

Course Syllabus

Course Title: Effective Discipline: Anger Management, Part I

Course Grader: Sophia Thwaites

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Grader Bio:

Sophia Thwaites earned her Master's degree in Education from Teacher's College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

Course Description:

The expression of anger at school can disrupt instruction, create a hostile environment, and make students and teachers feel unsafe. This course explores the relationship between anger, violence prevention, and effective discipline in schools. Participants study how to better manage and respond to anger—their own and others'—and thereby enrich their classrooms and schools. Participants also learn to support calm brain states for students and to promote emotionally safe climates in which students' productivity can thrive. Adopting a healthy philosophy of anger will make participants adept managers of that unruly emotion. This course can be taken alone or with Effective Classroom Discipline: Anger Management, Part II.

Course Objective/Goals:

1. Knowledge –at the end of this course, participants will understand:
 - a. Differences between fear-based/anger-based discipline and respect-based discipline,
 - b. Variations and/or masked forms of anger, and
 - c. Fundamental principles of anger most often exhibited in the classroom.
2. Skills –after this course, participants will:
 - a. Identify distorted trigger thoughts,
 - b. Consider and learn ways to apply the concept of “ACEing” anger,
 - c. Build resources of visual examples of anger to share with students, and
3. Dispositions –after this course, participants will appreciate:
 - d. The basic response categories, "Anger-out" or "Anger-In,”
 - e. The concept of wise rule-making,
 - f. The responsibility to act in an executive capacity with students, and
 - g. The place for and value of venting anger.

Course Outline:

Eight Sections Students Will Be Focusing On by Diane Wagenhals:

1. Anger 101
2. Perceptions of Anger
3. When I'm Angry
4. Handling Protests
5. Who Me? Angry?
6. There's No Shame in Trying
7. To Shame or Not to Shame is Not the Question
8. Structure vs. Discipline

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	<u>(6 points)</u> Quizzes: 0-40% correct	<u>(9 points)</u> Quizzes: 60% correct	<u>(12 points)</u> Quizzes: 80% correct	<u>(15 points)</u> Quizzes: 100% correct
Reflection questions	<u>(10 points)</u>	<u>(15 points)</u>	<u>(20 points)</u>	<u>(25 points)</u>



	<u>Reflection questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>Reflection questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>Reflection questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>Reflection questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)
	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical	<u>Form:</u> -Distracting grammatical	<u>Form:</u> -Participant has written a solid	<u>Form:</u> -No grammatical errors



	mistakes -Confusing content -Missing documentation of sources	errors -Confusing content -Inconsistent or missing documentation of sources	essay or lesson plan, including appropriate detail and in an interesting style	-Eloquent expression -Proper citation of sources
	<u>Content:</u> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content	<u>Content:</u> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	<u>Content:</u> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned

KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

1. Anger 101
2. Perceptions of Anger
3. When I'm Angry
4. Handling Protests
5. Who Me? Angry?
6. There's No Shame in Trying
7. To Shame or Not to Shame is Not the Question
8. Structure vs. Discipline

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Anger Disorders: Definition, Diagnosis and Treatment.

Howard Kassinove, 1995.

Anger: The Misunderstood Emotion. Carol Tavris, 1982.

Healthy Anger: How to Help Children and Teens Manage Their Anger. Bernard Golden, Ph.D., 2003.

Honor Your Anger. Beverly Engel, 2004.

Kids Are Worth It. Barbara Coloroso, 2002.

Kids: How Biology and Culture Shape the Way We Raise Our Children. Meredith F. Small, 2001.

Secrets of the Teenage Brain: Research-Based Strategies for Reaching and Teaching Today's Adolescents. Sheryl Fienstein, Publisher: The Brain Store, May 2004.

Talking With Kids: Guided Discussions for Developing Emotional Intelligence. David Cowan and Susanna Palomares, 1999.

The Angry Child. Dr. Timothy Murphy, Ph.D. and LoriannHoff Oberlin, 2001.

The Anger Control Workbook. Matthew McKay, Ph.D. and Peter Rogers, Ph.D., 2003.

The Anger Habit. Carl Semmelroth, Ph.D., 2004.

The Anger Management Sourcebook. Glenn R. Schiraldi, Ph.D. and Melissa Hallmark Kerr, Ph.D., 2002.