



Using Love and Logic to Develop Responsibility

Brandman University: EDCU 9995 – 3 Semester Hours

Thank you for registering for this course. Included are the following important documents:

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with Brandman University: Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

Upon Completion of the Course:

1. Please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

Love and Logic - Syllabus

EDCU 9995

3 credits

Course Description: This course gives an introduction of the principles of “Love and Logic:” an institution developed to help parents and educators teach responsibility to children as well as help them take ownership of their own actions. By implementing the principles of “Love and Logic” in the classroom, educators can minimize arguments and other negative interactions with students and instead promote learning and growth opportunities for their students. Through the use of natural consequences, empathy, and love, educators give students the chance to solve their own problems with appropriate guidance, which in turn helps students be better learners and better people.

Learning Objectives:

- Students will learn and explain different principles of “Love and Logic” that can be used in the classroom.
- Students will be able to apply principles of “Love and Logic” to help learners become more responsible and take ownership of their actions.
- Students will develop skills to reflect on & improve their own teaching practices.

Course Materials:

- Readings:
 - (Required) List #1 of chapters below all from the book *The Pearls of Love and Logic for Parents and Teachers* by Jim Fay & Foster W. Cline, M.D.:
 - “1: My Child the Winner”
 - “62: Four Steps to Responsibility”
 - “18: Fighting and Bickering”
 - “12: Responsibility”
 - “13: Handling a Crisis”
 - “20: Trying on New Hats-Why Teens Rebel!”
 - “28: Meaning Business”
 - “49: Isn’t It Ever OK to Be Angry?”
 - “55: Things Teens Don’t Like to Hear”
 - “6: Love is First”
 - “119: Values: Passing Them on to Our Children”
 - (Required) List #2 of chapters below all from the book *The Pearls of Love and Logic for Parents and Teachers* by Jim Fay & Foster W. Cline, M.D.:
 - “3: Anger vs. Empathy”
 - “4: Inflation”
 - “37: Empathy Overpowers Anger”

- “5: Self-Concept”
 - “7: The Science of Control”
 - “50: ‘That’s an Option!’”
 - “21: Arguing”
 - “81: Setting Limits”
 - “85: Survival Skills for the Real World
 - “94: ‘And I Mean It!’”
 - “109: Consistent Messages Produce Positive Results”
 - Videos:
 - Jim Fay Shares Some Ideas for Parents and Educators
 - Love and Logic Teaches Empathy
 - Content Implementation: (You will choose one of the following options.)
 - OPTION 1: Implementation Plan, Implementation Plan Template, & Implementation Plan Template-Modified
 - OPTION 2: Hour Log Template & Hour Log Example
- *NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Read the list #1 of chapters from the book *The Pearls of Love and Logic for Parents and Teachers* by Jim Fay & Foster W. Cline, M.D. The chapters included in this packet are 1, 62, 18, 12, 13, 20, 28, 49, 55, 6 & 119. Some parts of the reading and scenarios are geared towards parenting. While you read, try to think of how these lessons could be applied in the classroom with your students.

Then read the list #2 of chapters from the book *The Pearls of Love and Logic for Parents and Teachers* by Jim Fay & Foster W. Cline, M.D. The chapters included in this packet are 3, 4, 47, 5, 7, 50, 21, 81, 85, 94, & 109. Some parts of the reading and scenarios are geared towards parenting. While you read, try to think of how these lessons could be applied in the classroom with your students.

2. In chapter 3 entitled "Anger vs. Empathy," there are two scenarios played out between Jennifer and her mom. In at least 1 page, explain which of the mom's responses you agree with more as a teacher. Reflect on your own teaching practices and explain which response you more often give to your students whether it is turning an assignment in late, following through on a detention, or something else.
3. Choose 5 principles or messages you got out of the readings that stuck with you and that you can use in your classroom with your students. In at least 2 pages, explain the following for each of the 5 principles:
 - a. Summarize the message in your own words.
 - b. Explain why it resonated with you.
 - c. How will that principle help your students to be more responsible?
 - d. How would you hope that principle to play out in your classroom if applied? You can describe a specific scenario of an interaction between teacher and student.
4. Watch the following videos:
 - Jim Fay Shares Some Ideas for Parents and Educators
 - Love and Logic Teaches Empathy
5. Content Implementation: **You only have to complete one of the following options.**

OPTION 1: This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and templates can be found above in "Course Materials."

