

EC236 Social/Emotional Development and Guidance

Credits: 3 semester hours

Course Description: Provides the study of classroom management, motivation, building self-esteem, positive discipline strategies, and social and emotional development in children.

Instructor: Denise Faulkner

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Schedule: Tuesday/Thursdays 1:00-2:15

Textbook: Positive Child Guidance, 6th Ed., 2010, Darla Ferris Miller (ISBN: 978-1-435-41859-2)

Class Requirements: Students will read assignments in the textbook and answer questions about the readings and complete observations of children's social and emotional development.

Course Objectives: Students will

- *Learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication
- *Identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression
- *Identify and describe children's physical, psychological and behavioral reactions to stress and identify strategies for helping children cope effectively with stress
- *Identify and describe ways to help children develop positive peer relationships and friendships, and identify teaching strategies that foster children's development of interpersonal skills
- *Recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know the responsibility and procedures for reporting suspected abuse and neglect to appropriate authorities
- *Use individual and group guidance and problem solving techniques to develop positive and supportive relationships among children
- *Learn to provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem
- *Identify the principles of child guidance based on the developmental characteristics of the young child
- *Understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth
- *Recognize characteristics of the health environment that promotes social/emotional development
- *Identify the importance of family-school partnership in child guidance
- *Demonstrate an increase in understanding of cultural influences on child behavior- typical and atypical, as evidenced by classroom discussion
- *Use reflective observation to develop their personal philosophy of child guidance

Relationship to Campus Theme: The course will provide education in careers, such as para-educators, teachers, early childhood professionals, and adult caregivers.

Course Requirements: Regular attendance is required. Students earn points for participation, in-class activities, assignments, quizzes, and tests. The final grade is based on points earned through in-class activities, assignments, quizzes, and tests.

A-90%-100%
B-80%-89%
C-70%-79%
D-60%-69%
F-below 60%

Use of cell phones, I Pads, and other technology are prohibited in the class at all times. It is recommended that students do not bring cell phones, but if necessary, must be turned off during class. Head covering are to be removed to help students hear to the best of their ability.

Academic Integrity: The academic community operates on honesty, integrity, and fair play. It is the expectation that all students, as members of the college, community, adhere to the highest levels of academic integrity. Violations of academic principles such as cheating, plagiarism, or other academic improprieties will be handled using the guidelines outlined In the DCB's Student Handbook. (This means the students are responsible for submitting their own work.)

Disability and Special Needs: If you have a disability for which you need accommodations, you are encouraged to contact your instructor and the Learning Center (228-5479 or !-888-918-5623) to request disability support services as early as possible during the beginning of the semester.

Tentative Course Outline

Week 1 Chapter 1 Introduction

Week 2 Chapter 11 Historical Perspectives and Guidance Theories

Week 3 Chapter 2 Understanding Children's Behavior (Infants-5 years) p.28-53

Week 4 Chapter 2 Understanding Children's Behavior L (5 years - 12 years) p.54-74

Week 5 Chapter 3 Serving Culturally Diverse Families Erikson Project

Week 6 Chapter 12 Understanding Children with Disabilities

Week 7 Chapter 5 Guidelines for Effective Guidance

Week 8 Chapter 4 Moral Development p.132-146 Midterm

Week 9 Chapter 4 Understanding the Reasons for Problem Behavior p.146-159

Spring Break March 11-17-No EC236 coursework or participation due or required this we

Week 10 Chapter 10 Observation Overview

Week 11 Chapter 6 Planning for Developmentally Appropriate Prosocial Environment

Week 12 Chapter 7 Positive Communications Observation Reflection

Week 13 Children's Books p.401-407 Inclusion Lesson

Week 14 Chapter 8 Nonverbal Cues and Appropriate Consequences

Week 15 Chapter 9 Misguided Behaviors and Mistaken Goals

Week 16 Research-Two articles from Early Childhood Magazines

Final Exam May 13-16

Description of Assignment/Assessment

***Erikson Project:** Students will write a reflection paper tying their personal life experiences to Erikson's psychosocial theory

***Inclusion Lesson:** Create an age appropriate lesson for young children that will foster acceptance and respect in the classroom about disabilities

Observation and Reflection: Child observation that will include using objective observation strategies, identifying components of the observation sequence, and analyzing the collected data. (Journal writing and summary)

Research: Select two articles from Early Childhood Magazines that reflect thoughts that have been learned in this course. Write an opinion paper, include your sources in your research.