

POSITIVE GUIDANCE FOR YOUNG CHILDREN

ED 7.731

CRN 31591

WINTER 2017

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**Office hours:**  By appointment via Google Hangout (*you will need access to webcam or smartphone/iphone*)

**COURSE DESCRIPTION:**

This course focuses on understanding and guiding behavior of young children (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 guidance toolbox of

strategies that promote the healthy development of young children.

**COURSE OUTCOME:**

As a result of this course, students will utilize guidance strategies that meet individual needs and

promote healthy development of children 0-8 years of age.

**REQUIRED TEXT & INTERNET SUPPLEMENTS**

Gartrell, D. (2014). *A Guidance Approach for the Encouraging Classroom* (6th Ed.), Belmont, CA: Wadsworth.

Usage of Google Docs as assigned, Microsoft WORD (not microsoft works or word pad) or an open source internet site such as Google Docs to submit electronic assignments. *\*\*\*NOTE: In my experience, Chromebooks do not work well with Moodle so be advised to NOT use Chromebooks with this course!!\*\*\**

You must always have access (and back up access) to the internet. I rarely sympathize with the excuse of “my computer is down, or I couldn’t get service.”

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

**CLASS STRUCTURE**

This course is taught exclusively online. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. *Log on as soon as possible and update your password and contact information.*

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Read** assigned material and take the online quizzes ***before*** the Weekly Assignment for which it has been assigned. The basic pattern to the class is complete assigned reading, post to forum, take the quiz, submit Weekly Assignment, complete assigned readings, post to form, take the quiz, submit Weekly Assignment, etc.
2. Check Moodle frequently, meaning at least 3 to 4 times/week.  **Post your questions in the class forum.**
3. **Participate** in class discussions in Moodle. Prepare your responses to be in-depth and thorough, going beyond a simple “yes,” “no,” or “I agree with the above response.”
4. Because this is an online course, all assignments must be submitted through Moodle and Turnitin, and all class discussions will occur using Moodle’s forum feature. It is essential that you access Moodle consistently and frequently. **I will not accept emailed assignments**. Be proactive in troubleshooting how to upload assignments successfully prior to due dates.
5. Assignments/quizzes/forums are opened on a weekly basis. They will be opened every Monday morning. Often students ask if it's possible to move on to the next week and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, sometimes moving too quickly and too far ahead in the content will defeat the benefits of online discussion. If you find that you are wanting to "enrich" your experience within a week’s topics with additional activities and readings, just let me know. I can provide supplementary information each week to further emphasize the information and to challenge your knowledge of the subject.
6. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to elearning.support@mail.linnbenton.edu.

Ultimately, it is **my responsibility to create opportunities** for you to learn; it is **your responsibility to do the work to learn**.

**COMMUNICATING WITH INSTRUCTOR.** Email is the best (and recommended) form of communication with the instructor. When emailing, **the instructor will only communicate with students via their LBCC gmail email account**. It is the student’s responsibility to regularly check Moodle and his/her email account for any announcements or supplemental information shared regarding the course. It may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. The instructor is also available for online video conferencing via Google Hangout through your LBCC gmail account by appointment. You will need a webcam or camera phone. If you have questions or comments, post them in the class forum. For personal matters, contact me directly. Use your LBCC email address, subject line your e-mails with ED 7.731 and sign with your first and last names for the fastest response.

***DO NOT USE PERSONAL EMAIL ACCOUNTS TO COMMUNICATE WITH THE INSTRUCTOR!***

**TOOLS FOR SUCCESS**

A list of [tools for success](https://docs.google.com/a/linnbenton.edu/document/d/1isf-VuuSQe4Fi7ZX5nhewFV6HRLdpL3YfZLRt8xOPeI/edit?usp=sharing)are posted in Moodle Welcome Page

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Students are expected to read and adhere to the standards in the *Student Rights and Responsibilities* handbook. You can also find this information on the Linn-Benton Community College website: <https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct>

**ACADEMIC INTEGRITY**

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another person as one’s own), or *assisting* another person in committing an act of academic dishonesty. Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and Writing Center are good resources. <https://www.linnbenton.edu/writing-center>

*It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive*!

**LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**SPECIAL NEEDS OR ACCOMMODATIONS**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through CFAR and would like to use your accommodations in this class, please talk to to the instructor as soon as possible to discuss your needs. If you think you are eligible for accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services. Online course accommodations may be different than in on-campus classroom. It is important that you make contact with CFAR as soon as possible.

# **GRADING**

I. Weekly Forum Discussion

1. [See Weekly Forum Guidelines & Grading Rubric](https://docs.google.com/a/linnbenton.edu/document/d/1syRF1HMJkEsWohGVNEE4cZPlflOwsSqyidaM74xwGOA/edit?usp=sharing) for more information and expectations.
2. Weekly Forums are each worth 10 points. 10 points x 10 weeks = 100 points
3. Weekly Forums are due by 11:59 p.m. the subsequent Tuesday (*unless otherwise specified in the syllabus*).
4. Weekly Forums cannot be made up once missed.

II. Completion of required reading and related research

III. Weekly Quizzes

1. Quizzes are to be taken in Moodle.
2. Quizzes are multiple choice, true/false, and/or short answer. Questions are based on the assigned textbook chapters for the respective week.
3. *Quizzes will open on Monday are due by Tuesday by 11:59 p.m. each subsequent week, with the exception of noted due date changes in the syllabus*.
4. Quizzes are designed to demonstrate your completion of text reading. Understanding the reading will enable you to take part in class forums and Weekly Assignments. Best prep for quizzes is reading and notetaking focused on the terms that Gartrell highlights and/or that I emphasize in the weekly postings in Moodle.
5. You get two tries on each of the first two quizzes; one try on the rest.
6. Quizzes are open-book, but not "open friend." That is, you are permitted to consult your text, your notes, or the videos for quiz answers. Please do not consult your friends or other classmates.
7. Quizzes have a time limit of 30 minutes.
8. Quizzes are worth each worth 10 points. 10 points x 9 weeks = 90 points
9. Quizzes cannot not be made up or reopened.

IV. Weekly Assignments

1. Weekly Assignments will involve application and critical thinking. [See Weekly Assignment Guidelines and Grading Rubric](https://docs.google.com/a/linnbenton.edu/document/d/1YCDrbBfS7UEF4ij_ABnM7DwwMAegMEFNJM14WE9WQ3Y/edit?usp=sharing).
2. Some of the Weekly Assignments will involve you observing young children and their teachers/care providers in their natural play. *It is important that you have regular access to observing young children*.
3. Weekly Assignments are due by 11:59 p.m. the subsequent Tuesday (*unless otherwise specified in the syllabus*) each week.
4. Missed Weekly Assignments have a **one week** grace period to turn in. Late assignments will automatically be docked one letter grade prior to grading. Late assignments may not receive feedback. It is to your benefit to turn assignments in on time.
5. ***E-mailed Weekly Assignments are not accepted, you must use Turnitin in Moodle***.
6. Weekly Assignments are each worth 20 points. 20 points x 10 weeks *=* 200 points.

V. Midterm & Final (40 points Midterm, 40 points Final)

1. Midterm (Week 5) and Final (Week 11). Both the Midterm and Final will have a combination of 40 questions either t/f, multiple choice, or short answer. The midterm will be opened the Monday of Week 5. The Midterm will cover reading and lectures from week 1 through week 5. The final will be opened the Monday of Week 11. The Final will cover all reading material and lectures for the entire 10 week term. Similar to quizzes and forums, **the Midterm and Final cannot be made up or reopened**.

 VI. Guidance/Discipline Project

 a. The final guidance project consists of writing a guidance/discipline policy for a hypothetical child care or preschool setting. Your intended audience are parents, so assume that you addressing parents from various backgrounds and experiences in parenting. Your write-up will consist of 4 sections:

1. Your philosophy of guidance and discipline, specific to each age group (infants/toddlers, preschool, school age). You must include connections to theorists mentioned in your text (i.e., Piaget, Vygotsky, Gardner, etc.). Use feedback given from Week 1 Assignment.
2. Specific guidance techniques (*at least 5 different types*) that you will implement daily with the children you work with with explanation as to *why* it’s developmentally appropriate. Connect what you know about young children with the specific strategy technique.
3. How you will address challenging, or “mistaken” behavior in your setting. Include a timeline for steps you will address?
4. How will you include parents in supporting their children’s behavior? State what their expectations are and why?
5. This assignment is worth 30 points and is due March 23rd, 11:59 p.m.Finals Week. More detailed information to follow.

