1. **COURSE TITLE\*:**  Guiding Children’s Behavior and Learning
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 1118
3. **PREREQUISITE(S)\*: EDUC 1101 OR EDUC 1140**

**COREQUISITE(S)\*:**

1. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**

Online

1. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 4

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to prepare those in education with conceptualizations of adult-child and child-child relationships. Students will be introduced to principles and skills that will allow them as future educators to relate to children in ways that will maximize their potential. Students in the Early Childhood program will observe in a preschool setting. Students in the Paraprofessional Program may choose an older grade.

1. **LEARNING OUTCOMES\*:**

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

1. Initiate positive social relationships with children.
2. Build positive relationships through verbal and nonverbal communication.
3. Support children’s emotional development.
4. Support children’s social development.
5. Verbalize appropriate reflections to encourage dialogue with children.
6. Effectively communicate expectations and rules.
7. Implement solutions and consequences.
8. Regulate children’s aggressive behavior.
9. **ADOPTED TEXT(S)\*:**

*Guidance of Young Children* 10th Edition

Marian Marion

Pearson Publishing (2019)

ISBN: 978-0-134742816

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-474810-8

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

 None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Tests  | 100 | 10 |
| Observation and Paper  | 100 | 10 |
| Behavior Management Plan  | 100 | 10 |
| Discussion Forums  | 350 | 35 |
| Chapter Reflections  | 300 | 30 |
| Classroom Design Project | 50 | 5 |
| Total | 1000 | 100% |

**Assignments**:

* **Observation Hours (4): 100 points**

**If you are in the Early Childhood program, you will complete your observation in a preschool setting.**

**If you are in the Paraprofessional program, you will complete your observation in a K-5th grade. Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**

* **Observation Reflection:**

 Students will write a minimum 2-page reflection on their time observing in the classroom. This reflection must be written in Microsoft WORD using a 12-pt. Times New Roman font with 1-inch margins and double-spaced.

* **Classroom Behavior Management Plan (100 points):**

Students will write a 3-page classroom behavior management plan. If you are in the Early Childhood Education program, you will focus on preschool. If you are in the Paraprofessional program, you can choose a grade. Your plan must be written in Microsoft WORD using a 12-pt. Times New Roman font with 1-inch margins and

double-spaced. You can use your book and other references. You must have a title page and a reference page. You must cite your sources.

* **2 Tests (100 points = each test worth 50 points); All tests will consist of essay questions.**
	+ Test 1 (50 points; Chapters 1-6)
	+ Test 2 (50 points; Chapters 7-13)
* **13 Discussion Forums (350 points)**
	+ - 25 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum of 100 words. You need to respond to one other student's answer. The minimum for your response to another student is 50 words.
* **Chapter Reflections (300 points – 25 points for each of the 13 chapters)**
	+ You will write 100 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children?
	+ You must write a 50 word response to another student in the class.
* **Classroom Design Project (50 points)**
1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

 **Chapter 1: A Teacher's Role in Guiding Children**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Defend the idea that teachers must develop good relationships with children to guide

them effectively.

* Explain the two major dimensions of a teacher’s style of caregiving.
* Describe major caregiving styles in terms of an adult’s level of demandingness and

responsiveness.

* Explain the basic processes through which teachers influence children.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

 **Week 2**

 Chapter 2: Theoretical Foundations of Child Guidance

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain what a theory about child development is, and what it is not.
* Describe theories focusing on the systems (settings) in which children develop, and explain how they help teachers guide children.
* Describe theories focusing on how children build or construct knowledge, and explain

how they help teachers guide children.

* Describe theories focusing on psychological, emotional, and social learning needs, and explain how they help teachers guide children.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 3**

 **Chapter 3: Understand Child Development: A Key to Guiding Children**

 **Effectively**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Identify the major elements of social emotional learning and development (SEL) teachers might expect in young children.
* Summarize the development of perception and memory during early childhood.
* Contrast how 3- to 8-year-olds and older children differ in how they think about the

behavior and motives of others.

* Identify the major elements of self-control and prosocial behavior (kindness, cooperation) which teachers might expect in young children.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 4**

**Chapter 4: Supportive Physical Environments: Indirect Guidance**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain how early childhood theory helps teachers arrange classrooms to support children’s development and behavior.
* Defend the idea that effective teaching, room design and sensory stimulation are essential

in guiding infants and toddlers.

