REESE CAMPUS

COURSE SYLLABUS

Course Title: **CDEC 1319.200 Child Guidance (3:3:0)**
Semester: Fall 2014
Instructor: Johnanne Reynolds, Department of Child Development/Early Childhood
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"South Plains College improves each student's life."

COURSE DESCRIPTION

CDEC 1319 CHILD GUIDANCE (3:3:0) This course includes an exploration of guidance strategies for promoting pro-social behaviors in children, with an emphasis on positive guidance principles and techniques, family involvement and cultural influences, with practical application through direct participation with children.

Learning Outcomes

See attached NAEYC Associate Standards Students will:	NAEYC Standards	NAEYC Supportive Skills
1. Summarize theories related to child guidance.	4a	SS2
2. Explain how appropriate guidance promotes autonomy, self-discipline and life-long skills in children.	4b	SS3
3. Recognize the importance of families and culture in guiding children.	4c 4d	
4. Promote development of positive self-concept and pro-social behaviors in children.		
5. Apply appropriate guidance methods to specific situations relating to children's behaviors.		
6. Demonstrate skills in helping children resolve conflicts		

Course Objectives: Scans (C) and Foundations (F) list attached.

1. **Summarize theories related to child guidance. C5**
    a. Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities. C5
    b. List the characteristics of positive interactions and supportive interactions with children at different stages of development. C6
    c. Contrast positive and negative forms of guidance. C7
    d. Summarize children' social development.
2. **Explain how appropriate guidance promotes autonomy, self-discipline and life-long skills in children. C5, C6**
    a. Describe development of self-concept and self-esteem.
    b. Discuss the process of emerging self-discipline. F6
    c. List the positive social behaviors which should be encouraged in classroom settings.
    d. Explain how positive guidance promotes growth and development. C6
    e. Describe development of moral competence in children.
    f. Explain the role of indirect guidance techniques in classroom management. C6, F6
3. **Recognize the importance of families and culture in guiding children. F11**
    a. Discuss anti-bias curriculum goals. C7 F6

    b.   Describe how cultural differences affect guidance. C7
    c.   Discuss the role of culture in children's interactions and responses to conflict. C7
    d.   Describe the importance of working with parents to solve guidance issues. F8, C6, C7
    e.   Discuss family-issues which may influence children's behaviors and ways
    f.   Assist children in coping with stressful or frightening situations. C7, F6

4. **Promote development of positive self-concept and pro-social behaviors in children.**
    a.   Discuss how a teacher's guidance techniques affect children's self-esteem. C9
    b.   Demonstrate techniques teachers can use to facilitate positive social interactions among children.C10, C9, F11

5. **Apply appropriate guidance methods to specific situations relating to children's behaviors. F9.**
    a.   Observe and record children's behavior using anecdotal records. C5,C6
    b.   Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs. F9
    c.   Demonstrate appropriate ways of communicating with children (e.g., active listening, "I" messages, positive statements, etc.) C13
    d.   Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning. F13
    e.   Provide environments and learning experiences that promote development of children's trust, autonomy (e.g., decision-making, self-assessment and self-help skill, etc.) initiative, industry and identify.
    f.   Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (e.g., biting, hitting, tantrums, inappropriate language, high activity level, etc.) C10
    g.   Recognize true problem behaviors and identify professional resources for specific developmental or family needs F8 F9
    6.   Demonstrate skills in helping children resolve conflicts.F13, F15
    a.   Support a classroom culture that fosters trust, caring, cooperation, responsibility and leadership. C9, C10, F6
    b.   Implement principles of conflict resolution. C13
    c.   Demonstrate teamwork skills when guiding children.C9,C10, F6

Evaluation Measures
1. Regular class attendance & participation
2. Implementation and evaluation of assigned activities.
3. Minimum average score of 75 on grading components

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examination, to daily reports and to term papers.

Plagiarism: Offering the work of another as your own, without proper acknowledgement, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Resources ~ Information ~ Interpersonal ~ Systems ~ Technology
Basic Skills ~ Thinking Skills ~ Personal Qualities
Refers also to Course Objectives /SCANS and Foundation Skills attached

Specific Course Requirements

Textbook & Materials

- **Guidance of Young Children,** 8th ed., Marian Marion, Prentice-Hall, Inc., New Jersey, 2011.
- Class Notebook – 3 ring binder
South Plains College Bookstore, Reese Campus or by mail at: **http://www.sp-reesebookstore.com/.**

Attendance Policies

Students will be expected to complete the following tasks:

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
- More than **three absences** from class **may** result in withdrawal of the student from class. (Two tardies or leaving early = 1 absence)
- Attendance records will be consulted only when final grades are assigned.
- Attendance may be used to raise or lower a grade if it is near a "cut-off" point.
- **Students are responsible for staying informed of announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcements are made.**
- **Notes / Missed classes –** Notes, copies, etc. should be obtained from a classmate or from the instructor before or after class. Class time will not be used for make-up concerns.
- Failure to attend class and/or complete assignments will affect your overall grade.
- Students should consider withdrawing from the course in these instances to protect their GPA.
- It is the student's responsibility to maintain awareness of their class average and / or grade.
- Students who find it necessary to drop this course should communicate with instructor and follow through with the official drop process. **Students who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade.**
- Drop date for the college is **NOVEMBER 18, 2014.**

Assignment Policies

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time.

