ED 131: Positive Guidance
CRN# 26421

**Instructor**: Marcia Walsh

**Office**: MKH 202

**Phone**:

**E-mail address**: walshm@linnbenton.edu

**Office hours**: by Zoom

**I.** **Course Description**
This course focuses understanding and guiding behavior of young children (ages 0-8 years) in child care settings. Students look at the research supporting guidance practices, develop criteria for selection of strategies, evaluate popular guidance techniques and develop a toolbox of strategies that promote the healthy development of young children.

**II.        Course Outcomes** *Students will be able to:*

* Narrate children’s play and behavior.
* Identify cultural differences in child guidance strategies.
* Analyze how curriculum, environments and routines affect students'
 behavior.

 **III.        Required Text and Materials**

Neugebauer, Bonnied (Ed.). (2011). *Environments.* Redmond, WA: Exchange Publications. **(E)**

Siegel, Daniel & Tina Payne Bryson. (2011). The Whole Brain Child. New York :Delacorte Press. **(WBC)**Siegel, Daniel & Tina Payne Bryson. (2014). No-Drama Discipline. New York, Bantam Books. **(NDD)**

Course Packet purchased at the LBCC Bookstore. **(CP)**

**IV.       How to be SUCCESSFUL in this course:**

* Use Weekly Checklist to complete weekly online activities and assignments.
* Actively participate in your online small group.
* Be open-minded and respectful.
* Complete assignments on time.   Type all assignments.

**VI.       Expectations about your skills and abilities as a student:**

* Complete weekly class exercise assignments to Turnitin.
* Participate as a supportive teaching team member.  Help others learn and grow.
* Complete assigned reading & submit chapter organizer notes to Turnitin.
* Connect with your assigned group regularly. You will be evaluated on your group participation.
* Stretch a bit beyond your ‘comfort zone’.
* Do your share of your work as a team member for your group project.
* Ask questions for clarity. You are responsible for your own learning. Be proactive.
* Schedule an appointment with me if you need additional support.

**VII.      Advice:**

* Use your course packet as a resource. There is lots of helpful information in there about the class process and children’s creativity.
* Apply what you are learning to the children in your life.
* Be open-minded. Consider alternative perspectives.
* Be respectful of different opinions and values.

**VII.      Grades will be based on the following required assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **TotalPts** | **Your Points** |
| Weekly Questions x 9 | 90 |  |
| #1 - Narrating Children’s Prosocial Behaviors | 100 |  |
| #2 - Positive Descriptive Acknowledgement  | 100 |  |
| #3 – Classroom Observation & Reflection | 100 |  |
| #4 - Emotional Literacy Video Analysis | 90 |  |
| #5 - Emotional Literacy Learning Exp Plan | 90 |  |
| #6 - Cultural Guidance Strategies | 100 |  |
| #7 - Guidance Policy  | 100 |  |
| Class Participation (10 pts week total) | 100 |  |
| Small Group Participation  | 90 |  |
| Small Group Project | 40 |  |

 **Your total points:**

**Written assignments** will be evaluated on the following:
 \*  Creativity; Detail and description; Clarity & Quality & Application of educational
 content to classroom experience and/or reading reflections.

*Please see rubric below for additional guidance.*

**Late assignments** will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. You can email me to use your late coupons.
 **Week 1-4 assignments will not be accepted after Week 5.
 Week 5-9 assignments will not be accepted after week 10.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| 94-11 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-70 | 67-69 | 60-66 | <60 |
| Excellent | Good | Satisfactory | Passing | Fair |
| **What this means:**Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes. | **What this means:**Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes. | **What this means:**Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed. | **What this means:**Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes. | **What this means:**Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome |

 A = 90-100%                B = 80-89%  C = 70-79% D = 60-69%  F = 59% less

       900-1000             800-899 700-799                600-699         590

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.*

*LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status.  (See Administrative Rule No. E029 and Board Policy Series No. 6090.)*

**Class & Small Group Participation Points**

**Class Participation: 100 points**

* Submission of Weekly Checklist: Class Learning Experiences to Turnitin.
* Respectful interactions. [See Climate of Care.](https://docs.google.com/document/d/1xDQr8PIowppdE2OwwdPWt7pR9Aq6lFT1pmlHq1kGA8s/edit?usp=sharing)
* Completion of Weekly Collaborative Experiences and at least 2 posts.
* Asking instructor questions if you are confused.