**Evaluation Totals**

|  |  |
| --- | --- |
| Weekly Forums  | 100 |
| Weekly Quizzes  | 90 |
| Weekly Assignments | 200 |
| Midterm  | 40   |
| Final  | 40  |
| Guidance/Discipline  | 30        |
| **Total**  | **500** |

**90% - 100% = A**

**80% - 89% = B**

**70% - 79% = C**

**60% - 69% = D**

**59% or less = F**

# **WINTER 2017 COURSE CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK #** | **TOPICS** | **Readings** | **Quizzes/Forums/Assignments** **(all are due on the following Tuesday by 11:59 p.m. UNLESS otherwise specified on the designated week)** |
| 1Jan. 9th - 13th  | Introduction to ED 7. 731The Guidance Tradition | Syllabus, Chapter 1 | Week 1 Quiz (Due Jan. 13th, 11:59 p.m)Week 1 Forum (Due Jan. 13th, 11:59 p.m.)Week 1 Assignment (Due Jan. 13th, 11:59 p.m.) |
| 2Jan. 16th - 20th  | Child Development, Brain Development, and Guidance | Chapter 2 | Week 2 Quiz due 1/24Week 2 Forum due 1/24Week 2 Assignment due 1/24 |
| 3Jan. 23rd - 27th  | Mistaken Behavior: Understanding Conflict, Aggression, and Challenging Behavior | Chapter 3 | Week 3 Quiz due 1/31Week 3 Forum due 1/31Week 3 Assignment due 1/31 |
| 4Jan. 30th -2/3  | Guidance in the Classroom | Chapter 4 | Week 4 Quiz due 2/7Week 4 Forum due 2/7Week 4 Assignment due 2/7 |
| 5Feb. 6th - 10th  | Organizing the Encouraging Classroom; Managing the Encouraging Classroom  | Chapter 5 and 6 | No QuizWeek 5 Forum due 2/14Week 5 Assignment 2/14Midterm due 2/14 |
| 6Feb. 13th - 17th  |  Leadership Communication with the Group; Leadership Communication with the Individual | Chapter 7 and 8 | Week 6 Quiz due 2/21Week 6 Forum due 2/21Week 6 Assignment 6 due 2/21 |
| 7Feb. 20th - 24th  | Conflict Management | Chapter 9 | Week 7 Quiz due 2/28Week 7 Forum due 2/28Week 7 Assignment due 2/28 |
| 8Feb. 27th - 3/3  | Problem Solving Mistaken Behavior | Chapter 10 | Week 8 Quiz due 3/7Week 8 Forum due 3/7Week 8 Assignment due 3/7 |
| 9March6th - 10th  | Guidance through Intervention | Chapter 11 | Week 9 Quiz due 3/14Week 9 Forum due 3/14Week 9 Assignment due 3/14 |
| 10Mar. 13th -17th  | Liberation Teaching: A Guidance Response to Violence in Society | Chapter 12 | Week 10 Quiz due 3/21Week 10 Forum due 3/21Week 10 Assignment due 3/21 |
| Finals11Mar. 20th - 24th  | Review all previous topics | Review all chapters | No QuizNo Weekly ForumNo Weekly AssignmentFinal Due 3/23, 11:59 p.m.Guidance/Discipline Project Due, 3/23 11:59 p.m. |

*The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class and posted in the live link to this syllabus (from Moodle).*

**Instructor’s Notes**

My Moodle course page will be a work in progress as I, myself, am becoming familiar with this Learning Management System. Your patience a deeply appreciated. The assignments are intended to help you make personal and cultural connections to the course content, and to support the development of your philosophy on guidance. How is what we are studying relevant to your daily life and the work you do with young children? Making these kinds of connections is both more challenging and more rewarding than merely memorizing content.