



ECCE 2203 Guidance and Classroom Management COURSE SYLLABUS Summer Semester 2016

Semester: 201616
Course Title: Guidance and Classroom Management

Course Number: ECCE 2203
Credit Hours/ Minutes: 3 / 2250
Class Location: Building 1 1109
Class Meets: M & W 10:10-12:15
CRN: 60061

Instructor: Kay Wilson—M.Ed.
Office Hours: Monday – Wednesday 1:00 – 4:30
Thursday 8:00-12:00
Office Location: Room 1109 Building 1
Email Address: kwilson@southeasterntech.edu
Phone: 478-289-2213
Fax Number: 478-289-2216
Tutoring Hours: N/A

REQUIRED TEXT: Practical Solutions to Practically Every Problem, Redleaf Press, 2003.

REQUIRED SUPPLIES: Pencils/Pens, Textbook, Notebook

COURSE DESCRIPTION: Examines effective guidance practices in group settings based upon the application of theoretical models of child development and of developmentally appropriate practices. Focus will be given to individual, family, and cultural diversity. Topics will include developmentally appropriate child guidance (birth to age 12); effective classroom management, including preventative and interventive techniques; understanding challenging behaviors; and implementing guidance plans.

MAJOR COURSE COMPETENCIES:

- 1 Developmentally Appropriate Child Guidance
- 2 Understanding Challenging Behaviors
- 3 Effective Classroom Management
- 4 Implementing Guidance Plans
- 5 Self Composure

PREREQUISITES: ECCE 1103

COURSE OUTLINE:

Order	Description	Learning Domain	Level of Learning
1	Identify appropriate guidance techniques for infants, toddlers, pre-school, and elementary school age children.	Cognitive	Knowledge
2	Identify the need for individually appropriate guidance techniques.	Cognitive	Knowledge
3	Identify multiple interacting influences including individuality, family, and culture on children's development and behavior.	Cognitive	Knowledge

Understanding Challenging Behaviors

Order	Description	Learning Domain	Level of Learning
1	Identify behavioral norms as related to the classroom setting.	Cognitive	Knowledge
2	Identify reasons for challenging behaviors to include aggressive and withdrawn behaviors.	Cognitive	Knowledge
3	Identify the goals of discipline guidance to include positive social/emotional development and the long term goal of children controlling their own behavior.	Cognitive	Knowledge
4	Understand the role of attachment.	Cognitive	Comprehension

Effective Classroom Management

Order	Description	Learning Domain	Level of Learning
1	Identify and demonstrate preventive and interventive strategies.	Cognitive	Synthesis
2	Identify and demonstrate positive communication methods.	Cognitive	Synthesis
3	Develop appropriate classroom guidance/rules and identify how to implement classroom rules within infant, toddler, preschool, and school age classrooms.	Cognitive	Synthesis
4	Define and give examples of natural and logical consequences.	Cognitive	Comprehension

Implementing Guidance Plans

Order	Description	Learning Domain	Level of Learning
1	Identify how to observe and collect data to establish a need for a guidance plan.	Cognitive	Knowledge
2	Identify the components of a guidance plan.	Cognitive	Knowledge
3	Evaluate a guidance plan.	Cognitive	Evaluation
4	Write a philosophy of classroom guidance.	Cognitive	Application

Self Composure

Order	Description	Learning Domain	Level of Learning
1	Identify the importance of teacher self-control.	Affective	Valuing
2	Develop and practice strategies and techniques for maintaining composure.	Cognitive	Application

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS: Class attendance is a very important aspect of a student's success in this course. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected. Students are expected to complete all work required by the instructor. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor. Unannounced quizzes/assignments may be given. **Students that miss an unannounced quiz or assignment will receive a grade of 0.** Students will save all class assignments in their student folder (P Drive) for this class.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

Specific Absences: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

Withdrawal Procedure: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...): Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. Students are allowed to make up **one** test. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **Makeups are not allowed for any unannounced quizzes/assignments.**

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a

"WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY

Tests	30%
Assignments/Activities	35%
Brochures (6)	40%

GRADING SCALE

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 0-59

TCSG GUARANTEE/WARRANTY

STATEMENT: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**ECCE 2203 Guidance and Classroom Management
LESSON PLAN**

Date	Chap / Less	Content	Assignments & Tests Due	Comp Area
All Assignments are Due on Monday				
Week 1 5/18-23 Due 5/23	Chap 1	Why Guidance Matters, Criminal Background checks, portfolio (internship) , liability insurance, site permission forms, HepB forms, attendance/syllabus, BROCHURES	Cover chapter 1 Complete Key Terms Complete 1 of the Student Activities	*1 **a,c,
Week 2 5/23-5/31 Due 5/31	Chapter 2	Historical Perspectives and Guidance Theories	<u>Discuss Chapter</u> Complete Key Terms Due Complete 1 of the Student Activities Due In class: in groups of 3 students will research different curricula: High/Scope; Reggio Emilia; Vivian Gussin Paley's Approach; Creative Curriculum; Montessori; ABECKA --complete a 10 minute presentation	*3,4,5 **a,b,c,
Week 3 5/31-6/6 Due 6/6	Chapter 3	Understanding Children's Behavior	Key Terms Due 2 of the Student Activities Due Group presentations over curricula— DUE NEXT WEEK (6/18) Develop 3 guidance plans 1- infants, 1-toddlers, 1-pre-school	*1, 2, 3,4,5 **a,c,
Week 4 6/6-13 Due 6/13	Chapter 4	How to Observe Children	Key Terms Due 1 of the Student Activities Due 3 guidance plans 1- infants, 1-toddlers, 1-pre-school In class: practice writing observations of children at: http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#top	*1, 2, 3,4,5 **a,c,
Week 5 6/13-20 Due 6/20	Chapter 5	Serving Culturally Diverse Children and Families	Key Terms Due 1 of the Student Activities Due Students must create a PowerPoint on a Behavior topic and present to the class. (See Behavior PowerPoint requirements TOPIC I HAVE: _____ _____	*2, 3, 4 **a,b,c,
Week 6 6/20-27 Due 6/27	Chapter 6	Children with Challenging Behaviors	Key Terms Due Work on creating 6 Behavior brochures (created in IDS in "publisher") make sure to keep a copy and give a copy of each to the	*2, 3, 4, 5 **a,b,c,

