

## Anger Management Syllabus

Course Number and Title	PEDU 9824 Anger Management
Instructor:	Dr. Ardys Reverman
Contact Information:	Via course site email
Delivery Method:	Self-Paced Online Course
Number of Credits	1, 2 or 4 Graduate Level, Semester Credits (Some credit levels may be unavailable at times)

### Course Description

Misfits, Queen Bees, Odd Kid Out, Bullying, Gangs, Street Kids and the subsequent victimization is a topic of keen interest in US education. Re-focus your attention when you are angry, so everybody wins. Learn the Key Truths about what anger is really telling us. How can we express what's alive in us? The surprising purpose of anger uncovers and gets needs met in more constructive ways to reconcile relationships. Anger transformed provides a safe environment for students to discover how everyone sees the world differently, including themselves. Students promote positive conversations, empathy, and the importance of "inclusivity" vs. exclusivity while building friendship resiliency. Provoke positive conversations to change the way you deal with classroom anger. By looking in depth into revitalizing your anger responses into creativity, initiative, innovation, team productivity, results, problem-solving, and decision making. Connect with others in a way that enables everyone's needs to be met through natural giving and receiving. Eliminate the "good" and "better" to make room for the "best" for me and the way I'm wired.

### Learning Outcomes and Objectives

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

- Increase anger management using your personal learning style;
- Redirect anger to evaluate and revitalize your anger root and initiative;
- Gain new insights into problems or communication issues or decisions;
- Design an SQ anger management outline to match unwanted behaviors curriculum.
- Design multiple intelligence heterogeneous groups for sensory driven curriculum;
- Creating multiple intelligence team effectiveness; mastery, involved, reasoning, and synthesis;
- Stretch students' learning potential with visual, auditory, kinesthetic, and analytical literacy
- Utilize practical tools for organizing and planning a skill-building unit for core curriculum;
- Demonstrate sensory-based instruction, curriculum, and assessment;
- Evaluate students' for sensory preference;
- Increase student achievement with constructive giving and receiving responses;
- Build positive relationships with the most difficult students;
- Match teaching strategy to learning objectives;
- Assess the level of quality, creativity and linear learning in core curriculum;
- Evaluate an existing curriculum unit for understanding sensory integration and bias;
- Read and critique four additional diversity and anger management sources;
- Understand and profile positive differences to identify your students and to recognize their inner strengths, enduring and predictable.

## **Grade Level Expectations (GLEs) Addressed:**

- K-12 Uses at least one strategy for generating ideas and planning.
- K/12 Analyzes and evaluates the effectiveness of Multiple Intelligence unmet needs to meet in constructive ways.
- K/12 Studies and learns the principles of different management skills.
- K/12 Uses at least one strategy for generating ideas and planning anger management.
- K/12 Chooses mentor guide for new behavior choices and purpose.
- K/12 Revises MI diversity by adding, deleting, substituting needs, desires, wishes, values.
- K/12 Organizes and encourages mentor needs, desires, wishes, values
- K/12 Giving from the heart. Taking responsibility for our feelings
- K/12 Demonstrates an understanding of different purposes for mentor guides counseling others.
- K/12 Expands knowledge of and learns from each other in different belief systems, genres, and forms.
- K/12 Produces mentoring strategies over time.
- K/12 Selects anger expression and mentor topic, adds details and elaborates.
- K/12 Energizes teachers with creative, hands-on tools for immediate success to improve relationships.

## **Required Course Materials**

*www.Amazon.com available through used booksellers.*

*Please obtain all required text materials before starting this course. Additional materials will be provided online within the course modules. Text/readings assigned in each chapter of the course.*

Title: Activities for a Differentiated Classroom Level 3  
Author: Wendy Conklin  
Publisher: Shell Education; 1 edition (February 1, 2011)

Title: heart2heart: Be Yourself everyone else is taken  
Author: Dr. Ardys Reverman  
Publisher: Friendly Universe Collection, 2015

Title: Turning Points: Journey of Self Discovery  
Author: Dr. Ardys Reverman  
Publisher: Friendly Universe Collection, 2016

Title: The Riddle of WE at the Heartwood Tree  
Author: Dr. Ardys Reverman  
Publisher: Friendly Universe Collection, 2017

## **Optional Suggested Reading Course Material:**

Title: How to Create a Mind: The Secret of Human Thought Revealed  
Authors: Ray Kurzweil  
Publisher: Viking Penguin 2012

Title: The Mobile Wave: How Mobile Intelligence Will Change Everything  
Authors: Michael Saylor  
Publisher: Vanguard Press 2012

Title: Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships  
Authors: Marshall B. Rosenberg, Deepak Chopra  
Publisher: PuddleDancer Press Book (September, 2015)

## Assessment and Evaluation

Your final grade will be determined using the point schedule below:

Grade	Points	Grade	Points
A	950 to 1000	C+	775 to 799
A-	900 to 949	C	725 to 774
B+	875 to 899	C-	700 to 724
B	825 to 874	D	600 to 699
B-	800 to 824	F	0 to 599

## Grading Policy

Grades are based on the point scale shown above and represent the following:

- A = Excellent performance.
- B = Above average performance.
- C = Satisfactory performance. Accomplishes only the minimum requirements.
- D = Below Satisfactory performance.
- F = Below minimal standard.

