidence submitted.

Instructor/Student Contact

During this course students may contact the instructor by email or telephone at any time for assistance or feedback. Students are required to make contact by email at four points during the course, following each field test experience and upon completion of all course requirements, and have contacted instructor by email to report results of field test assignments – response sheets 10, 11, and 19.

References

Assertive Discipline, Third Edition, Lee Canter, Solution Tree, 2001

Children, the Challenge, Rudolph Dreikurs, Hawthorn Dutton Books, 2 Park Avenue,
New York, New York 10016

Classroom Management That Works: Research-Based Strategies for Every Teacher, Robert J. Marzano,
Jana S. Marzano, Debra J. Pickering, Association for Supervision & Curriculum Development, 2003

Dare to Discipline, James Dobson, Tyndale House Publishers Inc., Wheaton Illinois

Discipline with Dignity, Richard Curwin and Allen Mendler, Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1403

Hide or Seek, James Dobson, Power Books, Fleming H. Revell Company,
Old Tappan, New Jersey

I'm On Your Side, Resolving Conflict With Your Teenage Son or Daughter, Jane Nelsen and
Lynn Lott,

*may be purchased through Empowering People, (1-800)456-7770 or online at
www.positivediscipline.com

Positive Discipline, Jane Nelsen, Ballantine Books, New York *may be purchased through
Empowering People, (1-800)456-7770 or online at www.positivediscipline.com

Positive Discipline in the Classroom, Jane Nelsen, Lynn Lott, and H. Stephen Glenn.

*may be purchased through Empowering People, (1-800)456-7770 or online at
www.positivediscipline.com

Positive Discipline for Teenagers, Jane Nelsen, Lynn Lott, *may be purchased through
Empowering People, (1-800)456-7770 or online at www.positivediscipline.com

Positive Discipline on Tape and other video and CD/audiotapes by Jane Nelsen and H. Stephen
Glenn

*may be purchased through Empowering People, (1-800)456-7770 or online at
www.positivediscipline.com

Positive Time-Out: And Over 50 Ways to Avoid Power Struggles in the Home and the
Classroom, Jane Nelsen

*may be purchased through Empowering People, (1-800)456-7770 or online at
www.positivediscipline.com

Raising Self-reliant Children in a Self-indulgent World, H. Stephen Glenn and Jane Nelsen,
Prima Publishing and Communications, Rocklin, CA,

* may be purchased through Empowering People, (1-800)456-7770 or online at
www.positivediscipline.com

Teaching for Learning, Myron H. Dembo, Scott Foresman and Company

The First Days of School: How To Be An Effective Teacher by Harry K. Wong and

Rosemary T. Wong
Harry K. Wong Publications, 2004

The Strong-willed Child, Birth through Adolescence, James Dobson, Tyndale House Publishers
Inc., Wheaton Illinois

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Fresno Pacific University Center for Professional Development
Discipline for Today's Classrooms

Scoring Guide

	Criteria				Points
	4	3	2	1	
Basic requirement completion	All response sheets completed.	All response sheets attempted. Few not complete or off topic.	All response sheets attempted. More than 10% not complete or off topic.	Many responses not complete or off topic.	
Legibility	Typed, clearly referencing the response sheet number, formatted clearly and professionally.	Typed, clearly referencing the response sheet number.	Handwritten clearly, referencing the response sheet number.	Writing is not easily legible.	
Demonstrated depth of understanding and personal connection	All responses show complete understanding of the ideas, concepts, and strategies presented.	Most responses show substantial understanding of the ideas, concepts, and strategies presented.	Many responses show limited understanding of the ideas, concepts, and strategies presented.	Most responses show limited understanding of the ideas, concepts, and strategies presented.	
Personal connection and application	Goes beyond the requirements of the assignment, particularly with regard to application and personal connection with the material.	Meets the requirements of all assignments.	Does not meet the requirements of some assignments.	Does not meet the requirements of many assignments.	
				Total →	

Teacher Comments:

A=15-16

B or Credit =12-14

14 or below = No credit or opportunity to resubmit assignments

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.