

**Middle East Technical University**  
**Faculty of Education**  
**Department of Elementary Education**

**ECE 420**  
**Discipline of Young Children**

Instructor: Assist. Prof. Dr. Feyza Erden

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Class hours: Fridays 13:40-16:30 (EF22)

General Comments:

If you have any questions, concerns, suggestions, or problems with the course, address them in open class discussions. If these problems affect you individually, please do not hesitate to e-mail or call me. I encourage and look forward to your participation and successful completion of this course.

Course Description:

This course is designed to study the causes of and solutions to disruptive and noncompliant behaviors of young children. The discipline problems that may occur in a preschool and kindergarten classroom environment will be identified and specific solutions to these problems will be explored. In addition, popular approaches to maintaining discipline and managing the classroom experience will be presented. Throughout the course, students will be expected to begin developing their own discipline techniques.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. identify, analyze, synthesize and evaluate various discipline/management models,
2. analyze teachers' and students' actions in selected case studies in light of the components of various discipline/management models,
3. use various discipline models at the practical level,

4. build their own personal system of discipline which is consonant with their educational philosophy and personality,
5. develop skills in minimizing disruptive behavior and increasing learning by effective classroom organization and instruction.

Course Outline:

1. Definitions: Behavior, misbehaviour, discipline, classroom management, 3 faces of discipline.
2. Relationship-Listening Discipline Models: Teacher Effectiveness Training, Peer Mediation Model, Transactional Analysis Model.
3. Confronting Contracting Discipline Models: Dreikurs' model, Glasser's Reality Therapy, Discipline with Dignity.
4. Rules and Consequences Discipline Models: Behavior Analysis Model, Skillstreaming, Positive Discipline Model, Assertive Discipline Model.
5. Strengths and limitations of today's discipline models.
6. Various preschool and kindergarten behaviour problems and suggestions for their solutions.

Textbooks:

Charles, C.M. (1996). *Building Classroom Discipline* (Fifth ed.). NY: Longman.

Edwards, C.H. (2004). *Classroom Discipline and Management* (Fourth ed.). NY: John Wiley & Sons.

Hardin, C.J. (2004). *Effective Classroom Management: Models and Strategies for Today's Classrooms*. NJ: Merrill Prentice Hall.

Manning, M.L., and Bucher, K.T. (2003). *Classroom Management: Models, Applications, and Cases*. NJ: Merrill Prentice Hall.

Wolfgang, C.H. (2001). *Solving Discipline and Classroom Management Problems: Methods and Models for Today's Teachers* (Fifth ed). NY: John Wiley & Sons.

Teaching Strategies:

The instructional strategies used in this course will be varied and will include, but not be limited to cooperative learning, teacher and student-led discussions, individual and/or group presentations, lecture, teacher-student interaction, and other activities.

Course Requirements/Expectations:

**1) ATTENDANCE AND PARTICIPATION:** Your active participation in the class is a significant part of the learning process for all of us. This includes participation in class discussions, regular attendance, prompt arrival to class, attendance throughout the entire class period and behavior which does not distract your classmates. Class starts on time. Attendance will be taken within the first 5 minutes of class. After 5 minutes, you will be accepted as absent for the day. It is your responsibility to check in with your professor for any emergencies prior to class. Three unexcused absences will result in the final course grade being lowered one letter grade. Please turn off your cell phones prior to entering the classroom.

**2) MIDTERM AND FINAL:** Two tests will be administered. Each will address lectures, and class discussions.

**3) RESEARCH REVIEW:** You will select a topic of interest in "discipline" or "classroom management" areas and will find six journal articles on that topic. You will write a paper (at least 10 pages) addressing why you selected this topic, summarizing the research in that area and discussing how knowledge of this topic will help you as a teacher candidate. The articles must come from research journals

**4) ECE PROFESSIONAL INTERVIEW/OBSERVATION:** Interview a teacher and ask her/him about the discipline/management strategies s/he uses in her/his class. Furthermore, observe her/his discipline style in the classroom. Write down both what s/he said in the interview and what you observed. Write an evaluation about her/his discipline style and explain what discipline/management strategies s/he uses in her/his class. (For ex; the best and the worst parts of her/his disciplining.)

Important Information:

Your assignments are expected to be neat in appearance. Spelling, grammar and syntax are important. All written material must be typed (12 pt) with spacing at one and a half lines. It is therefore of the utmost importance that you proofread your papers before handing them in. Each paper must be presented in accordance with the style requirements detailed in the *Publication Manual of the American Psychological Association* (5th ed.). Only those papers submitted on or before the due dates will be graded. Late papers will not be accepted.

Tentative Schedule:

<b>Week 1</b>	16/09/05	Discussion of Syllabus
<b>Week 2</b>	23/09/05	Behavior, misbehavior, discipline, classroom management, 3 faces of discipline & Teacher Effectiveness Training
<b>Week 3</b>	30/09/05	Peer Mediation Model
<b>Week 4</b>	07/10/05	Transactional Analysis Model
<b>Week 5</b>	14/10/05	Coloroso's Inner Discipline
<b>Week 6</b>	21/10/05	Dreikurs' Model
<b>Week 7</b>	28/10/05	Glasser's Reality Therapy
<b>Week 8</b>	04/11/05	<b>NO CLASS-HOLIDAY</b>
<b>Week 9</b>	11/11/05	<b>Midterm</b>
<b>Week 10</b>	18/11/05	Discipline with Dignity
<b>Week 11</b>	25/11/05	Behavior Analysis Model
<b>Week 12</b>	02/12/05	Skillstreaming
<b>Week 13</b>	09/12/05	Positive Discipline Model
<b>Week 14</b>	16/12/05	Assertive Discipline Model
<b>Week 15</b>	23/12/05	Love and Punishment Model

Evaluation Criteria:

<i>Course requirement</i>	<i>Due date</i>	<i>% of final grade</i>
Professional Interview/Observation	October 28	20
Midterm	November 11	20
Research review	December 09	30
Final	Announced later	30

Academic Ethics:

All assignments you hand in should be the result of your effort only. Academic dishonesty, including any form of **cheating** and **plagiarism** will not be tolerated and will result in failure of the course and/or formal disciplinary proceedings usually resulting in **suspension** or **dismissal**. Cheating includes but is not limited to such acts as; offering or receiving unpermitted assistance in the exams, using any type of unauthorized written material during the exams, handing in any part or all of someone else's work as your own, copying from the Internet. Plagiarism is a specific form of cheating. It means using someone else's work without giving credit. Plagiarism is a literary theft. Therefore, you have to acknowledge the sources you use in your assignments.