**Small Group Participation: 90 points + 40 points group project**

* Join & participate in your assigned small group’s weekly activities
* Facilitate the group process at least 2x per term. If this feels uncomfortable to you then ask your group to go last in the rotation.
* Post small group activity notes when you are the facilitator.
* Respectful interactions with group members
* Do at least your share of the work for the small group project.
* Be supportive of team members
* Submit team evaluations when requested
* Your small group will be evaluating your participation using forms in your course packet.

**VII***.***Calendar/Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEKS** | **Topic** | **Readings Due Today** | **Assignments Due Today** |
| **1** | **I**ntroduction to Guidance & Culture |  | \* Create Turnitin Acct.\* Complete Week 1 Checklist: Class Exercises |
| **2** | Brain Development & Guidance | Introduction &Chs 1, 2 & 3(WBC) | \* Complete Week 2 Checklist\* Week 2 ch. organizer notes |
| **3** | Building Relationships  | p. 37-51 (E); Ch. 3 (NDD) + Article | Assign #1: Narrating Children’s Prosocial Behaviors\* Complete Week 3 Checklist\* Week 3 ch. organizer notes |
| **4** | Temperament; Understanding Behavior; Power Struggles | Chs 1 & 2 (NDD) | Assign #2: Positive Descriptive Acknowledgement\* Complete Week 4 Checklist\* Week 4 ch. organizer notes |
| **5** | Environments, Routines & Transitions | p. 55-68 (E) +Article | Small Group Project Due\* Complete Week 5 Checklist\* Week 5 ch. organizer notes |
| **6** | Environment to Engage Children; Guidance in the classroom | p. 23 - 34 (E) p. 71-80 (E) | Assign #3: Classroom Observation\* Complete Week 6 Checklist\* Week 6 ch. organizer notes |
| **7** | Emotional Literacy | Ch 4. (WBC)+Article | Assign #4: Emotional Literacy Video Analysis\* Complete Week 7 Checklist\* Week 7 ch. organizer notes |
| **8** | Developing friendships & Friendship skills | Ch 5 (WBC)+Article | Assign #5: Emotional Literacy Learning Experience Plan\* Complete Week 8 Checklist\* Week 8 ch. organizer notes |
| **9** | Problem-solving | Chs 4 & 5 (NDD)+Articles | Assign #6: Cultural Guidance Strategies\* Complete Week 9 Checklist\* Week 9 ch. organizer notes |
| **10** | Conflict resolution | Ch 6 (WBC) & Ch 6 (NDD) | \* Complete Week 10 Checklist\* Week 10 ch. organizer notes |
| **11** | Putting it all together: Case Study |  | Assign #7: Guidance Policy |

 **The instructor reserves the right to make changes in the course schedule**

Every week activities and learning experiences are in purple. Additional class assignments are in black.

Here is a link to a [Visual](https://docs.google.com/drawings/d/10pLc2kETOrcG-ZG8gl0ojybLMH96Kcyrf-dbFJfpR8I/edit?usp=sharing) of how the class is organized and what your weekly responsibilities are.

 **ED 131 – Additional Articles Reading List**

|  |  |
| --- | --- |
| Week 3 | *In addition to text:***Five Reasons to Stop Saying “Good Job!”** <http://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/> |
| Week 5 | *In addition to text:***Helping Children Make Transitions between Activities (Moodle)** |
| Week 7 | *In addition to text*:**Enhancing Emotional Vocabulary in Young Children (Moodle, CP)** |
| Week 8 | *In addition to text*:**You’ve Got to Have Friends (Moodle, CP)** |