* Explain how a developmentally appropriate physical environment in guiding 3- to 8-year old children is an *indirect* form of guidance.
* Summarize the guidelines for developmentally appropriate room design for 3- to 8-year old children.
* Explain how a time schedule, curriculum, activities and materials are indirect guidance for 3 to 8 year old children.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 5**

 **Chapter 5: Positive Guidance and Discipline Strategies: Direct Guidance**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain the concept of guidance and discipline.
* Explain the nature of guidance for infants and toddlers.
* Explain the nature of guidance for 3- through 8-year-old children.
* Summarize major positive guidance strategies.
* Predict the likely effect of a teacher’s beliefs about discipline on the guidance strategies she/he uses.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 6**

**Chapter 6: Using Observation in Guiding Children**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain the reason for assessing children’s development and the nature of authentic

assessment in early childhood education.

* Recall reasons for observing children’s behavior.
* Identify methods for recording observations objectively and to avoid bias or

subjectivity.

* Explain the major practical and effective methods that teachers use in observing children’s development and behavior.
* Defend the utility of portfolios in observation and assessment.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 7**

Test: Chapters 1-6

Week 8

Chapter 7: Self-Esteem and the Moral Self

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain how each of the four separate parts of the *self* is different from the other parts.
* Explain each of the three building blocks of self-esteem.
* Analyze the effect of a child’s social setting on the development of her self-esteem.
* Explain the meaning and development of the *moral self*.
* Explain how teachers can help children develop authentic self-esteem.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 9**

 **Chapter 8: Feelings and Friends: Emotional and Social Competence**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain the nature and development of emotional competence during early childhood.
* Explain the nature and development of social competence during early childhood.
* Summarize specific strategies early childhood teachers use to help young children develop Social Emotional Learning (SEL).
* Summarize information on essential topics in SEL.
* Explain how to use large group time and opportunities throughout the day to help

children learn how to deal with disappointment and anger and to learn friendship

 skills.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 10**

 **Chapter 9: Resilience and Stress in Childhood**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain how children develop resilience.
* Summarize information on stress in young children—types and sources and how stress affects young children.
* Explain the stages in responding to and how children cope with stress.
* Explain strategies that teachers can use to help children cope effectively with stress.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 11**

 **Chapter 10: Aggression and Bullying in Young Children**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain the nature and different forms of aggression.
* Summarize the purposes of aggression.
* Explain the nature and different forms of bullying, a form of aggression.
* Discuss the process of learning to be aggressive, specifically how children acquire scripts

that tell them how to be aggressive.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 12**

 Chapter 11: Minimizing Challenging Behavior

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain the nature of challenging behavior.
* Apply knowledge of the roots of challenging behavior to chapter-opening case studies.
* Explain the role of functional behavioral assessment (FBA) in supporting positive behavior in young children.
* Explain how FBA is used in supporting children with specific challenging behavior.
* Summarize the major approach to working with infants and toddlers with challenging

behaviors.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 13**

 **Chapter 12: Apply Your Knowledge: Guiding Children during Routines and**

 **Transitions**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain how teachers use direct and indirect guidance to meet children’s needs during

arrival at and departure from school or childcare.

* Explain how teachers use direct and indirect guidance to meet children’s needs during

large group times.

* Explain how teachers use direct and indirect guidance to meet children’s needs during

small groups.

* Explain how teachers use direct and indirect guidance to meet children’s needs during

transitions.

* Explain how visual supports assist children in understanding transitions and routines.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 14**

 **Chapter 13: Apply Your Knowledge: Use the Decision-Making Model of Child**

 **Guidance**

**Learner Outcomes focused on in this chapter:** After completing this chapter, students should be able to:

* Explain the major features of the decision-making model of child guidance.
* Use the decision-making model in everyday discipline encounters and with challenging

behavior.

* Use the decision-making model to make contextual changes and to change an adult’s

practices.

**Canvas Assignments:**

* + Review PowerPoint for Chapters 12 and 13
	+ Complete Discussion Questions for Chapters 12 and 13
	+ Complete Chapter Reflections for Chapters 12 and 13

**Week 15**

 **Behavior Management Plan due**

**Week 16**

 **Final Test: Chapters 7-13**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases.
* Gaining new appreciation and insights toward recognition of the range of human

 differences.

* Understanding how biases may influence the relationship an educator may have

 with children, families, and colleagues.

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe

environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages

in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

 2: Building Family and Community Relationships

 3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.