

Dakota College at Bottineau Course Syllabus Online
Fall 2011 Semester
16-Week Course

Course Prefix/Number/Title:

EC236 Social/Emotional Development & Guidance (3 cr)

Course Description:

This course involves the study of classroom management, motivation, building self-esteem, positive discipline strategies, and social and emotional development in children. Topics include approaches to guiding children's behavior, managing the environment, rules and limits, problem behaviors, appreciating oneself and others, dealing with separation, providing appropriate support for children, preventing child abuse, promoting success with appropriate materials and activities, interacting through play, and developing friendships. Students develop a personal philosophy of child guidance.

Course Objectives:

- Students will learn to promote children's self-awareness and self-esteem through verbal and nonverbal communication.
- Students will 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.
- Students will identify and describe children's physical, psychological, and behavioral reactions to stress and identify strategies for helping children cope effectively with stress.
- Students will 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.
- Students will recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities.
- Students will use individual and group guidance and problem solving techniques to develop positive and supportive relationships among children.
- Students will 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.

- Students will identify the principles of child guidance based on the developmental characteristics of young children.
- Students will identify positive guidance strategies for children and for groups of children.
- Students will understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth.
- Students will recognize characteristics of a healthy environment that promotes social/emotional development.
- Students will identify the importance of family-school partnership in child guidance.
- Students will demonstrate an increase in understanding of cultural influences on child behavior—both typical and atypical, as evidenced by classroom discussion.
- Students will use reflective observation to develop their own personal philosophy of child guidance.

Instructor:

Tanya R. Mooney, M.Ed.

Office:

Thatcher Hall New Edition, Room 2213, Dakota College at Bottineau

Office Hours: Instructor will check course daily, Monday-Friday, excluding holidays.

Phone:

(701) 228-5604 OR (800) 542-6866 ext. 604

Email:

tanya.mooney@dakotacollege.edu

Lecture/Lab Schedule:

Online: Minimum of three hours per week.

Textbook(s):

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

Course Requirements:

Weekly Readings. Each week consists of a reading assignment from textbooks and/or articles, manuals, etc.

Discussions. Students submit an original response to a topic each week and respond to two additional posts to receive full credit (12 @ 10 pts each).

Chapter Reviews. After reading and discussing the chapter, a short review is taken. Reviews can only be taken once. (12 @ 5 pts each).

Assessments. A midterm and final exam is required at the end of the course. *PLEASE NOTE: Proctor required for online students, instructions provided in class.* (100 pts each)

Philosophy of Guidance. A final, written paper will be due the last week of class. A rubric is provided to guide the student in writing this paper. (100 pts)

Observations. Observations are required by the end of this course. This includes watching thirteen video clips and writing a final summary. An observation journal is included with the course materials (on line, in the course).

Grades. Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

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

Assignment Points Possible

Discussions (12 @ 10 pts ea)	120 pts
Chapter Reviews (12 @ 10 pts ea)	120 pts
Exams (2 @ 100 pts ea)	200 pts
Observations (50 pts Journal, 50 pts Summary)	100 pts
Final Paper (100 pts)	100 pts
Total Points Possible	640 pts

Tentative Course Outline

Week 1:	Welcome to the Course & Overview
	Discussion 1
8/22-8/28	Chapter 1 Review
Week 2 :	Understanding Children's Behavior
	Discussion 2
8/29-9/4	Chapter 2 Review
Week 3 :	Serving Culturally Diverse Children & Families
	Discussion 3
9/5-9/11	Chapter 3 Review
Week 4 :	Understanding the Reasons for Problem Behavior
	Begin writing Philosophy of Guidance
	Discussion 4
9/12-9/18	Chapter 4 Review
Week 5:	Guidelines for Effective Guidance
	Discussion 5
9/19-9/25	Chapter 5 Review
Week 6:	Planning the Developmentally Appropriate Prosocial Environment
	Discussion 6
9/26-10/2	Chapter 6 Review
Week 7:	Positive Communication
	Discussion 7
10/3-10/9	Chapter 7 Review
Week 8:	Midterm Exam (Due by Thursday, October 13 th at noon)
	Midterm Deficiencies submitted on Friday, October 14 th
10/10-10/13	

- Week 9: Nonverbal Cues and Appropriate Consequences
Discussion 8
10/17-10/23 Chapter 8 Review
- Week 10: Misguided Behaviors and Mistaken Goals
Discussion 9
10/24-10/30 Chapter 9 Review
- Week 11: Taking a New Look at Children
Discussion 10
10/31-11/6 Chapter 10 Review
- Week 12: Historical Perspectives and Guidance Theories
Discussion 11
11/7-11/13 Chapter 11 Review
- Week 13: Understanding Children with Disabilities
Discussion 12
11/14-11/20 Chapter 12 Review
- Week 14: Observations, Part I
11/21-11/27
- Week 15: Observations, Part II
11/28-12/4
- Week 16: Submit Personal Philosophy of Child Guidance Due (Rubric Provided)
Submit Observation Journal
12/5-12/9 Submit Observation Summary
Take Final Exam
Complete Course Evaluation

Education & Human Services Objectives (Caregiver Objectives Bulleted):

1. Promote human development and lifelong learning.

- 1a. Know and understand young children's characteristics and needs.
- 1b. Know and understand the multiple influences on development and learning.

2. Build family and community relationships.

- 2b. Support & empower families and communities through respectful, reciprocal relationships.
- 2c. Involve families and communities in their children's development and learning.

3. Acquire and apply methods and strategies based on professional industry standards.

- 4a. Know, understand, and use positive relationships and supportive interactions.
- 4b. Know, understand, and use appropriate, effective approaches and strategies for early education.

Relationship to Campus Theme:

The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Classroom Policies:

It is essential to build culture and community in the online environment in order that students collaborate together to build a network of learners. To foster and develop this community, students are required to participate throughout the week via online discussions. Suggested due dates are given for work to be completed.

If a student falls more than two weeks behind, the student will contact the instructor and work out a study plan to guide the student towards completing the course on time.

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
 - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
 - b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the Plagiarism Tutorial-Pearson Education to learn more about plagiarism, citing sources, etc.

Disabilities and Special Needs:

Please inform the Learning Center's Disability Coordinator (Peggy Gregg) within the first week of classes if any assistance is required due to disabilities or special needs.