

Course Syllabus

Course: CDEC 1319.200 ~ Child Guidance
 Semester: Fall 2015
 Class Times: Tuesdays 6:00 – 8:50 pm
 Instructor: Karen Rosales
 Office: NA
 Office Hours: 5:30—prior to class on Tuesdays
 Phone:
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 Facebook: <https://www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824>

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION
COURSE DESCRIPTION**CDEC 1319.200 CHILD GUIDANCE (3:3:0)**

This course is an exploration of guidance strategies for promoting pro-social behaviors with individual and groups of children. The emphasis is on positive guidance principles and techniques, family involvement and cultural influences. Practical application through direct participation with children is required.

*Co-requisite course CDEC 1166.200 PRACTICUM

STUDENT LEARNING OUTCOMES

Students will:	NAEYC Standards	NAEYC Supportive Skills
Describe theories related to child guidance	4a	SS2 SS3
Explain how guidance promotes autonomy, self-discipline, and pro-social skills	4b	
Identify familial and cultural influences on child guidance	4c	
Apply guidance techniques	4d	

COURSE OBJECTIVES - Scans and Foundations skills attached

- Summarize theories related to child guidance.
 - Outline guidance techniques to use with different age children based on developmental needs and abilities.
 - List the characteristics of positive/supportive interactions with children at different stages of development.
 - Contrast positive and negative forms of guidance.
 - Summarize children's social development.
- Explain how guidance promotes autonomy, self-discipline and pro-social skills.
 - Describe development of self-concept and self-esteem.
 - Discuss the process of emerging self-discipline.
 - List the positive social behaviors which should be encouraged in classroom settings.
 - Explain how positive guidance promotes growth and development.
 - Describe development of moral competence in children.
 - Explain the role of indirect guidance techniques in classroom management.
- Recognize the importance of families and culture in guiding children.
 - Discuss anti-bias curriculum goals.
 - Describe how cultural differences affect guidance.
 - Discuss the role of culture in children's interactions and responses to conflict.
 - Describe the importance of working with parents to solve guidance issues.
 - Discuss family-issues which may influence children's behaviors and ways
 - Assist children in coping with stressful or frightening situations.

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.
 - b. Demonstrate techniques teachers can use to facilitate positive social interactions among children.
5. Apply appropriate guidance methods to specific situations relating to children's behaviors.
 - a. Observe and record children's behavior using anecdotal records.
 - b. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.
 - c. Demonstrate appropriate ways of communicating w/children. (active listening, I-messages, positive statements)
 - d. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
 - e. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (biting, hitting, tantrums, inappropriate language, high activity level, etc.)
 - f. Recognize true problem behaviors and identify professional resources for developmental or family needs
 - g. Demonstrate skills in helping children resolve conflicts.

EVALUATION METHODS

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 examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, 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.

SCANS ~ Refer also to Course Objectives. SCANS and Foundation Skills attached.

Basic Skills	Personal Qualities	Information	Systems
Thinking Skills	Resources	Interpersonal	Technology

VERIFICATION OF WORKPLACE COMPETENCIES - CAPSTONE EXPERIENCE

Each student will complete Bio-Therapy Books Assignment to be included in their professional portfolio, during the CDEC 1292 Special Topics course.

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS



ATTENDANCE POLICY

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
 - 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 3 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
 - Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.
- ➡ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is November 18, 2015.**

ASSIGNMENT POLICY

The student is responsible for reading and being prepared for each class. All written work is due on the given date. Late assignments will result in the loss of 10% each week, up to two weeks. Assignments will NOT be accepted after the 2-week limit, unless prior arrangements have been made with the instructor.

GRADING POLICY - Grades in this course will be determined using the following criteria:

Class Participation (15X10)	150 points
Chapter Summaries (13X25)	325 points
Floorplans	50 points
Guest Speaker Summary	75 points
Observation	100 points
Bio-Therapy Books	200 points
<u>Final Exam Guidance Strategies</u>	<u>100 points</u>
<i>Perfect Attendance Bonus</i>	<i>25 points</i>
Total	1000 points

Final grades as follows:

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 course
to be applied to
Child Development degree
or certificate.

COMMUNICATION POLICY

- ➡ 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.
- ➡ Outside Blackboard electronic communication between instructor and students will utilize the South Plains College "My SPC" email system. Students are encouraged to check SPC email on a regular basis.
- ➡ The CDEC program has a Facebook page at <https://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.

STUDENT CONDUCT

Students are expected to abide by the standards of conduct as defined in the SPC Student Guide. See signature page.

SPECIAL REQUIREMENTS

- **Examination Policy** -- Students must be present at the time a test is given, unless prior arrangements have been made with the instructor. No make-up tests will be given.
- **Cell Phones** – Cell phones are to be turned **OFF** during scheduled class periods, unless prior approval has been given by the instructor. **This includes text messaging!**
- **Notes / Missed classes** – Information, study guides, etc. should be obtained from classmates or from the instructor before or after class. Class time will not be used for make-up concerns.



