# Reedley College

Department of Child Development

CD 49 – Guidance for Young Children

Section 52705 - 3 units – Monday 6:00 -8:50 pm – CCI 205

Instructor: Richell Swallow, MA Office: CDC Office Phone: 559-638-3641 ext. 3730

E-mail: [richell.swallow@reedleycollege@edu](mailto:richell.swallow@reedleycollege@edu) (Best way to reach me!)

Fall 2013 Office Hours: Mon. 4:00-5:00 p.m.

## Course Description:

This course explores effective strategies for guiding children’s behavior. Establishing a pro-social environment, developing positive relationships, and maintaining a healthy schedule will be emphasized. Attention will be given to guidelines for discussion of behavioral issues of concern, the teacher’s role in supporting children through emotional difficulties, and the needs of children at risk.

# Prerequisites:

* None

Advisories:

Eligibility for English 125 and 126

## Required Textbooks and Materials:

Kaiser, Barbara & Rasminsky, Judy. (2012) *Challenging Behaviors in Young Children:*

*Understanding, Preventing and Responding Effectively* (3rd edition). Upper Saddle River,

NJ: Pearson Education Inc.

* Regular Use of Blackboard.
* Regular Use of RC email.

## Recommended Materials (For writing assignments - not required, but highly recommended):

* American Psychological Association (2010). *Publication manual of the American*

*Psychological Association (6th edition).* Washington, DC.

# Student Learning Outcomes: As a measure of learning, students will…

1. Gain insight into child development theories and guidance.
2. Identify major factors affecting different types of behavior.
3. Demonstrate skills of critical observation of children, applying knowledge of theory and methods of guidance in a classroom setting.

D. Recognize techniques and strategies for promoting prosocial behaviors in young children.

E. Recognize the role preventative strategies play in classroom management.

F. Describe the importance of teaching children problem-solving.

# Course Outcomes: In the process of completing this course, students will…

1. Apply skills of observation to assess children’s behavior.
2. Formulate guidance strategies to meet the needs of typical and atypical children in the Early Care and Education environment using theory and current guidance practice.

## Class Performance Expectations:

You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials prior to class is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

## TB Clearance:

## All students must show documentation of current TB clearance before entering the lab school. These are available free of charge at the Reedley College Health Services. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance. Once you receive clearance from the school nurse, take a copy of your clearance to Instructor /Coordinator, Marcy Davidson, at the Child Development Faculty Office.

## Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

## Academic Success:

In order to succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

## Blackboard:

Information about this course, and resources for it, will be available on Blackboard. Blackboard is available at [http://](http://www.csufresno.edu)reedleycollege.edu. You will use your RC username and password to login. Through Blackboard, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Blackboard to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester in the event that I make a recording error.

Please note that ONLY your RC email address is recognized by Blackboard. Any messages that I send to the class will be sent through Blackboard, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this mean if your email is not sent through your Reedley College email, **I will not open it**. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

## Attendance Policy:

The instructor of this course believes that, though not always measureable, much important learning occurs in the classroom when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that students who miss one-third or more of class meetings, for any reason, cannot receive credit for the class. In a once-a-week class like ours, therefore, **any student who misses two or more classes, for any reason, will not receive** **credit for the class, regardless of scores earned on work completed**. A role sheet will be distributed at the beginning and end of every class, and you must sign each time to be considered present for the entire class. Leaving early or coming in late will negatively effect your grade. Signing for a classmate is cheating, and doing so puts you at risk for receiving a failing grade in the course.

## Participation and Accountability:

We have a lot to learn from each other, so individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful manner; it is never ok to disrespect or condescend another student or instructor for expressing his/her views.

You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is your responsibility to ask a classmate for notes and information, NOT with the instructor.

## Examinations:

### Exams and Final Exam:

There will be a total of 4 exams 3 will be worth 50 points; the final will be worth 75 points. Exams will be made up of multiple-choice, short answer and true false questions related to the materials covered in class. It is recommended that students attend class meetings in preparation for the exams. Exams will be given during class time and ***no make-up exams will be given***.

# Late Assignments:

Turning assignments in on time is very important, and enables the instructor to return graded assignments more quickly. Some assignments WILL NOT be accepted late or made-up, and those include In-Class Activities and Assignments and Observations-Functional Assessment Chart. Of the remaining assignments, which include “What Do You Think…” assignments, ONE assignment, one time, per student will be accepted up to ONE WEEK late.

## Writing Expectations:

You will see in the various assignment guidelines on Blackboard as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable. All outside assignments are to be typed; any assignment turned in hand written will result in a score of zero.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality really does matter; it matters here and it will matter in your profession. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

## Assessment Procedures:

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an ‘A’ paper\*, a ‘B’ paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

\*Note that in these descriptions, “paper” is used to refer to all assignments written outside of class. Including projects and presentations etc.

A A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.

B A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the ‘A’ paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar, but is clear and coherent. All sections are complete.

C A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the ‘A’ and ‘B’ papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.

D A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.

F A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts. It is likely that there are serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

### Honor Code:

As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

1. Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
2. Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college’s policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

### Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

## Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less.

For on campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-638-0358.

Grading

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| --- | --- |
| Assignments | Possible Points |
| What Do You Think… | 150 points |
| Observations-Functional Assessment Chart | 100 points |
| Exams | 225 points |
| In-Class Assignments | 100 points |
| Total | 575 points |

Grading Scale:

575-518= A

517-460= B

459-402=C

401-344=D

343 and Below=F

## Assignments:

What do you think (15 X 10 pts.) 150 points:

Choose 15 of the “what do you think” questions found at the end of each chapter to answer completely. You must choose from 10 different chapters but you do not have to choose from all 13 chapters of the text book. Make sure that you answer each component of the question, not answering the question completely will result in a loss of points. Answers must be typed grammatically sound and free from major spelling errors. ***Questions 1-7 due March 31st / Questions 8-15 due May 5th .***

Observations -Functional Assessment Chart (20points x 5) 100 points:

You will need to complete 5 observations on 1 child age 2.5 yr-7yr. More information will be provided in class. ***Due Obs. #1 February 10th, Obs. #2 & 3 March 3rd, Obs. #4 March 31st, Obs. #5 April 7th.***

Exams 225 points:

There will be a total of 4 exams 3 will be worth 50 points, the final will be worth 75 points. Exams will be made up of multiple-choice, short answer and true false questions related to the materials covered in class. It is recommended that students attend class meetings in preparation for the exams. Exams will be given during class time and ***no make-up exams will be given***. ***See course calendar for dates.***

In-Class Assignments (10 throughout semester) 100 points:

We will have many opportunities for in class participation during the semester. I will **randomly** award points for your participation in these assignments. If you are not in class you can’t participate which means you miss the points for that assignment.

## Syllabus Disclaimer:

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, except assignment dues dates, are subject to change. Students will be notified through Blackboard, email or in class.
4. The student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent with a classmate.