

**MAYLAND COMMUNITY COLLEGE**  
**Welcomes You To:**

**EDU 146 SECTION 10**  
**CHILD GUIDANCE**  
**Credit Hours: 3 Contact Hours: 3**

**Fall 2006**

**Course Description**

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children.

**Prerequisites:** none

**Corequisites:** none

**Instructor Information**

**Instructor:** Judy S. Stevens  
**Office Location:** Gwaltney Hall, room 207  
**Telephone Number:** (828) 765-7351, extension 380  
**E-mail Address:** jstevens@mayland.edu  
**Office Hours:** Monday 11:00 – 12:00 Noon; 1:00 – 5:00 PM  
Tuesday 9:00AM – 12:00 Noon; 2:30 - 4:30 PM  
Wednesday 11:00 – 12 Noon; 1:00 - 5:00 PM  
Thursday 9:00 AM – 12:00 Noon; 2:30 - 4:30 PM  
Friday 11:00 AM – 12:00 Noon; 1:00 – 2:00 PM

**Course Information**

Class meets on Monday, Wednesday, & Friday 10:00 – 10:50 AM in room 207 in Gwaltney Hall, On delayed schedule, class meets 11:30 AM – 12:10 PM.

**Required Text(s):** Patricia F. Hearron and Hildebrand, Verna. **Guiding Young Children.** 7<sup>th</sup> Edition. New York: Prentice-Hall Publishing Co. 2005.

Mitchell, Dr. Grace. **A Very Practical Guide to Discipline With Young Children.** Revised Edition. Maryland: Telshare Publishing Co. 1998.

**LRC Resources:** Resource books for report

**Required supplies:** Small notebook to record notes on observations  
1" 3-ring binder

**Course Objectives/Competencies:**

1. Develop a philosophy of positive guidance, using ethical courses of action and state licensing standards, which supports the growth of children's social and emotional development.
2. Identify strategies to involve and work with families regarding positive child guidance.
3. Practice effective communication skills and appropriate guidance strategies that promote a child's self-esteem and development of self-control.
4. Plan developmentally appropriate environments/curriculum, for all children that promote respect and appreciation for individual temperament, similarities and difference among people.
5. Identify observational techniques to access children's behaviors.
6. Examine a common challenging behavior, its relation to child development, possible triggers and influences and determine techniques to prevent, manage and eliminate it.

**Attendance Policy/Tardiness/Make-Up Work:**

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 48 class meetings: 2.08 points for each attendance. **Two** tardies will equal one absence. You will be considered tardy if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion. If students have acceptable reasons for absences, make-up work will be assigned. This work must be turned in to the instructor within **one week** of the date it is assigned.

**Grading Criteria/Tests/Projects:**

Grades will be assigned according to the following criteria:

1. Participation in class discussions and activities.

2. Reading of materials as they are assigned.
3. Review of **3** magazine, journal, or newspaper articles relating to children's behavior. Students will read the article, summarize the information, and critique this information in one to one and one-half pages. Reviews must be typed using 12 font and doubled spaced. Reviews are due on the following dates:

**August 25**

**September 22**

**November 3**

\*Students will share a brief summary of review on specified due dates.

4. Observations - Each student will conduct and record **10** observations of young children (ages birth to eight years) in different situations. Each observation should be at least **30 minutes** in length and should include quotes from the children if possible. Also, please record evidence of respect for others and appreciation for their individual temperaments. For example, if you observe a child hitting another child, pay close attention to how the teacher handles the incident. Does he/she exhibit respect for the children as the problem is solved? You may observe only **2** children of the same age. Be sure to include children's ages and your opinions in your reports. Forms for this project will be provided by the instructor. Due on **September 22**.
5. Scenarios - Each student will develop **8** scenarios of young children's behavior, decide how to address the behavior, and share end results in oral and written form. Each scenario must relate to a different issue (biting, hitting, tantrums, throwing, unacceptable language, etc.) These scenarios must be placed in a loose-leaf notebook. Oral and written presentations are due on **October 20**.  
\* **A Very Practical Guide to Discipline with Young Children** by Dr. Grace Mitchell is a great reference for this assignment.
6. Opinion Paper - Each student will choose a common challenging behavior (biting, inappropriate language, aggression, hitting, tantrums, etc.) to research. Include a discussion of the behavior, possible reasons for the behavior, ways to correct the behavior, and your personal opinions concerning the research. Refer to your observations as you choose the area of concern. Plan activities that promote respect and appreciation for individual temperaments and differences. The student will state his/her conclusions in ways to deal with this behavior in oral and written form. The written report (3 to 6 pages, typed using 12 font, double-spaced) will include a bibliography of at least 3 magazine or journal articles and information from **A Very Practical Guide to Discipline with Young Children** by Dr. Grace Mitchell. The oral and written report is due on **December 4**.

