

Course Information



Child Guidance

FHS 2610-501

Fall 2025

Course Section Information

Days:

Time:

Campus: Online through Canvas

Classroom: Online through Canvas

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

Course Prerequisites/Co-requisites

Co-Requisite: FHS 0011

Semester: Fall & Spring

Textbooks, Readings, and Course Materials

Authors: Marian Marion

Title: Guidance of Young Children,

Edition: 10th

ISBN: ISBN: 978-0-134-342722-6

Title: **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8**

Edition: 4th

ISBN: ISBN-10 1938113950

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

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.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself*	Discussion	5
	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
9/1/25	Lab Week 01	Assignment	8
9/4/25	Our Hope and Vision Discussion	Discussion	5
9/8/25	Lab - Observe a classroom	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/9/25	Ch 1 Assignment - Caregiving Styles	Assignment	10
9/11/25	Practice Without Theory Discussion	Discussion	5
9/13/25	Program Visit Schedule	Assignment	5
9/15/25	Lab - "5 W Questions"	Assignment	10
9/16/25	Ch 2 Assignment - Scaffolding Learning	Assignment	10
9/20/25	Lab - Program Visit #1	Assignment	15
9/20/25	Quiz #1 - Chapters 1, 2, and 6	Quiz	38
9/23/25	Assignment - Focused Observation/Pro-Social Behavior	Assignment	10
9/25/25	Knowledge, Skills, and Attitude Discussion	Discussion	5
9/29/25	Lab - Anecdotal Records	Assignment	10
10/2/25	SEL Environments Discussion	Discussion	5
10/6/25	Lab - Running Records	Assignment	10
10/9/25	Sense of Independence and Self Control Discussion	Discussion	5

Due Date	Assignment Name	Assignment Type	Points
10/13/25	Lab - Rating Scales	Assignment	10
10/14/25	Ch 4 Assignment - Environments and Materials	Assignment	10
10/18/25	Lab - Program Visit #2	Assignment	15
10/18/25	Quiz #2 - Chapters 3, 4 and 5	Quiz	40
10/25/25	Lab - Program Visit #3	Assignment	15
10/28/25	Ch 7 Assignment - Self-Concept and Self-esteem	Assignment	10
10/28/25	Toys and Aggression Discussion	Discussion	5
10/30/25	Mutilation of a Child's Spirit Discussion	Discussion	5
11/3/25	Lab - Time Sampling	Assignment	10
11/10/25	Lab - Checklists	Assignment	10
11/11/25	Ch 9 Assignment - Stress	Assignment	10
11/17/25	Lab - Event Sampling	Assignment	10
11/22/25	Quiz #3 - Chapters 7-10	Quiz	40
11/24/25	Lab - Functional Behavior Assessment	Assignment	10
11/25/25	Ch 11 Assignment - Challenging Behavior	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
11/27/25	Comfort Items Discussion	Discussion	5
12/2/25	Ch 13 Assignment - Philosophy of Guidance	Assignment	10
12/6/25	Lab - Program Visit #4	Assignment	15
12/11/25	Strategy Project	Assignment	25
12/15/25	Lab - Anecdotal Records 2	Assignment	10
12/15/25	Lab - Notice any changes?	Assignment	10
12/17/25	Quiz #4: Chs 11, 12, 13	Quiz	34

Coursework & Assignment Descriptions

Class Assignments

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 one to two double-spaced typed pages, 12 point font (note: a "full page" does not include your headings and title), unless otherwise noted. Due dates are listed on the course calendar. NOTE: To receive full credit, the assignment must be submitted in Canvas at the start of class on the due date (see course calendar) and completed in a professional, competent manner. Assignments turned in after the start of class will have 3 points deducted if submitted by 11:59 p.m. of that day. After that point, assignments will

be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. Work may be submitted before the scheduled due date for full credit.

Assignments represent 30% of your total grade.

Quizzes

There will be four quizzes given during this semester, each carrying equal weight. Late quizzes are granted with prior permission and will have 5% deducted from the final score. Late quizzes must be made up within one week of scheduled quiz date. The only exception is the final quiz, which must be taken on the final quiz date.

Quizzes represent 20% of your total grade

Strategy Project

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!).

This Project represents 5% of your grade.

Program Visits

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 5th, 7th, 11th, and 14th week of the semester. 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 SLCAP Head Start classroom
4. A Montessori Classroom
5. A 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 on Wednesday, September 10. This schedule is graded, so make sure to turn it in on time! After each visit, you need to submit a written 2-3-page evaluation of the visit, including 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.

Program Visits will account for 15% of your grade.

Additional Materials

Required Lab Time

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 one to two double-spaced typed pages, 12 point font (note: a "full page" does not include your headings and title), unless otherwise noted. Due dates are listed on the course calendar. NOTE: To receive full credit, the assignment must be submitted at the start of class in Canvas on the due date (see course

calendar) and completed in a professional, competent manner. Assignments turned in after the start of class will have 3 points deducted if submitted by 10:00 p.m. of that day. After that point, assignments will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. 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 (Katie Jensen) before your scheduled lab time (801-957-4666). Failure to contact Katie 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 Katie 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	88 points
Lab Observation Topic Assignments	10 points per assignment/9 assignments	90 Points
Program Visit Schedule	5 points possible	5 points
Total Lab Experience Points (30% of final grade)		183 points

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

Grading Scale

Grades will be generated from quiz scores, assignments, final project, and lab participation. The grading scale is as follows:

A = 94 – 100	B- = 80 – 82	D+ = 67 – 69
A- = 90 – 93	C+ = 77 – 79	D = 63 – 66
B+ = 87 – 89	C = 73 – 76	D- = 60 - 62
B = 83 – 86	C- = 70 – 72	E = 59 or less

Engagement Plan

- I will respond to email within 24 hours. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is through the Canvas inbox as I will prioritize this method over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety

- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Academic Integrity

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, 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 (CopyLeak); 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. The first offense in which a student is caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information, see http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

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.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

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, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. 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 elarningsupport@slcc.edu.

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, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. 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.

Transfer, Certification, Licensure, and Employment Information

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.

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](#)

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FHS - 2610 501