			instructor Begin PowerPoint on Behavior (will not be accepted late).	
Week 7		NO CLASS		
Week 8 7/11-18 Due 7/18	Chapter 7 & 8	Designing Developmentally Appropriate Environments Inside and Out Building Relationships	Key Terms Due (Each Chapter) 2 of the Student Activities Due (Each Chapter) Continue PowerPoint presentations	*2, 3, 4, 5 **a,b,c,d
Week 9 7/18 – 7/25	Chapter 9,10, & 11	Fundamental Causes of Positive and Negative Behaviors Effective Guidance Interventions	Key Terms Due (Each Chapter) 2 of the Student Activities Due A list of 20 ways to POSITIVELY deal with stress of teachers/adults In class: practice job interviews, write resume ALL BROCHURES (will not be accepted late) Final	*1, 3, 4 **a,c,

*** Competency Areas:**

1. Developmentally Appropriate Child Guidance
2. Understanding Challenging Behaviors
3. Effective Classroom Management
4. Implementing Guidance Plans
5. Self Composure

****General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Sample OBSERVATIONS to Document Play

Child's name or children's names: Rosa

Date of birth: August, 3, 2001 **Age:** 4 years 2 months

Observer Name: Susan

Date: August 30, 2005

Time: 2:30 p.m. to 2:45 pm

Setting: Rosa plays alone in the water table under the tree in the back yard during outdoor free play.

Rosa is playing with a boat at the water table under the shade tree. She slowly pushes the boat down and looks as the drops of water gradually fill it. She watches it sink, whispering, "Come up now." She lifts it up. She collects small rocks and bark chips from the base of the tree and fills the boat with six large bark chips. "Here you go – Toot! Toot!" she adds three rocks and the boat slowly begins to take on water. Quickly, she piles on two more rocks and the boat sinks. The rocks go down with the ship, but the bark chips come floating to the top. "Pop! Pop!" Rosa pushes one of the chips down again and watches as it pops up as soon as she lets it go.

WRITING RUBRIC: NAME _____ DATE _____

CLASS _____

Turned in on time? Y N _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Total points _____ X 5 = _____

(Grammar Errors: fragments, run-on sentences, subject-verb agreement...)

Comments:

BEHAVIOR POWERPOINT POINTS TO INCLUDE:

BEHAVIOR: _____

- *Write example scenario—be specific (do not copy from book)
- *3-Ways to PREVENT this behavior from beginning
- *5 ways on how to deal with the problem if it exists now—(explain in detail)
- *List of 3 children's books to be used with children (title and author)
- *3 user-friendly websites for parents to use to get help/tips—write out entire website
- *Must have at least 2 pictures in the PPT
- *should be at least 8 slides in length

(This information is very similar to the information that must be included in the 6 brochures!)

CURRICULUM RESEARCH RUBRIC REQUIREMENTS:

NAME _____ DATE _____

CURRICULUM : _____

Key Features	4	3	2	1
How classroom is organized	The research includes at least 5 facts on how the classroom is organized	The research includes at least 4 facts on how the classroom is organized	The research includes at least 3 facts on how the classroom is organized	The research includes at least 2 facts on how the classroom is organized
Role of the teacher in the curricula	The role of the teacher includes at least 5 facts	The role of the teacher includes at least 4 facts	The role of the teacher includes at least 3 facts	The role of the teacher includes at least 2 facts
What children are served in this program	The description of the children who are served is exceptional.	The description of the children who are served is well-done.	The description of the children who are served is somewhat thorough.	A description of the children who are served is lacking in details.
Materials used	The materials used in the curricula are very well explained	The materials used in the curricula are well explained	The materials used in the curricula are explained somewhat	The materials used in the curriculum are lacking
Statistics of use	The outcomes of the curricula is well defined (after program).	-----	-----	The outcomes of the curricula is not well defined or explained

TOTAL POINTS _____ x 5 = final grade of _____

COMMENTS:

The 6 BROCHURE REQUIREMENTS: (This information will be turned into a rubric for grading each brochure.)

- Each brochure must be on one specific behavior
- One behavior on one trifold brochure—on one sheet of paper (front and back)
- Printed in color
- Discuss how to prevent that behavior (3 specific ways)
- Discuss how to deal with that existing behavior (5 specific ways)
- 3 bibliotherapy children's books for each behavior
- 5 websites for more information for each
- Neatness
- Creativity on brochure
- Accurate information on brochure