Make sure to include the following in your 4 week plan. Implement a minimum of 5 of the “Love and Logic” principles in your classroom with your students. These can be the same 5 principles chosen in #3. Use examples and scenarios from the text to help you.

OPTION 2: Complete an hour log that logs the hours when you implement strategies from the course. Choose some upcoming lessons to begin implementing a minimum of 5 of the “Love and Logic” principles in your classroom with your students. These can be the same 5 principles chosen in #3. Use examples and scenarios from the text to help you.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: **You only have to complete one of the following options.**

OPTION 1: If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
 - i. What strategies/principles do you plan to implement, and what will they look like and/or sound like in your classroom

- and/or outside of class time? What will you be doing as the teacher? What will students be doing?
- ii. What impact do you hope to see from using these principles and strategies on your teaching and on student learning?
 - iii. How is this way of teaching the unit different from how you taught the unit in the past? How is this way of interacting with students different from how you have done it in the past?
 - iv. What do you plan to do to support the effectiveness of the principles and strategies?
 - v. What modifications do you plan to make on any of the principles or strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
 - vi. What challenges do you foresee arising from using any of these principles or strategies?

OPTION 2: If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing a minimum of 5 of the “Love & Logic” principles in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these principles on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using “Love & Logic” strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. What strategies/principles did you implement, and what did they look like and/or sound like in your classroom and/or outside of class time? What were you doing as the teacher? What were students doing?
 - ii. Were the principles and strategies successful and did you notice a difference compared to when you taught in the past? Did you notice a difference compared to how you used to handle similar scenarios in the past?
 - iii. What did you do to support the effectiveness of the principles and strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
 - iv. What was challenging or didn’t work as well as you would have hoped?
 - v. How would you modify any part of what you implemented to make it more effective in the future?

Love and Logic - Assignment Plan, Evaluation & Grading

Anger vs. Empathy Reflection (Written Response Rubric)	X/15 pts
Love & Logic Principles Reflection (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Love & Logic (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(*The assignment is required but is not graded)

Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Anger vs. Empathy Reflection & Love & Logic Principles Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of "Love & Logic" principles. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. "Love & Logic" strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect "Love & Logic."
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect "Love & Logic."

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has developed multiple lessons that include 5 or more “Love & Logic” principles/strategies from the course. Student has explained in detail how each principle was incorporated into the lessons, and how it improved responsibility amongst their own students. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has developed multiple lessons that include 4 “Love & Logic” principles/strategies from the course. Student has explained how each principle was incorporated into the lessons, and how it improved responsibility amongst their own students. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has developed multiple lessons that include 3 “Love & Logic” principles/strategies from the course. Student has explained how each principle was incorporated into the lessons, and how it improved responsibility amongst their own students. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation of the strategies is incomplete. It is unclear how the strategies were implemented and/or how they improved responsibility amongst their own students. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has developed multiple lessons that include 2 “Love & Logic” principles/strategies from the course. Student has somewhat explained how the principles were incorporated into the lessons, and how it improved responsibility amongst their own students. However, the explanation is incomplete, and it is unclear how the strategies were implemented. If anything was modified, an explanation of how and why things were modified is incomplete. Student has answered some of the reflection questions, but some questions are not addressed.
F (0-23)	Student has developed 1 or 2 lessons that include 1 “Love & Logic” principle/strategy from the course. There is some explanation about how the principle was incorporated and/or how it improved responsibility amongst their own students but very little. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Love and Logic - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

Upon Completion of the Course:

1. Please submit all assignments in PDF format to grades@creditsforteachers.com.
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

Bibliography

Fay, Jim, and Foster Cline. *The Pearls of Love and Logic for Parents and Teachers*. The Love and Logic Press, 2000.

Love and Logic, director. *Jim Fay Shares Some Ideas for Parents and Educators*. *YouTube*, YouTube, 10 Sept. 2015, www.youtube.com/watch?v=gKvQLICANuU&list=PLOJH-VLmqVWR5XZYXaqnihIPHDR9M0yAZ.

Love and Logic, director. *Love and Logic Teaches Empathy*. *YouTube*, YouTube, 4 Sept. 2008, www.youtube.com/watch?v=ipl6eAxgnuY&list=PLOJH-VLmqVWR5XZYXaqnihIPHDR9M0yAZ&index=3.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit

coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