Credit Variations
<b>You must complete all course videos, quizzes and assignments.</b>
<b>See Assignment on page 6, assignments are subject to revisions.</b>

Complete the subject Course Examination, showing a competent understanding;  
Indicate your criteria for determining satisfactory completion of student work (A/F)

- One (1) course introduction video online
- Module lecture videos (introduces each module)
- One (1) quiz per module
- Completed assignments and module quiz
- 10 questions per quiz (multiple choice. other)
- Credit Variations Assignments
- Final Assignment – if noted

**To receive your certificate, you must score at least 75% on each quiz and submit the Final Survey.**

## CLASS METHODOLOGY AND ROUTINE

This is a self-paced course. There is an instructor available but not present online at any given time. You are responsible for moving through and completing this class. The course is not expected to take more than 50 hours of clock time and should be completed within the term registered or within 6 months of the start of the course.

If you have questions about the educational content, then contact us through the online email system. Please allow at least 48 hours for a response.

For technical issues only, you are encouraged to use the Help ticketing system and Educadium customer support. The instructor will not assist you with technical issues. This course uses Educadium's EasyCampus learning management system. Student step guides and multimedia tutorials about EasyCampus are available through the course help system.

Please check with your university to make sure that you have the proper computer and Internet connectivity prior to starting this class. If required, please obtain additional e-learning support and training. If you require special accommodations, please inform your instructor immediately.

Each module includes a text file with instructions. Please read these instructions first and then complete the assignments as directed. You may go at your own pace, and there is no time limit for the modules.

At the end of the training modules, you'll have a short test. Upon successful completion all tests and the course survey and any assignments, each student will receive a certificate of completion and grade. All students must complete a course survey to receive course credit. You agree to follow your Student Conduct Code and maintain high ethical standards.

**For Login or Course help contact Darren Boe [Darren@ctcourses.net](mailto:Darren@ctcourses.net) (503) 860-1934**

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## ABOUT THE INSTRUCTOR

Ardys Reverman is called Dr. Ardy by her peers and associates. Dr. Ardy has a Ph.D. in a very hot new field. Psycho-Neuro-Immunology (P.N.I.), and in the path of fellow PNI professionals such as Depok Chopra, is using her background as an author and speaker to influence audiences nation-wide. Before her work in P.N.I. she was an NLP specialist and before that a Learning Disability Specialist AND before that, a "mom" bothered by the varied learning styles of each of her children. Not too long ago, Dr. Ardy introduced the "Synergy Pals" as a method of understanding whole-brain thinking. We make a good learning fit with each other when we nurture natural talents. She presents humor with a message. She believes that influence, the capacity to shift a person's perceptions, emotions, and actions, is the single most important skill we can master to increase the quality of our lives as well as the lives of all those we have the privilege to touch. Dr. Ardy believes life produces extraordinary rewards for those who give in extraordinary ways. She challenges us to make a joint commitment today, to participate together with a new level of intensity and passion, a level that goes far beyond anything we've ever done before. She challenges us to begin the process of taking our lives to the next level. How? Welcome this power simply by helping each other in the spirit of service, with love and laughter.

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## ABOUT UNIVERSITY OF THE PACIFIC / UNIVERSITY COLLEGE

CT Courses and the University of the Pacific/ University College take pride in working together to make available the opportunity for educators like you, to earn graduate-level university semester credits/units. We understand that being an educator takes time, energy and a lot of dedication so we feel compelled to make this process affordable, practical and at the same time rewarding. All University of the Pacific/ University College courses offered through CT Courses are graduate-level semester, professional development courses, designed as professional growth for educators. The University of the Pacific is fully accredited by the Western Association of Schools and Colleges and all courses will appear on an Official Transcript from the Registrar's Office at University of the Pacific . Attending and participating in our CT Courses are a prerequisite to the course enrollment(s). Some school districts may require pre-approval prior to enrollment. It is your responsibility to know your district's policies."

**Transcripts:**

You can request official transcripts one of two ways. You can download the form and route it to the Registrar's Office with check as payment (go to <http://web.pacific.edu/x31133.xml> to get information about Requesting Transcripts).

Or you can request an official transcript over the Internet. Go to the website of the registrar's office: <http://web.pacific.edu/x7062.xml> and choose the National Student Clearinghouse option which is under the heading Former Students. This is an instant way to request transcripts online. You must pay with a credit card and there is a \$2 charge for using this service. Transcripts cannot be requested by email, through fax, or over the phone.

