



EC 236 Social & Emotional Development and Guidance  
Tanya R. Mooney, M.Ed.  
Spring 2014  
Dakota College at Bottineau

## Course Syllabus

*Keep this syllabus for reference throughout the semester*

<b>Course Title:</b> Social/Emo Development & Guidance	<b>Instructor:</b> Tanya R. Mooney, M.Ed.
<b>Course Prefix/Number:</b> EC 236	<b>Office:</b> Online
<b>Class Location:</b> Online	<b>Office Hours:</b> Online and by Appointment
<b>Lecture/Lab Schedule:</b> Online	<b>Instructor Contact Information:</b>  <i>Phone: 480-696-0127</i>  <i>Email: tanya.mooney@dakotacollege.edu</i>
<b>Credits:</b> 3	
<b>Pre-/Co-requisites:</b> None	

**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 environments, 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.

**Relationship to Campus Theme:** This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals, and adult caregivers.

**Goals/Objectives:** Upon completion of this course, student 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 responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities
- 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 young children
- Identify positive guidance strategies for children and for groups of children
- Understand and demonstrate how effective teachers arrange the classroom and schedule in order to promote positive social and emotional growth
- Recognize characteristics of a healthy 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, both typical and atypical, as evidenced by classroom discussion
- Use reflective observation to develop their own personal philosophy of child guidance

**Student Outcomes:**

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Indicators of abuse	SEP3K2	Final
Demands of various learning environments	SEP5K1	Inclusion Lesson; Final
Rules and procedural safeguards regarding the management of behaviors of individuals with exceptional learning needs	SEP5K2	Midterm; Final
Ethical practices for confidential communication about individuals with exceptional learning needs	SEP9K1	Midterm; Final
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Inclusion Lesson; Midterm; Observation; Research Paper
<i>The student will have the ability to:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Midterm; Observation; Research Paper
Establish and maintain rapport with learners	SEP5S1	Inclusion Lesson
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Final
Use strategies for managing behaviors as directed	SEP5S3	Inclusion Lesson; Final



EC 236 Social & Emotional Development and Guidance  
 Tanya R. Mooney, M.Ed.  
 Spring 2014  
 Dakota College at Bottineau

Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Inclusion Lesson
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Inclusion Lesson; Observation
Follow instructions of the professional	SEP9S2	Final
Demonstrate problem-solving, flexible thinking, conflict management techniques and analysis of personal strengths and preferences	SEP9S3	Erikson Project; Inclusion Lesson; Midterm; Final
Act as a role model for individuals with exceptional learning needs	SEP9S4	Midterm; Final
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Inclusion Lesson; Midterm; Final
Demonstrate the ability to separate personal issues from one's responsibilities as a paraeducator	SEP9S6	Final

*CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.*

### Required Textbooks and Materials:

Miller, D. (2010). *Positive child guidance* (6<sup>th</sup> ed.). Beverly, MA: Wadsworth.

### Course Requirements:

Description of Assignment/Assessment	CEC Standard	Points Possible	Points Received
<i>Active Participation:</i> Students are required to participate in the course each week. This includes logging in to the course 3 times a week and engaging in meaningful discussion according to the weekly content. (16 weeks, 20 pts per week)		320	
<i>Erikson Project:</i> Students are required to write a reflection paper tying their personal life experiences to Erikson's psychosocial theory. A handout will be provided.	9S3, 9S8, 9S10, 9S11	100	
<i>Inclusion Lesson:</i> Create an age appropriate lesson for young children about disabilities with the learning objective to foster acceptance and respect in your classroom.	55K1, 9K2, 5S1, 5S3, 5S4, 9S1, 9S3, 9S5, 9S8	100	
<i>Midterm:</i> Material covered in the midterm will be from the first half of the course	5K2, 9K1, 9K2, 3S1, 9S3, 9S4, 9S5	100	
<i>Observation/Reflection:</i> Students will be required to do a child observation. Assignment will include using objective observation strategies, identifying components of the observation sequence, and analyzing the collected data.	9K2, 3S1, 9S1, 9S7	100	
<i>Research Paper:</i> Students will select a topic regarding social/emotional development. Assignment will be detailed in class.	9K2, 9S9, 9S10	100	
<i>Final:</i> Material covered in the final will be from the second half of the course	3K2, 5K1, 5K2, 9K1, 5S3, 5S3, 9S2, 9S3, 9S4, 9S5, 9S6	100	
Total Points Possible & Received:		920	/920



EC 236 Social & Emotional Development and Guidance  
Tanya R. Mooney, M.Ed.  
Spring 2014  
Dakota College at Bottineau

**Due Dates:** Each week contains a list of readings and work to complete. All reading and assignments must be completed and submitted by noon of the Monday following the week. The only exception is the last week of class in which all course work is due by noon, May 12<sup>th</sup>. Late work is accepted for half credit, a few late grades can drop the course grade drastically so please submit work on time.

**Grades:** Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

### **Academic and Institution Policies:**

#### Academic Integrity

The academic community is operated on the basis of 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. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

Written work is screened using plagiarism detection software. If plagiarism is detected the student is notified and receives an automatic failure on the assignment. If plagiarism is detected a second time, the student automatically fails the course.

#### Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

#### Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623



EC 236 Social & Emotional Development and Guidance  
 Tanya R. Mooney, M.Ed.  
 Spring 2014  
 Dakota College at Bottineau

### Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.

### **Tentative Course Outline**

*(Subject to Change. All work associated with this course is due by Monday, May 12<sup>th</sup> at noon, CST.)*

Week	Discussion Topic and Activities	Readings	Assignments/ Assessments
Week 1: Jan. 13-19	Introduction	Course syllabus	Discussion 1
Week 2: Jan. 20-26	Historical Perspectives & Guidance Theories	Chapter 11	Discussion 2
Week 3: Jan. 27-Feb. 2	Understanding Children’s Behavior (Infants – 5 years)	Chapter 2, pages 28-53	Discussion 3
Week 4: Feb. 3-9	Understanding Children’s Behavior (5 years – 12 years)	Chapter 2, pages 54-74)	Discussion 4
Week 5: Feb. 10-16	Serving Culturally Diverse Families	Chapter 3	Erikson Project Discussion 5
Week 6: Feb. 17-23	Understanding Children with Disabilities	Chapter 12	Discussion 6
Week 7: Feb. 24-Mar. 2	Moral Development	Chapter 4, pages 132-146	Inclusion Lesson Discussion 7
Week 8: Mar. 3-9	Guidelines for Effective Guidance	Chapter 5	Discussion 8
Week 9: Mar. 10-16	Midterm & Discussion 9		
SPRING BREAK: MARCH 17-23 (NO ONLINE CLASS)			
Week 10: Mar. 24-30	Observations Overview	Chapter 10	Discussion 10
Week 11: Mar. 31-Apr. 6	Understanding the Reasons for Problem Behavior	Chapter 4, pages 146-159	Discussion 11
Week 12: Apr. 7-13	Planning for Developmentally Appropriate Prosocial Environment	Chapter 6	Observation Reflection Discussion 12
Week 13: Apr. 14-20	Positive Communication	Chapter 7	Discussion 13
Week 14: Apr. 21-27	Nonverbal Cues and Appropriate Consequences	Chapter 8	Discussion 14
Week 15: Apr. 28-May 4	Misguided Behaviors and Mistaken Goals	Chapter 9	Research Paper Discussion 15
Week 16: May 4-11	Final & Discussion 16 All work associated with this course is due by Monday, May 12th at noon (CST).		