Examination Policy

All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a **team**. In this case, the same grade will be given each member of the team.

- Weekly quizzes will be given during the semester with a Final Exam.
- Students are expected to be present at the time a weekly quiz is given.
- **No make-up quizzes will be given.**
- **Extra credit may be earned by attending an approved professional meeting or training.**
- The final may be taken early with instructor approval**.**

Grading Policy

Attendance / Participation (15@10 points)	150 points	
Written Observation Activities (6 x 25)	150 points	
Weekly quizzes (12 x 25)	300 points	
Bibliotherapy Project	200 points	
Final	200 points	
Total	1000 points	

Final grade criteria:			
900-1000	90%		A
800-899	80%	B	
750-799	75%		C
700-749	70%		D
699 & below			F

*A grade of C or above is required for application of this course to a degree or certificate in Child Development.

Special Requirements:

Communication Policy

- Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

Student Conduct

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide. Please see signature page included in this syllabus.

Other Requirements

- Cell phones must be turned OFF during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging! Cell phones are to be used outside the classroom.
- **Each student will maintain a professional development portfolio during enrollment in the Child Development/Early Childhood program. For this course, students will complete the Key Experience: Bibilotherapy Project according to given criteria, and will include a copy in their professional portfolio.**

COURSE OUTLINE

UNIT ONE: Guidance of Young Children

Objective: The student will be able to:

1. Explain the meaning and give examples of "developmentally appropriate child guidance."
2. Summarize the cognitive accomplishments of Piaget's first three stages and explain how guidance strategies may be effected by cognitive development.
3. Describe memory capacity, memory skill, and perceptual problems.
4. Describe specific strategies for helping build memory skills and for dealing with perceptual limitations.
5. Define temperament and describe the three temperament styles.
6. Trace the development of self-control.
7. Name and describe three styles of care giving and their affect on development.
8. Describe the negative discipline strategies often used by authoritarian caregivers.
9. List six processes through which adults influence children.
10. Define discipline and positive discipline.
11. Describe the effect of positive discipline on development and the adult-child relationship.

12. Demonstrate the use of specific positive discipline strategies.
13. Identify the characteristics of developmentally appropriate physical environments for children 3-8 years of age.
14. Define and give a rationale for each type of classroom activity area.
15. List criteria for developmentally appropriate activities.
16. List activity areas appropriate for infants and toddlers.
17. Discuss confidentiality in the lab setting.

Assignments: Chapter 1-4, <u>Guidance of Young Children</u>

Unit 2 - Special Topics in Child Guidance

Objective: The student will be able to:

1. Define and explain stress for children as a child-environment relationship.
2. Identify two major sources of stress for children.
3. List the stages of stress response.
4. Describe the effects that chronic stress may have on physical health.
5. List and describe the three building blocks of self-esteem.
6. Define self-esteem.
7. List and describe the three building blocks of self-esteem.
8. List and explain specific adult practices that affect self-esteem.
9. Define anger and terms associated with anger management.
10. List, explain, and give examples of developmentally appropriate strategies that will help children mange anger responsibly.
11. Define aggression; list and describe the different forms of aggression.
12. List and describe specific practices that prevent or control aggression.
13. Define pro-social behavior.
14. Identify and describe specific types of pro-social behavior. Give an example of each.
15. Outline developmental trends in pro-social behavior and explain factors other than age that influence it.
16. Identify and describe developmentally appropriate strategies that foster pro-social behavior.

Assignment: Chapters 5-9, <u>Guidance of Young Children</u>

Unit 3 - Developing a Personal/Eclectic Approach to Child Guidance

Objective: The student will be able to:

1. Define terms associated with the Adlerian, Rogerian, and social learning models.
2. List and describe specific major strategies used in each model.
3. Explain how each model views the use of punishment.
4. Explain why time-out should be used rarely, if at all.
5. Explain what the decision-making model to child guidance is and identify the building blocks of the decision-making model.
6. Summarize the benefits of using the decision-making model for both adults and children.
7. Apply knowledge of guidance theories and child development to write a personal approach for solving specific discipline dilemmas.

Assignments: Chapter 10-13, <u>Guidance of Young Children</u>

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) 716-4606, or Levelland (Student Services Building) 716-2577.

August 2014

Foundations Skills

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

RESOURCES
C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information
C-5 Acquires and evaluates information.
C-6 Organizes and maintains information.
C-7 Interprets and communicates information.
C-8 Uses computers to process information.

INTERPERSONAL–Works With Others
C-9 Participates as members of a team and contributes to group effort.
C-10 Teaches others new skills.
C-11 Serves Clients/Customers–works to satisfy customer's expectations.
C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.
C-14 Works With Diversity–works well with men and women from diverse backgrounds.

SYSTEMS–Understands Complex Interrelationships
C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.
C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY–Works With a Variety of Technologies
C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.
C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.
C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

National Association for the Education of Young Children
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS
Supportive Skill #1: Self-assessment and self-advocacy
Supportive Skill #2: Mastering and applying foundational concepts from general education
Supportive Skill #3: Written and verbal communication skills
Supportive Skill #4: Making connections between prior knowledge/experience and new learning
Supportive Skill #5: Identifying and using professional resources

SOUTH PLAINS COLLEGE

I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

I have also received a copy of the syllabus for this course _____.

I understand the requirements and accept the responsibilities as described.

_____
Signature

_____
Date