And don't forget to write your PEDU numbers on there very clearly so that they know you are requesting a transcript for professional development classes and make sure to include ALL CLASSES you wish to appear so it is not sent before it is complete. When requesting online, please write your classes in the fields marked "Degree/Certificate Title." You can write more than one class on a line if you have more than 4 classes.

Also, on the second page under the heading Delivery Options, choose the Processing Option After Grades Are Posted . If you do not, your transcript could be sent without important information and you will have to re-order/ re-pay.

**Turn Around Time Regarding Grades:**

Summer is our busiest time so we advise all students to endeavor to complete their coursework/ assignments as early as possible. An unofficial transcript takes 4-6 weeks to be generated, however an official transcript can be ordered at any time once grade submitted. There are provisions for RUSH transcripts at the request for transcript site for ordering transcripts.

**Phone Contact:**

For Registered Students: Dr. Allan Lifson 1-800 479- 1995 or 949 646-9696. I have dedicated office hours T W TH 8am - 12noon Pacific Time.

# Assignments

assignments are subject to revisions

## 1-Credit Assignment

### Part 1

Take some time to reflect on what you do when you get angry and fill out the Anger Management Personal Journal <https://forms.gle/zw59nQFqN8convBa9>

### Part 2

Then use the "Add submission" button below to upload a photo that makes you happy.

## 2-Credit Assignment

### Assignment 1

Using your understanding of Multiple Intelligence Conflict Resolution:

Identify a mode of multiple intelligence teaching with an emphasis on redirecting anger coaching.

Compare and contrast multiple intelligence teaching to peer coaching.

Describe a non-violent project for students and faculty using multiple intelligence learning stations

### Assignment 2

A student in your classroom is being disruptive on a daily basis. He bullies and teases other students, is even rude to you and doesn't follow classroom instruction. Develop an interactive sensory plan with the following criteria:

Incorporate a variety of descriptive detail from multiple intelligence research into heterogeneous teams. Use a learning station model that reflects the heterogeneous compatibility of students and faculty:

- make values of organizational structure evident
- use natural creativity and linear learning
- use innovation management skills

Outcome: a reflection on the satisfaction of creating multiple intelligence learning stations

## 4-Credit Assignment

### Assignment 1

Using your understanding of Multiple Intelligence Conflict Resolution:

Identify a mode of multiple intelligence teaching with an emphasis on redirecting anger coaching.

Compare and contrast multiple intelligence teaching to peer coaching.

Describe a non-violent project for students and faculty using multiple intelligence learning stations

### Assignment Two

A student in your classroom is being disruptive on a daily basis. He bullies and teases other students, is even rude to you and doesn't follow classroom instruction. Develop an interactive sensory plan with the following criteria:

Incorporate a variety of descriptive detail from multiple intelligence research into heterogeneous teams. Use a learning station model that reflects the heterogeneous compatibility of students and faculty:

- make values of organizational structure evident
- use natural creativity and linear learning
- use innovation management skills

Outcome: a reflection on the satisfaction of creating multiple intelligence learning stations

### Assignment 3

Evaluate the Balance Wheel unit below. Write a research plan (1-2 pages) to be used as an example for classroom use. Reflect on:

- Learning station organization / how to create a learning station model
- Heterogeneous groups greater capacity for creative output (over homogeneous groups)
- Multiple intelligence and the conventions of cognitive theory
- Team-Smart compatibility values

## *Balance Wheel*

Answer the questions below and then turn in your results.

1. In the last seven days, I have purposefully done the following:

PHYSICALLY:

WORK:

SPIRITUAL:

RELATIONSHIP:

PLAYFULNESS:

EDUCATION:

2. Three short goals for the next 3 months:

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- 
- 

3. Three short goals for the next 3 years:

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- 
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4. To Do List

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5. To Do List (Next Day)

A:

B:

C:

6. Align efforts with goals & defined priority values

## Assignment 4

Read and critique four additional sources. For each, write a narrative to be used as an example for classroom use. Reflect upon:

- Organization of behaviors
- Natural team elements are used
- A variety of descriptive details from multiple intelligence rubrics are incorporated
- Behaviors model reflects compatibility of students and faculty



- Multiple intelligence based programs of organizational structure are evident in plan
- Natural creativity and linear learning values are used
- Multiple Intelligence research follows the conventions of cognitive theory

## Assignment 5

Review a professional article in a current publication on the subject of anger and nonviolent communication and design a multiple intelligence Unit Lesson Plan in each of the sensory modes.

- Identify main idea of article
- Summarize main points of article
- Apply main idea of anger to multiple intelligence

-  [4-Credit Anger Management Assign SAMPLE.pdf](#)