COURSE OUTLINE

CDEC 1319.200 ~ Child Guidance

Session #s & Due Dates	Topics	Assessments Due
Session 1 Tuesday, August 25	Introduction and Class Overview	Assignments and Readings due: Scavenger Hunt due (In class)
Session 2 Tuesday, September 1	View Videos –Beginning Theory on basic Child Development	Assignments and Readings due: In class assignment—Summaries
Session 3 Tuesday, September 8	Teacher’s Role and Theory	Assignments and Readings due: Read Chapters 1 & 2 Chapters 1 & 2 Summary Due
Session 4 Tuesday, September 15	Understanding Child Development	Assignments and Readings due: Read Chapter 3 Chapter 3 Summary Due
Session 5 Tuesday, September 22	The Physical Environment Floorplans---Using Best Practice to set the classroom	Assignments and Readings due: Read Chapter 4 Chapter 4 Summary Due Classroom Floorplan (in class) Due
Session 6 Tuesday, September 29	Positive Guidance	Assignments and Readings due: Read Chapter 5 Chapter 5 Summary Due
Session 7 Tuesday, October 6	Observation and Guiding Young Children	Assignments and Readings due: Read Chapter 6 Chapter 6 Summary Due

Session 8 Tuesday, October 13	Observing Young Children	Assignments and Readings due: Observation Due
Session 9 Tuesday, October 20	Self-Esteem and Feelings	Assignments and Readings due: Read Chapters 7 & 8 Chapters 7 & 8 Summary Due
Session 10 Tuesday, October 27	Resilience in Young Children	Assignments and Readings due: Read Chapter 9 Chapter 9 Summary Due
Session 11 Tuesday, November 3	Aggression and Bullying	Assignments and Readings due: Read Chapter 10 Chapter 10 Summary Due
Session 12 Tuesday, November 10	Minimizing Challenging Behavior Guest Speaker	Assignments and Readings due: Read Chapter 11 Chapter 11 Summary Due
Session 13 Tuesday, November 17	Challenging Behavior	Assignments and Readings due: Guest Speaker Summary due
Session 14 Tuesday, November 24	Applying Your Knowledge	Assignments and Readings due: Read Chapters 12 & 13 Chapters 12 & 13 Summary Due
Session 15 Tuesday, December 1	Applying Your Knowledge	Assignments and Readings due: Bio Therapy Books Assignment due
Session 16 Tuesday, December 8	Tying it All Together	Assignments and Readings due: Class Summary Due

ASSIGNMENT DESCRIPTIONS

Perfect Attendance Bonus

If you attend ALL scheduled classes, you can earn up to 25 bonus points toward your final grade. You must be present for the entire class time to receive full credit.

Chapter Summaries

Due each session

25 points ea

Students will prepare a 1-2 page summary for each chapter summary due date. In the summary include highlights from the chapter, vocabulary and definitions and other important information.

Floorplans

Due Session 5 (in class)

50 pts

Floor plans will be created using an online tool. Plans MUST reflect appropriate practice for early learning environments. Plans will be printed and submitted IN CLASS. You must be present to receive credit for this assignment.

Observation**Due Session 8****100 pts.**

Using a template provided by the instructor, students will observe in a preschool settings ages 3-5. Follow the guidelines from the tool to complete the observation. A one page summary must accompany the observation to receive full credit. A minimum of 45 minutes must be spent in the observation.

Guest Speaker Summary**Due Session 13****100 pts.**

A guest speaker will present to the class on dealing with challenging behaviors and children with special needs. Students will be prepared to listen attentively and ask questions regarding the topic. A summary of 1-2 double spaced pages will be submitted outlining the topic and ideas to use in an early childhood classroom.

Bio-Therapy Book List and Reading**Due Session 15****200 pts.**

Using the following format, students will prepare a comprehensive list of at least 20 children's books related to a variety of therapeutic subjects. The list may include but is not limited to topics such as divorce, death, fostering, adoption, fears, same sex parents, military, etc. This will be a presentation to the whole class. **Students will be required to have this is an electronic format...Word document, Power Point, Prezi, etc. Be prepared to READ ONE BOOK ALOUD!!!!**

Title:

Author:

Illustrator:

Subject: (i.e. divorce, death, etc.):

Brief summary:

Copyright:

*Photo of book may be helpful, but is not required.

Guidance Strategies**Due Session 16****100 points**

This is a verbal discussion for the entire class. Each student must prepare a 1 page list of information, tools, activities and experiences learned during the semester that will enhance guidance practices in the classroom. Students will be graded individually on how well he or she can explain and discuss concepts from the text, speakers and in class discussions.

RIGHT OF REVISION:

Syllabus is subject to change at the discretion of the instructor.

ACCOMMODATIONS

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.

Disabilities 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 Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-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 – understand 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.

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.

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



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 Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

Signature

Date