



ECCE 2203 Guidance and Classroom Management COURSE SYLLABUS Summer Semester 2017

Semester: 201716
Course Title: Guidance and Classroom Management

Course Number: ECCE 2203
Credit Hours/ Minutes: 3 / 2250
Class Location: Building 2 Room 2125
Class Meets: M & W 10:25-12:40
CRN: 60165

Instructor: Kay Wilson—M.Ed.
Office Hours: Monday – Wednesday 1:00 – 4:30
Thursday 8:00-12:00
Office Location: Room 2125 Building 2
Email Address: kwilson@southeasterntech.edu
Phone: 478-289-2213
Fax Number: 478-289-2216
Tutoring Hours: N/A

REQUIRED TEXT: Positive Child Guidance 8th Ed ISBN: 978-1-305-08899-3 Darla Miller , Cengage

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2	Identify reasons for challenging behaviors to include aggressive and withdrawn behaviors.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 Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, 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 Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu.

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/quizzes will result in a grade of zero. If Internet or browser failure occurs while taking an exam, contact instructor immediately. A decision will be made at that time if the exam will be reset. The instructor reserves the right to deduct points from exam scores for exceeding the scheduled time limit on the exams and/or requiring student to come to campus to take the exam. **Makeups are not allowed for 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: The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member 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).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu

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	25%
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 by Tuesday				
Week 1 5/17-23 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	Discuss Chapter 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	*2, 3, 4 **a,b,c,

			TOPIC I HAVE: _____ _____	
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 instructor Begin PowerPoint on Behavior (will not be accepted late).	*2, 3, 4, 5 **a,b,c,
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.

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 –give EXACT website (not www.google.com) for parents to use to get help/tips—write out entire website—MUST HAVE HYPER LINKS THAT WORK—you must be able to click on the website and pull it up!
- *Must have at least 2 pictures in the PPT
- *should be at least 15 slides in length
- *neatness
- *creativity of brochure
- *accurate information/correct
- *on topic listed below

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

CHOOSE FROM THE FOLLOWING FOR YOUR BROCHURES/POWERPOINT. The PowerPoint can be the same as one of the 6 brochures.

Not sharing
Bullying
Tattling
Hitting

fits of anger
mistrust of others
competitiveness
biting

Thumb-sucking
Whining
Disruptive
Tantrums
Not cooperating
Clinging
Silliness
Clowning around
Rebelling

telling adults “no”
pouting

CURRICULUM RESEARCH RUBRIC REQUIREMENTS:

NAMES of Group Members _____

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
	The outcomes of	-----	-----	The outcomes of

Statistics of use	the curricula is well defined (after program).			the curricula is not well defined or explained
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TOTAL POINTS _____ x 5 = final grade of _____

COMMENTS:

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

SEE GRADING RUBRIC FOR SPECIFIC REQUIREMENTS!!!!!!

Each brochure must be on one specific behavior listed in syllabus

DEFINE THE BEHAVIOR—tell what it is

One behavior on one tri-fold brochure—on one sheet of paper (front and back—ask people who work in library)

Printed in color—library will do this

Discuss in **DETAIL** how to prevent that specific behavior (3 specific ways)

Discuss in **DETAIL** how to deal with that existing behavior (5 specific ways)

3 bibliotherapy children's books for each behavior

3 **EXACT** websites (not---www.google.com) for more information for each

Neatness

Creativity on brochure

Accurate information on brochure

Pictures/graphics (at least 4)

NAME _____

TITLE _____

CLASS: _____ ECCE 2203 _____

BROCHURE RUBRIC: (one for each brochure)

	4	3	2	1
On correct topic	The brochure was on one of the topics listed on syllabus	----	-----	The brochure was not on one of the given topics
Tri-fold brochure printed on one page	Was a tri-fold brochure on one page	-----	-----	Not a tri-fold brochure and/or not on one page
Ways to prevent behavior	3 or more ways to prevent the behavior were included	2 ways to prevent the behavior were included	1 way to prevent the behavior was included	No methods to prevent
Ways to deal with existing behavior	5 or more ways to deal with the behavior were included	4 ways to deal with the behavior were included	3 ways to deal with the behavior were included	2 or less ways to deal with the behavior were included
Color	Printed in color	---	----	Not printed in color
3 websites	3 or more specific websites were given on topic	2 specific websites were given on topic	1 website was given on topic	No websites were given on topic
Neat	The brochure was extremely neat	The brochure was mostly neat	The brochure was somewhat neat	The brochure needed work in this area
Creative	The brochure was extremely creative	The brochure was mostly creative	The brochure was somewhat creative	The brochure needed work in this area
Accurate	The information was totally accurate	The information was mostly accurate	The information was somewhat accurate	The information was not accurate
Children’s books— (titles must be underline to get credit)	There were three or more children’s books included in the ppt	There were 2 children’s books included in the ppt	There was 1 children’s book included in the ppt	There were no children’s books in the ppt
Each “prevention” and “how to deal with” method is explained in detail (not just listed)	All 8 were very explained in detail	6-7 of the prevention and how to deal methods were explained in detail	5 of the methods were explained in detail	Less than 5 were explained in detail
Pictures/graphics	At least 4 pictures/graphics were	At least 3 pictures/graphics were	At least 2 pictures/graphics were	Only 1 picture/graphics was included

included	included	included	included	
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Total _____ X 2.1 = final grade of _____

COMMENTS:

POWERPOINT RUBRIC

NAME _____ TOPIC _____

	3	2	1	0
Scenario	The scenario was extremely well-written	The scenario was well-written	The scenario was somewhat well-written	The scenario was not well written
Ways to prevent	3 or more prevention techniques were discussed	2 prevention techniques were discussed	1 prevention technique was discussed	-----
Ways to deal with behavior	5 or more techniques were included to deal with existing behavior	4 techniques were included to deal with existing behavior	3 techniques were included to deal with existing behavior	2 or less techniques were included to deal with existing behavior
Children's books	Three or more children's books (TITLES/AUTHORS) were listed	2 children's books (TITLES/AUTHORS) were listed	1 children's book was listed (TITLE and AUTHOR)	-----
User-friendly websites	Three or more user-friendly websites were listed—must click on them to show the class (make sure to have the hyperlink)	Two or more user-friendly websites were listed	One user-friendly website was listed	0 user-friendly websites were listed
pictures	The PPT included 2 or more pictures	The PPT included 1 picture	-----	-----
length	The PPT was 15 or more slides	The PPT was from 9-14 slides	The PPT was from 5-8 slides	The PPT was less than 5 slides
neatness	The PPT was totally neat	The PPR was mostly neat	The PPT was somewhat neat	The PPT needed work in this area

creative	The PPT was totally creative	The PPT was mostly creative	The PPT was somewhat creative	The PPT needed work in this area
Accurate information	The information in the PPT was totally accurate	The information in the PPT was mostly accurate	The information in the PPT was somewhat accurate	The information in the PPT was not accurate

TOTAL POINTS _____ x 3.3 = final grade of _____