Course Information

Child Guidance

FHS 2610-█████

Fall 2024

Course Section Information

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Child Guidance

FHS2610 501

Course Description

This is an introduction to effective strategies for guiding children in individual and large group settings. It includes observations and participation in a supervised lab experience (FHS 0011). It is recommended students complete FHS 1500 prior to taking this course.

Co-Requisite: FHS 0011
Semester: Fall & Spring

NAEYC (National Association for the Education of Young Children) has developed Professional Standards and Competencies to guide training and educational institutions. Becoming a professional early childhood educator means developing the capacity to understand, reflect upon, and integrate all six of these professional standards.

1. Child Development & Learning

2. Family–Teacher Partnerships and Community Connections

3. Child Observation, Documentation, and Assessment

4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

6. Professionalism as an Early Childhood Educator. It is the integrated understanding of all six standards that defines a professional early childhood educator. SLO's in each of the required FHS Early Childhood Track courses have been designed to meet these standards.

Textbooks, Readings, and Course Materials
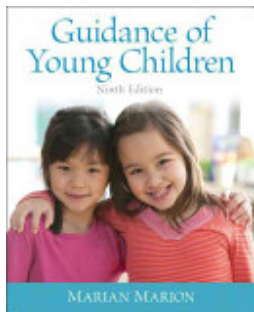
Authors: Marian Marion
Publication Date: 2014-04-01
Title: Guidance of Young Children
ISBN: 9780133830989
Publisher: Pearson College Division
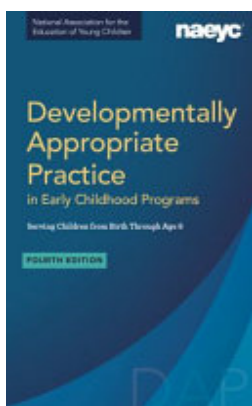
Authors: Naeyc
Publication Date: 2021-08-01
Title: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated)
ISBN: 9781938113956

Title: Fall 2024 Lab Packet
Publisher: SLCC Bookstore

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Prerequisites/Co-requisites

Co-requisite: FHS 0011 (virtual or in-person lab)

Communication Plan

- I will respond to email within 24 hours M-F. I will offer feedback on major assignments within one week after the due date. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting announcements each week.
- Please ask questions- if you have questions, I am sure that others in the class do as well.

Course Student Learning Outcomes

- Students will explain historical contexts and current applications for developmentally appropriate methods of guidance for children from birth through age eight. Students will examine caregiving styles and develop the best strategies for guiding the behavior of young children from birth through age eight.
- Students will evaluate discipline models and develop a creative presentation of effective classroom strategies.
- Students will conduct classroom observations using a variety of assessment strategies and analyze relevant data pertinent to each observation tool.
- Students will critically analyze contemporary guidance practices, personal cultural and philosophical beliefs, and how these beliefs can impact classroom interaction with students of differing cultures or philosophies. Students will identify connections between child guidance and child development and develop appropriate classroom strategies.

- Students will discuss societal risks and protective factors that impact the successful development of children. Students will identify and explain methods to meet the diverse cultural and linguistic needs of children.
- Students will develop a philosophy of guidance for young children. Students will identify ethical standards and practices that will guide their work in early childhood education.

How to Succeed in the Course

To be successful in this course, you must have access to Canvas (where this course is "housed"). You must have:

- The regular use of a computer with internet access
- A web browser such as Internet Explorer or Firefox
- Access to SLCC's email and Canvas
- A readiness to learn

 For successful online learning experiences, you must be a self-motivated learner and be able to maintain a workable time management system. I have provided the framework for the course, however, it is your responsibility to follow the course calendar and meet posted due dates. Occasionally, your computer, the server, the connection or some other part of the internet fails. For this reason, it is wise to refrain from submitting work at the last minute and you may want to identify another computer to use in case of an emergency.

Coursework & Assignment Descriptions

Class Assignments: 30% of final grade

Assignments are an important component of your depth of understanding. Written responses will challenge your beliefs and create a forum for personal growth and insight. Assignments are to include information from the text, discussion points from class, and personal insights and opinions. Assignments are graded on a ten-point scale. In order to receive full credit, assignments must be on time (see note below) and well thought out

using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. All assignments are to be typed and must be 300-500 words (APA format), unless otherwise noted. Due dates are listed on the course calendar. NOTE: To receive full credit, the assignment must be submitted in Canvas on the due date and completed in a professional, competent manner. Late assignments will not be accepted in this course.

