

ED 131: Positive Guidance
CRN# 26421
Final: Tues, 12/10/10 - 2:30 - 4:20

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Office hours: M 3-4, Th 2:30 – 3:30, F 12-1

I. Course Description

This course focuses understanding and guiding behavior of young children (ages 0-8 years) in child care settings. Students look at the research supporting guidance practices, develop criteria for selection of strategies, evaluate popular guidance techniques and develop a toolbox of strategies that promote the healthy development of young children.

II. Course Outcomes

Students will be able to:

- Narrate children's play and behavior.
- Identify cultural differences in child guidance strategies.
- Analyze how curriculum, environments and routines affect students' behavior.

III. Required Text and Materials

Neugebauer, Bonnie (Ed.). (2011). *Environments*. Redmond, WA: Exchange Publications.
(E)

Siegel, Daniel & Tina Payne Bryson. (2011). *The Whole Brain Child*. New York :Delacorte Press. (WBC)

Siegel, Daniel & Tina Payne Bryson. (2014). *No-Drama Discipline*. New York, Bantam Books.
(NDD)

Course Packet purchased at the LBCC Bookstore. (CP)

IV. How to be SUCCESSFUL in this course:

- Show up to class. We do lots of hands-on learning experiences.
- Participate in classroom activities and conversations.
- Be open-minded.
- Look through and familiarize yourself with the course packet contents.
- Complete assignments on time. Type all assignments.
- Read weekly assignments and bring in Chapter Organizer Notes for Weekly Question.

VI. Expectations about your skills and abilities as a student:

- Attend consistently and on time.
- Participate as a team member. Help others learn and grow.
- Complete assigned readings in preparation for class. Bring required book and materials listed on course outline.
- Stretch a bit beyond your ‘comfort zone’. Be open-minded.
- Use spell check when submitting assignments.

VII. Advice:

- Use your course packet as a resource. There is lots of helpful information in there about the class process and children’s creativity.
- Apply what you are learning to the children in your life.
- Be prepared on presentation days.
- Be open-minded. Consider alternative perspectives.

VII. Grades will be based on the following required assignments:

Assignments	Total Pts	Your Points
Weekly Questions x 9	180	
#1 - Narrating Children’s Prosocial Behaviors	100	
#2 - Positive Descriptive Acknowledgement	100	
#3 – Classroom Observation & Reflection/Analysis	150	
#4 - Visual Schedule	100	
#5 - Emotional Literacy Assignment (in-class)	100	
#6 - Cultural Guidance Strategies	100	
#7 - Guidance Policy	100	
Final (in-class)	70	

Your total points:

Written assignments will be evaluated on the following:

- * Creativity; Detail and description; Clarity & Quality & Application of educational content to classroom experience and/or reading reflections.

Please see rubric below for additional guidance.

In-class Presentation (Emotional Literacy) will be evaluated by your preparation, ability to be a ‘teacher’ and present to your group like if they were children (see rubric).

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. M 3-4, Th 2:30 – 3:30, F 12-1

Week 1-4 assignments will not be accepted after Week 5.
Week 5-9 assignments will not be accepted after week 10.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
What this means: Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		What this means: Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			What this means: Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			What this means: Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		What this means: Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%
 900-1000
 or less

B = 80-89%
 800-899
 or less

C = 70-79%
 700-799

D = 60-69%
 600-699

F = 59% or
 590

Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.

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VII. Calendar/Course Outline

IN-CLASS ASSIGNMENTS	Topic	Readings Due Today	Assignments Due Today
1	Introduction to Guidance & Culture		
2	Brain Development & Guidance	Introduction & Chs 1, 2 & 3(WBC)	
3	Building Relationships	p. 37-51 (E); Ch. 3 (NDD) + Article	Assign #1: Narrating Children’s Prosocial Behaviors
4	Temperament; Understanding Behavior; Power Struggles	Chs 1 & 2 (NDD)	Assign #2: Positive Descriptive Acknowledgement
5	Environments, Routines & Transitions	p. 55-68 (E) +Article	
6	Environment to Engage Children; Guidance in the classroom	p. 23 - 34 (E) p. 71-80 (E)	Assign #3: Classroom Observation
7	Emotional Literacy	Ch 4. (WBC) +Article	Assign #4: Visual Schedule
8 In-class Emotional Literacy	Developing friendships & Friendship skills	Ch 5 (WBC) +Article	Assign #5: Emotional Literacy
9	Problem-solving	Chs 4 & 5 (NDD) +Articles	Assign #6: Cultural Guidance Strategies
10	Conflict resolution	Ch 6 (WBC) & Ch 6 (NDD)	
11 Final: Tues 12/10 2:30 - 4:20	Putting it all together: Case Study (Bring course packet & ch org notes)		Assign #7: Guidance Policy

The instructor reserves the right to make changes in the course schedule

Tuesdays = Weekly Questions
Thursdays = Assignments are due

ED 131 – Additional Articles Reading List

Week 3	<i>In addition to text:</i> Five Reasons to Stop Saying “Good Job!” http://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/
Week 5	<i>In addition to text:</i> Helping Children Make Transitions between Activities (CP, Handout)
Week 7	<i>In addition to text:</i> Enhancing Emotional Vocabulary in Young Children (CP)
Week 8	<i>In addition to text:</i> You’ve Got to Have Friends (CP)