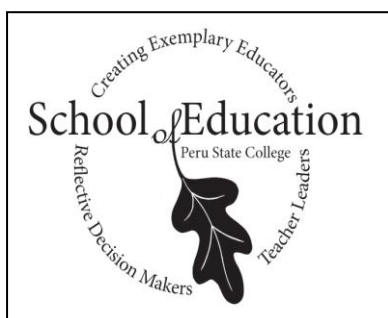




**Department:** Education  
**Course Number:** EDUC 520  
**Course Title:** Moving From Discipline To Self-Discipline:  
A Developmental Approach  
**Credit Hours:** 3  
**Semester/Academic Year:**  
**Instructor:**  
**Office Hours:**  
**E-mail:**

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The Conceptual Framework for all School of Education classes at Peru State College is based on the following statement as taken from the [School of Education Conceptual Framework](#).



### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

### **Mission Statement**

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

### **Course Description:**

This course is designed to provide classroom teachers the opportunity to take a three hour graduate level course which will examine the key issues of classroom management as well as provide a model for teaching self discipline skills to students. Research on key aspects of classroom management strategies will be analyzed.

**Prerequisites:**

None

**Required Materials:**

Tips Everyone Can Use to Teach the Skills, CD of PDF files of Text Book – Chapters 1-11, CD of Lesson Plans geared toward specific grades, Skill posters. Available at [www.selfdisciplinedwp.com](http://www.selfdisciplinedwp.com) or by calling 1-800-691-4DWP.

**Course Objectives:**

At the conclusion of this course the student should be able to:

- Summarize and/or critique theories in classroom management and/or leadership. (1.1.2, 1.3.6, 2.1.1, 2.1.2, 3.1.1) [Standards 1, 3, 5, 6, 7, 9, 10]
- Identify and use work by authors from diverse, broad perspectives, including under-represented groups. (1.1.1, 1.2.1, 1.3.1, 1.3.3, 3.1.1)[Standards 1, 2, 3, 4, 7, 8, 9,10]
- Resolve, synthesize, and/or critically evaluate contradictions among theories. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Use the skills of analysis and synthesis to develop epistemologically sound ideas. (1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.6, 2.1.1, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Identify research traditions, authors and issues of importance to diverse communities. (1.1.1, 1.2.1, 1.3.1, 1.3.3, 3.1.1)[Standards 1, 2, 3, 4, 7, 8, 9,10]
- Identify and critique the assumptions behind cognitive positions in classroom management and leadership. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Evaluate implications of current research in classroom management and leadership for one's practice. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]
- Draw upon appropriate scholarly knowledge and resources in clarifying practical and professional issues and making practical and professional decisions for classroom management and leadership. (1.2.1, 1.3.1, 1.3.3, 1.3.4, 1.3.5) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9]
- Use appropriate resources including original sources, research studies, journals, conferences, associations, databases, annual reviews, listserves, and Internet sites. (1.2.2, 3.1.2) [Standards 1, 2, 4, 7, 8, 9, 10]
- Implement the various aspects of a classroom management framework provided in the course. (1.1.2, 1.2.3, 1.3.1, 1.3.2, 1.3.6, 3.1.1) [Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]

**Instruction Method/Mode of Delivery:**

- Directed readings
- Reflective writing
- Papers
- Projects
- On line discussions

**Assessment Methods:**

1. Pretest – 5 pts.
2. Styles Inventory – 5 pts.
3. Reflection Paper on Styles - 20 pts
4. Section One: Discussion Board – 10 pts.
5. Self- assessment of Self-discipline skills – 15 pts.
6. Examination of discipline/self discipline and definition - 5 pts
7. Two activities of choice - 10 pts
8. Section 2: Discussion Board – 20 pts.
9. Lesson Plan and Tips Review – Basic Skills - 25 pts
10. Section 3: Discussion Board – 10 pts.
11. Lesson Plan and Tips Review – Constructive Skills – 25 pts.
12. Worksheet on Constructive Skills – 5 pts.
13. Section 4: Discussion Board – 20 pts.
14. Lesson Plan and Tips Review – Generative Skills – 25 pts.
15. Worksheet on Generative Skills – 5 pts.
16. Section 5: Discussion Board – 10 pts.
17. Lesson Plan critique – 20 pts.
18. Motivational ideas – 15 pts.
19. Personal experiment: - 20 pts.
20. Section 5: Discussion Board – 20 pts.
21. Discipline plan – 10 pts.
22. Power Point presentation – 25 pts.
23. Section 7: Discussion Board – 10 pts.
24. Matching Assessment – 10 pts.
25. Post-test – 10 pts.
26. Lesson Plan Creation – 20 pts.
27. Match misbehavior with missing skills. – 20 pts.
28. Course Evaluation – 5 pts.

Scale {360 - 400 = A} {330 - 359 = B} {310 - 329 = C} {280 - 309 = D} {279 or less= F}

**No late assignments please.**

Besides following the policies of Peru State College, students are expected to:

- Complete all assignments on time.
- Use APA formatting style for all written assignments.

**Incomplete Coursework:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

### **Accommodation Statement:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States... shall solely by reason... disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

### **Academic Dishonesty:**

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member’s satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
  - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
  - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
  - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.

- 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
  - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
  - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
  - 7) Fabricates data in support of laboratory or fieldwork.
  - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
  - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
  2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
  3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

### **Special Note about References Used**

**Any references used to complete assignments for this course should be from 1997 on. If you are using an old, but landmark writing by an important educational theorist, that will be OK. References should be from research publications. You can include internet references but only if they are from an approved author and web site, such as Educational Leadership. Please do not use popular magazines such as Time or Newsweek or general websites or papers from other students as a reference in your work. If you have any questions, please contact the Professor.**

**Please remember, it is the student's responsibility to submit all assignments in Microsoft Word or Microsoft Power Point. Please do not use any other programs. If the professor cannot open an assignment full credit may not be given.**