Quizzes: 20% of final grade

There will be four quizzes given during this semester, each carrying equal weight. Quizzes are on Canvas therefore no late quizzes will be allowed. If you are planning to be out of town take a computer with you or complete the quiz early. The final quiz is NOT comprehensive it will cover Chapters 11-13 of our text.

Strategy Project: 5% of final grade

Develop a creative project to explain one of the 17 "Major Positive Discipline Strategies". You may choose to present on any one of the 17 techniques that you would like. You will be responsible for delivering the information about the strategy in a creative and innovative format. You may choose to do a game, a video, a rap song, a panel, a skit, or other original ideas (have fun and be innovative!).

Required Lab Experience: 30% of final grade

This is one of four courses at SLCC requiring lab school participation. You must arrange immediately to attend a weekly 1 hour 50 minutes lab at Eccles Lab School on the Redwood campus. If you are unable to attend lab 1 hour 50 minutes each week, you must withdraw from this course. 30% of your final grade is based on lab participation. If you do not successfully complete your lab work, you will automatically receive an 'E.'

Your lab grade will be based on your lab attendance, your performance in the lab and your lab assignments. As with class assignments, assignments must be on time (see note below) and well thought out using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. All assignments are to be typed and must be 300-500 words (APA format), unless otherwise noted. Assignments must be submitted in Canvas on the due date and

completed in a professional, competent manner. Late assignments will not be accepted in this course. Work may be submitted before the scheduled due date for full credit.

When working on your lab assignments notify the lab teacher at the start of your lab so that s/he is aware of your needs and time requirements. The lab experience will augment your classroom learning and will provide a setting for you to apply the skills learned in class. Please be mindful that an important mission of your lab site is to provide services to the children, which means that their needs must sometimes come before yours.

IMPORTANT NOTE: If you are going to miss a scheduled lab time, you must contact the lab coordinator (███████████) before your scheduled lab time (801-957-4666). Failure to contact ████ will result in an unexcused absence. (An unexcused lab absence results in FAILURE of this class. Please see your lab syllabus for complete details.) When you call in, tell ████ your name, scheduled time, and when you will come in to make up your lab time. Missing a rescheduled lab carries the same penalties as missing a regular lab period.

Lab Point Scale

Attendance/Participation in 11 ELS labs   8 possible points per time

Lab Observation Topic Assignments   10 points per assignment/9 assignments

Lab attendance and participation and lab assignments will account for 30% of your final grade.

Program Visits: 15% of final grade

During this semester, you will be required to conduct 4 observations of other programs in our community. These observations replace your time at the ELS or lab placement for that week and should take no longer than the 1 hour 50 minutes allotted for your weekly labs (including drive time). These four observations are to be conducted during your 6th, 9th, 12th, and 14th week of the semester. You can arrange earlier times that work with your schedule, however you cannot submit observations late. Observations need to be conducted at four of these 7 sites. (You may choose which 4, according to your interests. You may not conduct 2 visits or more at one of the 7 options. And, you must follow the 4 choices that you identified in your visit schedule):

1. An Infant or Toddler classroom (under 24 months of age)

2. A NAEYC Accredited Early Childhood Preschool Classroom (List of programs in Utah available at UAEYC.com website and under course resources)

3. A UCAP Head Start classroom

4. A Montessori Classroom

5. An Early Elementary classroom (First or Second Grade)

6. A Kindergarten classroom

7. A special needs or therapeutic preschool program

You will be responsible for contacting the program, for scheduling your visit, and for your transportation to/from the location. Your written schedule of dates and times for all 4 visits is due the 4th week of class. This schedule is graded, so make sure to turn it in on time! Each visit should be one hour of observation. After each visit, you need to submit a written 2-3-page evaluation (500-750 words) of the visit. This evaluation should include a program overview, a description of the environment, a summary of the teachers' styles, and observations of guidance and discipline techniques (see grading rubric). Relate your visit to text readings and/or class discussions.

Grading Scale

Final Grade Distribution

Grade:	A	A-	B+	B	B-	C+
Percent:	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

Grade:	C	C-	D+	D	D-	E
Percent:	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Grading Criteria/Rubrics: Each assignment has a rubric in Canvas

Plagiarism

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else's you must give that person credit through proper citations. All information that is not common knowledge must be both cited and referenced. Any information that is not common knowledge that is not cited and referenced is considered plagiarism. Contact me if you have any questions on this. I use an online plagiarism detection service; cumulative matches of greater than 20% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment.

Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so. See these format guidelines https://libguides.slcc.edu/ChatGPT/CitationsLinks to an external site.

Extra Credit

The requirements for earning a good grade in this course have been outlined above. Frequently, at the end of the semester, students who have not met the posted timelines and/or other requirements for the course will ask if they can do extra credit. There are no extra credit assignments available for this course.

Incomplete Policy

In very rare circumstances, a student may be awarded a grade of "Incomplete" (I). All of the following conditions must be met in order to receive an "Incomplete" (I) grade: 1. The student cannot continue in class because of circumstances beyond their control (such as serious illness, death in the family, or change of employment). The student must supply proper documentation; 2. The student must be passing the course at the time of the incomplete grade request; and 3. The student must have completed a substantial portion of a course before the incomplete is given. Requests not meeting all three of these criteria will be declined.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself*	Discussion	0
	Lab Week 02	Assignment	8
	Lab Week 03	Assignment	8
	Lab Week 05	Assignment	8
	Lab Week 06	Assignment	8
	Lab Week 07	Assignment	8
	Lab Week 10	Assignment	8
	Lab Week 11	Assignment	8
	Lab Week 12	Assignment	8
	Lab Week 13	Assignment	8
	Lab Week 16	Assignment	8
8/26	Lab Week 01	Assignment	8
8/29	Our Hope and Vision Discussion	Discussion	5
8/31	Lab - Observe a classroom	Assignment	10
9/3	Ch 1 Assignment - Caregiving Styles	Assignment	10
9/5	Practice Without Theory Discussion	Discussion	5
9/7	Lab - "5 W Questions"	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/7	Program Visit Schedule	Assignment	5
9/10	Ch 2 Assignment - Scaffolding Learning	Assignment	10
9/14	Lab - Program Visit #1	Assignment	15
9/14	Quiz #1 - Chapters 1, 2, and 6	Quiz	38
9/17	Ch 3 Assignment - Pro-Social Behavior	Assignment	10
9/19	Knowledge, Skills, and Attitude Discussion	Discussion	5
9/21	Lab - Anecdotal Records	Assignment	10
9/26	SEL Environments Discussion	Discussion	5
9/28	Lab - Running Records	Assignment	10
10/3	Sense of Independence and Self Control Discussion	Discussion	5
10/5	Lab - Rating Scales	Assignment	10
10/8	Ch 4 Assignment - Environments and Materials	Assignment	10
10/12	Lab - Program Visit #2	Assignment	15

Due Date	Assignment Name	Assignment Type	Points
10/12	Quiz #2 - Chapters 3 ,4 and 5	Quiz	40
10/19	Lab - Program Visit #3	Assignment	15
10/22	Ch 7 Assignment - Self-Concept and Self-esteem	Assignment	10
10/22	Toys and Aggression Discussion	Discussion	5
10/24	Mutilation of a Child's Spirit Discussion	Discussion	5
10/26	Lab - Time Sampling	Assignment	10
11/2	Lab - Checklists	Assignment	10
11/5	Ch 9 Assignment - Stress	Assignment	10
11/9	Lab - Event Sampling	Assignment	10
11/16	Lab - Functional Behavior Assessment	Assignment	10
11/16	Quiz #3 - Chapters 7-10	Quiz	40
11/19	Ch 11 Assignment - Challenging Behavior	Assignment	10
11/21	Comfort Items Discussion	Discussion	5
11/23	Lab - Program Visit #4	Assignment	15
11/26	Ch 13 Assignment - Philosophy of Guidance	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
12/5	Strategy Project	Assignment	25
12/7	Lab - Anecdotal Records 2	Assignment	10
12/7	Lab - Notice any changes?	Assignment	10
12/11	Quiz #4: Chs 11, 12, 13	Quiz	34

Transfer, Certification, Licensure, and Employment Information

UTAH TEACHER LICENSURE

The Family and Human Studies program (AS & AAS) alone does not lead to professional licensure in the State of Utah. Professional licensure requirements vary from state-to-state. Here is one suggested website for researching state licensure requirements: License Finder, sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

How to Navigate to Canvas

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: https://slcc.instructure.com/courses/530981/pages/institutional-syllabus

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)