ED 131: Positive Guidance   
CRN# 26421  
Final: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor**: Marcia Walsh

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**Office hours**: M 3-4, Th 2:30 – 3:30, F 12-1

**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)**  
  
Neugebauer, Bonnied (Ed.). (2005). *Behavior.* Redmond, WA: Exchange Publications. **(B)**  
  
Course Packet purchased at the LBCC Bookstore. **(CP)**

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

* Show up to class. We do lots of hands-on learning experiences.
* Participate in classroom activities and conversations.
* Be open-minded.
* Look through and familiarize yourself with the course packet contents.
* Complete assignments on time.   Type all assignments.
* Read weekly assignments and bring in Chapter Organizer Notes for Weekly Question.

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

* Attend consistently and on time.
* Participate as a team member.  Help others learn and grow.
* Complete assigned readings in preparation for class.  Bring required book and materials listed on course outline.
* Stretch a bit beyond your ‘comfort zone’. Be open-minded.
* Use spell check when submitting assignments.

**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 prepared on presentation days.
* Be open-minded. Consider alternative perspectives.

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

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Total Pts** | **Your Points** |
| Weekly Questions x 9 | 180 |  |
| #1 - Narrating Children’s Prosocial Behaviors | 100 |  |
| #2 - Positive Descriptive Acknowledgement | 100 |  |
| #3 – Classroom Observation & Reflection/Analysis | 150 |  |
| #4 - Visual Schedule | 100 |  |
| #5 - Emotional Literacy Assignment (in-class) | 100 |  |
| #6 - Cultural Guidance Strategies | 100 |  |
| #7 - Guidance Policy | 100 |  |
| Final (in-class) | 70 |  |

**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.*

**In-class Presentation (Emotional Literacy)** will be evaluated by your preparation, ability to be a ‘teacher’ and present to your group like if they were children (see rubric).

**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. M 3-4, Th 2:30 – 3:30, F 12-1  
 **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% or less

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

*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.*

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|  |  |  |  |
| --- | --- | --- | --- |
| **WHAT WE DO WHEN** | **Topic** | **Readings Due Today** | **Assignments Due Today** |
| **1** | Introduction to Guidance & Culture |  |  |
| **2** | Brain Development & Guidance | p. 89-102 (B); p. 7-20 (E) |  |
| **3** | Building Relationships | p. 37-51 (E); +Articles & Video | Assign #1: Narrating Children’s Prosocial Behaviors |
| **4** | Temperament; Understanding Behavior; Power Struggles | p. 55-67 (B.) | Assign #2: Positive Descriptive Acknowledgement |
| **5** | Environments & Hotspots | p. 55-68 (E) +Articles |  |
| **6** | Environment to Engage Children; Guidance in the classroom | p. 23 - 34 (E)  p. 71-80 (E) | Assign #3: Classroom Observation |
| **7** | Emotional Literacy | p. 71 - 85 (B);  +Articles | Assign #4: Visual Schedule |
| **8** In-class Emotional Literacy | Developing friendships & Friendship skills | +Articles | Assign #5: Emotional Literacy |
| **9** | Conflict Resolution | p. 39 - 51 (B)  +Articles | Assign #6: Cultural Guidance Strategies |
| **10** | Conflict resolutoin | p. 7 - 20; p. 23-36 (B) | Assign #7: Guidance Policy |
| **11** Final:  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Putting it all together: Case Study (Bring course packet & ch org notes) |  |  |

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

Tuesdays = Weekly Questions  
Thursdays = Assignments are due

**ED 131 – Additional Articles Reading List**

|  |  |
| --- | --- |
| Week 2 | *Text only* |
| Week 3 | *In addition to text:* **Five Reasons to Stop Saying “Good Job!”** <http://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/>  **Acknowledging Positive Behaviors (CP)**  **Building Positive Relationships with Children (CP)** |
| Week 4 | *In addition to text:*  **Understanding Temperament in Infants and Toddlers (CP)**  **Video: Culture, Diversity & Equity** <https://www.youtube.com/watch?v=3a7QRDZC_2M> |
| Week 5 | *In addition to text:* **Helping Children Make Transitions between Activities (CP, Handout)** |
| Week 6 | *Text only* |
| Week 7 | *In addition to text*: **Fostering Emotional Literacy in Young Children: Labeling Emotions (CP)**  **Enhancing Emotional Vocabulary in Young Children (CP)** |
| Week 8 | *In addition to text*:  **You’ve Got to Have Friends (CP)** |
| Week 9 | *In addition to text*: **Helping Children Control Anger and Handle Disappointment** (CP) |
| Week 10 | *Text only* |