

WINONA STATE UNIVERSITY  
UNIVERSITY STUDIES APPROVAL FORM

Routing form for University Studies Course approval.

Course EFRT 420

<b>Department Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
<u>J. Reinke</u> Department Chair	<u>1/8/14</u> Date
<u>jreinke@winona.edu</u> e-mail address	
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved*	
<u>Janice A. Sherman</u> Dean of College	<u>1-10-14</u> Date
*In the case of a dean's recommendation to disapprove a proposal, a written rationale for the recommendation to disapprove shall be provided to the University Studies Subcommittee.	
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input type="checkbox"/> No recommendation	
 Chair, General Education Program Subcommittee	 Date
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 Chair of A2C2	 Date
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 President of Faculty Senate	 Date
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 Academic Vice President	 Date
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
 President	 Date
Please forward to Registrar.	
Registrar <u>                    </u> Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 10-22-12]

5 2/26/14

**WINONA STATE UNIVERSITY  
PROPOSAL FOR UNIVERSITY STUDIES COURSES**

Department \_\_\_\_\_

Date \_\_\_\_\_

_____	_____	_____
Course No.	Course Name	Credits

Applies to: _____ Major	_____ Minor	
_____ Required	_____ Required	
_____ Elective	_____ Elective	

University Studies (A course may be approved to satisfy only one set of outcomes.):

Course Requirements:

Basic Skills:

- \_\_\_\_\_ 1. College Reading and Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3. Mathematics
- \_\_\_\_\_ 4. Physical Development & Wellness

Arts & Science Core:

- \_\_\_\_\_ 1. Humanities
- \_\_\_\_\_ 2. Natural Science
- \_\_\_\_\_ 3. Social Science
- \_\_\_\_\_ 4. Fine & Performing Arts

Unity and Diversity:

- \_\_\_\_\_ 1. Critical Analysis
- \_\_\_\_\_ 2. Science and Social Policy
- \_\_\_\_\_ 3. a. Global Perspectives
- \_\_\_\_\_ b. Multicultural Perspectives
- \_\_\_\_\_ 4. a. Contemporary Citizenship
- \_\_\_\_\_ b. Democratic Institutions

Flagged Courses:

- \_\_\_\_\_ 1. Writing
- \_\_\_\_\_ 2. Oral Communication
- \_\_\_\_\_ 3. a. Mathematics/Statistics
- \_\_\_\_\_ b. Critical Analysis

Prerequisites \_\_\_\_\_

Provide the following information (attach materials to this proposal):

Please see "Directions for the Department" on previous page for material to be submitted.

Attach a ***University Studies Approval Form***.

Department Contact Person for this Proposal:

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
e-mail address

## EFRT 420 Course outline

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

### Curriculum Study

1. Motivation
  - a. Behavioral (Skinner)
    - i. Rewards and Punishments
      1. Task-Contingent vs. Performance-Contingent Rewards
      2. Flow Theory
    - ii. Intrinsic vs. Extrinsic
  - b. Humanistic (Maslow)
    - i. Self-Actualization
  - c. Cognitive (Bruner)
    - i. Expectancy Theory
      1. Values
    - ii. Goal Orientation
    - iii. Attribution Theory (Weiner)
  - d. Social Learning (Bandura)
    - i. Self-Regulated Learning
  - e. Socio-Cultural
    - i. Cultural/Gender Differences
  - f. Motivational Concerns
    - i. Learned Helplessness
    - ii. Anxiety
    - iii. Self-Worth
    - iv. Curiosity
    - v. Locus of Control
    - vi. Self-Efficacy
  - g. Educational Implications
    - i. Attitudes
    - ii. Needs
    - iii. Stimulation
    - iv. Affect
    - v. Competence
    - vi. Reinforcement
2. Classroom Management (Redl, Kounin, Dreikurs, Skinner, Canter, Gordon, Glasser, Curwin/Mendler, Coloroso, Albert, Carroll, Wong, Emmer, Jones, Marshall, Nelsen/Lott/Glenn, Chuchward, Kagan/Kyle/Scott, Charles, Kohn)
  - a. Environmental Competence
    - i. Room Arrangement
    - ii. Seating Patterns
    - iii. Environmental cues
      1. Bullying/Cyberbullying
    - iv. Time Management
  - b. Classroom Rules and Consequences
    - i. Token economy
    - ii. Shaping
    - iii. Contingency Contracting
  - c. Procedures and Routines
    - i. Responsive Classroom
    - ii. Positive Behavior Intervention Support
    - iii. Proactive
    - iv. Accountability
    - v. Instructional Methods
      1. Transitions
    - vi. Seatwork
  - d. Positive Relationships and Climate
    - i. Teacher
    - ii. Student
    - iii. Family
    - iv. Peers

6. List the student learning outcomes for this course and how each outcome will be assessed.

	Learning opportunities	How these ideas are assessed
a. understand humans as individuals and as parts of larger	Students will read, study, and debate theories of human	<ul style="list-style-type: none"> <li>• Exams and quizzes</li> <li>• Classroom analysis</li> </ul>

social systems;	motivation, and connect their understanding of motivation to their study of learning and development in EFRT 400. Through structured field experience assignments, they collect data on students' motivation and classroom management systems that	
b. understand the historical context of the social sciences;	Students read, study, and debate a variety of academic articles and book chapters on the historical development of theories of motivation to understand the theories and their relationship to each other.	<ul style="list-style-type: none"> <li>• Exams and quizzes</li> <li>• Reflective journals</li> </ul>
c. identify problems and frame research questions relating to humans and their experience;	<p>Students analyze motivation in literature and/or field experiences from various theoretical perspectives. This “polyfocal scrutiny” (Schwab, 1968) requires the students to recognize various theoretical constructs and assumptions and how they impact analysis and research questions and agendas from various theoretical perspectives.</p> <p>Through reflective journals, students are required to compare the theoretical teachings to their own experience and become “theorists” themselves.</p>	<ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Classroom analysis</li> </ul>
d. become familiar with the process of theory-building and theoretical frameworks used by the social sciences;	Students read, study, and debate a variety of academic articles and book chapters on the historical development of theories of motivation to develop an understanding that new theories are required to explain everything that came before and add additional explanatory power and that their acceptance is based on the social construction of academic content.	<ul style="list-style-type: none"> <li>• Reflective journals.</li> </ul>
e. understand research methods used in the social sciences;	Students analyze motivation and classroom management in film and/or field experiences from various theoretical perspectives. Students recognize various theoretical constructs and assumptions and how they impact analysis and research on motivation and classroom management from various theoretical perspectives.	<ul style="list-style-type: none"> <li>• Reflective journals</li> </ul>

f. describe and detail discipline-specific knowledge and its applications; and	Through reading and studying a collection of academic articles, and books that propose various classroom management programs and motivational plans, students are introduced to the interdisciplinary nature of educational research and specific research methods that contribute to an understanding of human motivation.	<ul style="list-style-type: none"> <li>• Reflective journals</li> <li>• Classroom analysis</li> </ul>
g. understand differences among and commonalities across humans and their experience, as tied to such variables as gender, race, socioeconomic status, etc.	Students critically examine the course ideas and their connection to ideas presented in EFRT 400 through and integrated field experience where students study the impact of race, class, and gender on students' motives to participate (or not participate) in educational settings both in and out of school.	<ul style="list-style-type: none"> <li>• Reflective journals</li> </ul>