I. Course Description: Child Guidance is the study of young children and their relationships with peers and teachers. The course emphasizes the implementation of guidance strategies based upon accepted theoretical models while providing developmentally appropriate experiences for the preschool child in the areas of emotional, cognitive, social, and physical development. There are many assignments to complete, and you will be busy in this class, but most students feel highly rewarded by the efforts and the experiences this course generates.

II. FCS Department Objectives:
Students taking courses in FCS will:
1. Study currently accepted theory within the discipline.
2. Expand understanding of theory using applications and exercises that personalize the depth of knowledge and understanding.
3. Complete assignments demonstrating professional practices specific to the discipline.
4. Analyze course concepts against previously held schema prior to experience in the course.
5. Show, in writing, the ability to think critically.
6. Achieve a passing grade on the comprehensive final exam for the course.

III. Course Objectives: By the end of the semester, the college student will:
A. Study and successfully apply guidance techniques in the preschool as offered by Dreikurs, Rogers, Learning Theory, Social Learning Theory, Arbinger principles, and the positive discipline techniques put forth for by Kostelnik, et. al.
B. Propose, write, and implement learning centers in our preschool lab that are age appropriate for the preschool children.
C. Assist in the preschool under the supervision of the college preschool teacher and the instructor for this class.
D. Complete anecdotal observation on a preschool child. *(Called the “Observation Experience”)*
E. Evaluate his/her own work and presentations in the preschool.
F. Correctly use the observational forms provided by the instructor.
G. Successfully pass tests in guidance concepts covered in the study guides with 75% success on the tests.
H. Participate in class discussions about chapter readings and supplementary materials.
I. Have read and annotated at least 10 articles related to the field of child guidance.
J. Complete a thirty-five hour practicum in the college preschool during the semester.

K. Organize all assignments in a binder/portfolio.

L. Achieved an awareness of DAP (Developmentally Appropriate Practice) and an ability to clarify the purpose and application of DAP.
M. Demonstrate competence in managing groups of children as well as individuals.
N. Maintains professional relationships with others working in the preschool.
O. Communicates confidently with parents of preschool children.
P. Intervenes competently with children who show signs of stress or misbehavior.
Q. Utilizes music as part of teaching in the preschool.
R. Shows comfort and competence in using children’s literature in the classroom.

**IV. ATTENDANCE:** Regular attendance is essential to your success in this class. Adhering to your lab schedule is absolutely required. The preschool teacher depends upon your participation in the preschool; if you are unable to make your scheduled time, you are required to let your supervising teacher know as soon as possible. You will have to make up the missed hours. It is also safe to assume that missing scheduled class time will hurt your grade. If you have to miss due to illness or emergency, call Eicher ahead of class and make arrangements to complete work.

**V. EXAMS:** There will be a mid-term examination and a comprehensive final examination. These will cover material from the lectures, the textbook, and the supplement. A study guide will be provided early in the quarter that will help the student prepare for these exams. The instructor will answer any questions, any time, for students...take advantage of this!

**VI. QUIZZES:** There will be quizzes given nearly every class session reviewing the chapter reading and the content of lectures. These will be given at the beginning of class; if you come late to class you will likely miss the quiz, and there will be **no make ups** available. If a student has a problem getting to class on a particular day, make a contact with the instructor **prior** to that class period; otherwise, you
will lose credit for the work that day. Please call! Leave a message on my voice mail if you don’t catch me. I check my voice mail several times each day.
VII. LAB PARTICIPATION: The lab requirement for this class is 35 hours in the preschool. The available lab times are M-Th, 9:00 to 11:30 a.m., and M-Th, 1:00 to 3:30 p.m. How you arrange your lab is up to you and your schedule; the preschool teacher is very flexible in helping students get this taken care of. Also, the preschool teacher will be grading your lab experience. The preschool teacher will be available to work with you on Fridays by appointment, helping with your lessons and your interaction with the children.

VIII. ASSIGNMENTS: The assignments and study guides will be found on Blackboard. The following assignments are required for completion of the Child Guidance Class:

A. Opportunities at rug time: Supervising larger groups of children are often the more difficult of guidance tasks in a classroom. For this reason you will be required to do a minimum of 6 supervised rug time sessions. These will include some practice supervising show and tell, presenting activities for the day, telling stories, and other activities. Normally these activities will be prepared by the preschool teacher and you take the „teacher” role. It is during these opportunities that you get practice working with groups of children. These opportunities give you an informal learning session as a teacher. You will receive specific feedback and ideas from your preschool teachers on running group sessions. These are formative sessions, meaning that you will begin to develop a personal style in working with children in groups. Your grade is not dependent on specific success; rather, you earn part of your grade in the preschool for taking the teacher role in these sessions. **10 points each.**

B. Propose and implement 3 learning centers in the preschool. We will talk about lesson plans for these centers early in the semester. **When you write these up, bring them to Eicher first, who will then sign them so you can take them to Ms. Provost to get scheduled!** These are to follow a learning center format, and to be set up in the classroom for the use of the children. After the children have had some time to explore your learning centers, you will complete a form that evaluates the learning center. Learning Centers must be evaluated in conference with the preschool teacher. These conferences will be scheduled on Fridays, a day when we have no preschool, but Ms. Provost is in the preschool for the guidance students to go through their evaluations and answer your questions.

C. **Study guides** for the chapters will be handed in and graded. They will be graded at 1 point per response; if there are 10 questions on the study guide, there are 10 possible points. While these help you focus on some important parts of the chapters try not to overlook other parts of the chapters. This book is loaded with good information.

D. A **journal** (or Log) of your lab experience is required. Guidelines for this will be included in your binder. Follow the instructions provided for each entry. Logs must be typewritten; usually a single page is adequate.

E. Completion of the **Observation Experience**. Forms provided in class.

F. We will visit two alternate early childhood settings. A short written report will be due on each of these. You should use the Observation Guide to help you take notes during your visit. The Guide is on Blackboard. **You must use an outside resource applying to your observation. Type!**
G. There are two sets of articles on Blackboard. One folder is the group of articles that help prepare you for understanding of guidance theories. The other folder has a group of articles relevant to early childhood. You will read these and then find a current article on a similar theme, then do a short annotation paper which compares the original article with your current article.

H. Write a structured lesson plan for a transition activity. Conduct the transition activity in the classroom with the children.

IX. Grading: Final grades will be based on the percentage of points earned. Points are assigned to the assignments as follows:

A. Final Exam @100 points
B. Mid-term Exam @75 points
C. Quizzes Varied; probably between 100 and 150 points
D. Preschool Experience 110 points
E. Rug time Practice 10 points each, 6 minimum sessions, 60 points
F. Learning Centers 20 points apiece for 60
G. Transition Activity 10 points
H. Study Guides Varied points; @ 220 total
I. Observation Experience 20 points (This is in you”re the article packet)
J. