

CAPILANO UNIVERSITY	
COURSE OUTLINE	
TERM: FALL 2012	COURSE NO.: EDUC 179
INSTRUCTOR:	COURSE NAME: GUIDING YOUNG CHILDREN
OFFICE: PHONE: 604.986.1911	SECTION NO.:
LOCAL:	CREDITS: 3.0

COURSE FORMAT

Three hours offered either by lecture or online, plus additional fourth hour activities each week over 15 weeks. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITE

None.

EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

GENERAL OVERVIEW

In this course, the student will become familiar with a variety of guidance/ teaching strategies focused on responding to the needs of the individual child. The focus of this course is to support students in their ability to promote each child's self-esteem, sense of belonging, and participation with others. The role of the adult and the arrangement of the environment will be examined. The student will develop a personal philosophy of guidance.

LEARNING OUTCOMES

Students who successfully complete this course should be able to:

1. Recognize how values and beliefs influence our understanding of guidance, discipline, and punishment;
2. Understand that positive guidance in a social context is intended to support children in ways that respect their dignity;
3. Consider how the relationships between the features of the environment and program influence children's behaviour;
4. Articulate positive guidance strategies;
5. Acknowledge the children's rhythms and the fluidity of daily routines can be attuned through a safe, welcoming and inclusive environment;
6. Understand and professionally handle problem-solving environments;
7. Become familiar with a variety of guidance/ teaching techniques to help children:
 - a. develop a healthy self-esteem

- b. express their feelings appropriately
 - c. communicate with one another
 - d. establish self-discipline, self-control, and self regulation
 - e. develop friendships;
8. Describe the role of the teacher in the early years environment;
 9. Compare and contrast the major theories of child guidance and – derived from these theories - be able to identify practices and strategies for effective and positive discipline;
 10. Recognize and reflect upon issues of individual differences and diversity and their implications for guidance; and
 11. Develop a personal theory of guidance based on the understanding of positive guidance principles and the complex realities of the development of young children.

COURSE CONTENT

WEEK	Description	Readings
Week 1	Course Outline and Assignments Examining Values and Beliefs	As per Moodle
Week 2	Influences of the Environment: Space and Materials, Routines and Transitions	As per Moodle
Week 3	Social Context: Teacher and Child Direct and Affective Guidance Positive Communication and Actions	As per Moodle
Week 4	Social Context: Teacher , Children and Families Direct and Affective Guidance Positive Communication and Actions	As per Moodle
Week 5	Guiding Through Activities	As per Moodle
Week 6	Social Problem Solving	As per Moodle
Week 7	Defining Challenging Behaviour	As per Moodle
Week 8	Developing the Individual Guidance Plan	As per Moodle
Week 9	Case Study	As per Moodle
Week 10	Teacher/Child Relationships	As per Moodle
Week 11	Diversity/Discipline/Self Esteem	As per Moodle
Week 12	Diversity/Self Esteem Resource Development	As per Moodle
Week 13	Group Presentations Reflections	As per Moodle

Weeks 14, 15	Exam period	
<p>Note: Students are responsible for all assigned readings prior to class.</p> <p>Students are responsible for registering on the class Moodle site. A registration key will be sent to students prior to the first class</p>		

REQUIRED TEXTS

Coupe, R. ,Halvorson, B., Hurdles, C., Klobucar, A., Read, J., Stone, A., ...Pendygrasse, J. (2011). *The Capilano guide to writing assignments*. North Vancouver, BC: Capilano University.

Early Childhood Educators of British Columbia (2008). *Code of ethics: early childhood educators of British Columbia*. Vancouver, BC: Author.

Government of British Columbia. (2008). *British Columbia early learning framework*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

Government of British Columbia. (2008). *British Columbia early learning framework: From theory to practice*. Victoria, BC: Ministry of Education, Ministry of Health, Ministry of Children and Family Development , & British Columbia Early Learning Advisory Group.

Kaiser, B. & Rasminsky, J. (2007). *Challenging behaviour in young children: Understanding, preventing and responding effectively*. (2nd ed). Boston, MA: Prentice Hall Ministry of Health, Ministry of Children and Family Development, Ministry of Education. BC Early Learning Framework.

REFERENCE

Government of British Columbia (2012). *Community care and assisted living act: Child care licensing regulation*. Victoria, BC: Queens’ Printer

EVALUATION PROFILE

Environment and Guidance	25%
Reflection Assignment	25%
Diversity/Self-Esteem Resource Development	20%
Personal Philosophy	30%
TOTAL	<hr/> 100%

GRADING PROFILE

A+ = 95 - 100	B+ = 81 - 84	C+ = 70 - 74	D = 50 - 59
A = 90 - 94	B = 77 - 80	C = 65 - 69	F = 0 - 49
A- = 85 - 89	B- = 75 - 76	C- = 60 - 64	

ASSIGNMENTS

Details of assignments will be provided by the instructor at the start of the course.

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance: Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry.

In the event of an absence from class, the student will inform the course instructor.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Punctuality: Punctuality is essential in both classroom courses and practica given the professional nature of this program.

Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review. Program probation may be a result of the review.

Academic Responsibility: Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met

Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:
If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments: All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.

Extenuating circumstances:	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <ul style="list-style-type: none"> • Loss of 5 % per day
Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>
Incomplete Grades:	<p>"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.</p>
English Usage:	<p>All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."</p>
Professionalism:	<p>All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.</p>
Emergency Procedures:	<p>Please read the emergency procedures posted on the wall of the classroom.</p>