

ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE SYLLABUS

Division: English, Mathematics, Education
Course Title: Child Guidance/Child Study

Course: 1201

Instructor: Lynne Weber

Semester Hours: 3.0

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CATALOG DESCRIPTION:

This course is designed to provide the student with an understanding of young children's behavior. The course will provide to the student underlying causes of problem behavior, foundations for developmentally appropriate child guidance, different caregiving styles, specific positive discipline strategies and ways to manage the physical environment effectively. Students will gain various suggestions/tips on managing specific types of behavior. Students will have opportunities to solve specific problems relating to theory as compared to real-life situations.

GENERAL EDUCATION GOALS ADDRESSED

Upon completion of the course, the student will be able:

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually
- To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. To describe the theories of child development and growth that affects the caregiver's decisions affecting guidance of young children.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
2A,2H,2L,2N,3B,4F,5E,5J,5K,5L,6A,6E,7L,8A,9B	A3, B17,C2,E6,E19	1b,1c,3b,4Aa,4Bb,4Dd

2. To demonstrate knowledge of appropriate guidance techniques.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
5-1,6E,7K,7L,8E,8F	D1,E5, E13,E17,E20	1a,1c,2a,4Bb

3. To design classroom environments to support positive child behavior.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
2J,2L,4A,4F,5C,5D,5E,5H,5I,5J,5K,6A,6E,7F	D1,E5,E13,E17,E20	1a,1c,2a,4Bb

4. To develop an awareness of utilization of outside resources to assist with guidance problems.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
6B,6F,7E,7G,8B,8E,8F,8G,8J,9E	B4,B14,C2b,C4,C14,C23,C24,E18	1a,1b,2c,3a,3b,4Aa,4Bb,4Dd,5b

5. To nurture the roots of prosocial behavior and develop skills in helping children maintain a positive self-esteem.

IPTS	Levels 2-4 Gateways Benchmarks	NAEYC Standards
2C,2F,2L,3B,3F,3G,3H,4B,4F,5C,5D,5E,5H,5I,5K,6B,6D,7B,7C,7D,7F,7L,8I,8L,9B	A5,A14,C17,D24,E1,E7,E11,E12,E14,E15,E16,F7,F8	2a,1b,1c,2c,3d,4Aa,4Bb,4Dd

INSTRUCTIONAL MATERIALS:

Text: Guidance of Young Children, Ninth Edition. Marian Marion 2015

Early Learning Newsletter

mmaddox@wlearning.com

Illinois Professional Teaching Standards (IPTS 2010)

http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1. Discussion Board Questions **200 points**

Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2A	NAEYC Standards: 1c	
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2. Behavior Guest Speaker Report **100 points**

Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	
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3. Observations **100 points**

Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	
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4.

3. Final Project/Exam		100 points	
Expected Learning Objectives/Competencies: 1,2,3,4,5	IPTS Teaching Standards (Knowledge Indicators): 2	NAEYC Standards: 1	

OTHER REFERENCES

EDUCATION CANDIDATE DISPOSITIONS STATEMENT:

Assessment of Professional Dispositions and Behaviors

All teacher candidates will be held accountable to the IVCC ECE/EDC disposition policy and will be evaluated on an ongoing basis. Those who have engaged in behaviors that suggest a negative or inappropriate disposition will be reported to the IVCC Education Disposition Committee. Disposition concerns are important for ALL teacher candidates (early childhood, elementary, secondary, special education and paraprofessional) as dispositions become increasingly important to the development of collaboration skills and other professional behaviors. Concerns need to be identified early and problems need to be resolved as soon as possible.

Students enrolled in courses that have observation/field experience requirements are expected to adhere to the Education Dispositions Policy (as stated in observation guidelines and shared in the Education Orientation session). Students will be assessed by site supervisors or supervising teachers at the end of the semester. The misappropriation of professional/ethical conduct in site placements may result in an automatic drop of grade OR may result in failure of the course. This is at the discretion of the instructor.

TEST OF ACADEMIC PROFICIENCY (TAP) OR ACT PLUS Writing:

Students pursuing the Associate of Arts in Teaching (AAT) degree in Early Childhood Education are required to pass all subtests of the Test of Academic Proficiency as a part of the completion of the degree **OR** have an ACT composite score of a 22 on the ACT plus Writing within 5 years of application to a teacher education/educator preparation program.

Any student who will be required to take the TAP is strongly suggested to register for the Test within the first year of coursework at IVCC. Review test information at <http://www.icts.nesinc.com/>.

PLAGIARISM/ACADEMIC HONESTY:

Plagiarism comes from the Latin word *plagiare*, which means "to steal." Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words or ideas of another as one's own either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without

giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own. Review the IVCC Students Rights and Responsibilities Code of Ethics at <http://catalog.ivcc.edu/studentrightsandresponsibilitycodeofconduct/>

DISABILITY STATEMENT:

This course is designed to support diversity of learners. My hope is to create a safe environment for all students. If you want to discuss your learning experience, please talk to me as early in the term as possible. If you know you have, or suspect you have a disability (learning disability, physical disability, or psychiatric disability such as anxiety, depression, AD/HD, or others) for which you may need accommodations, please contact the Disability Services Office in C-211. Tina Hardy tina_hardy@ivcc.edu, 224-0284, can help determine if you are eligible for support.

FINANCIAL AID RECIPIENTS :

Any withdrawal from a course can affect financial aid. Students who receive financial aid should see an advisor in the Financial Aid Office before withdrawing from a course.

Student Initiated Withdrawal:

Students have the ability to initiate a withdrawal from classes. By completing the form in the Records Office or through the form located within Web Advisor, the student is authorizing IVCC to remove him/her from the course. Entering the student ID number serves as the student's electronic signature. IVCC has the right to rescind a withdrawal in cases of academic dishonesty or at the instructor's discretion.