7. Tests on materials covered in class and assigned readings. You are expected to take tests on assigned date. If that is not possible, you are responsible for making **prior** arrangements with the instructor. All make-up tests must be taken within **one week** of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement.
  
8. Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10** point deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due date.  
If you are experiencing difficulty in a course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

**Grading Criteria:**

<b>Participation</b>	<b>10%</b>
<b>Reviews</b>	<b>10%</b>
<b>Tests</b>	<b>20%</b>
<b>Scenarios</b>	<b>20%</b>
<b>Observations</b>	<b>20%</b>
<b>Opinion Paper</b>	<b>20%</b>

**Grading Scale:**

<b>A = 94 - 100</b>
<b>B = 86 - 93</b>
<b>C = 78 - 85</b>
<b>D = 70 - 77</b>
<b>F = Below 70</b>

**Inclement Weather Procedures:**

In all periods of inclement weather you are reminded to use good judgement when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make decisions of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in the syllabus.

Additional information concerning inclement weather is listed in the Student Handbook on page 9.

### **Academic Standards/Student Expectations/Ethics:**

Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges and property of others, including college facilities and property. Student behavior is subject to federal, state, and local laws. Students are expected to perform honest academic work and follow established College policies and procedures. Violation of any College regulations or applicable federal, state or local statutes may result in administrative action up to and including suspension or expulsion. Refer to the Code of Conduct in the Student Handbook, pages 15 – 21.

Cheating in any form will result in a grade of "O" for the work.

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstance. Should you request and receive an "I" for this course, it must be removed before the end of the next semester to avoid the grade automatically changing to an "F".

### **Withdrawal Dates:**

#### **Fall 2006**

End of Unconditional Withdrawal	Friday, September 22, 2006
End of Conditional Withdrawal	Monday, October 30, 2006

**\* Any student failing to complete the withdrawal process and not attending class will receive a grade of "F" for this course.**

**Administrative Withdrawal statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. This student will not be allowed to return to the class.**

**Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.**

## **Course Outline/Weekly Topics**

<b>Week 1</b>	<b>Guiding Young Children – a Preview</b>
<b>Week 2</b>	<b>Knowing Children as a Basis for Guidance</b>
<b>Week 3</b>	<b>Values as a Basis for Guidance</b>
<b>Week 4</b>	<b>Collaborating with Families</b>
<b>Week 5</b>	<b>A Strength-Based Approach to Guidance</b>
<b>Week 6</b>	<b>Guiding Young Children Indirectly</b>
<b>Week 7</b>	<b>Guiding Young Children Directly</b>
<b>Week 8</b>	<b>Guiding Young Children in Personal Care Routines</b>
<b>Week 9</b>	<b>Guiding Young Children’s Outdoor Play</b>
<b>Week 10</b>	<b>Guiding Young Children’s Art Activities</b>
<b>Week 11</b>	<b>Guiding Young Children’s Science &amp; Math Activities</b>
<b>Week 12</b>	<b>Guiding Young Children’s Language Arts Experiences</b>
<b>Week 13</b>	<b>Understanding Challenging Behavior</b>
<b>Week 14</b>	<b>Coping with Challenging Behavior</b>
<b>Week 15</b>	<b>Being an Early Childhood Professional</b>
<b>Week 16</b>	<b>Evaluation</b>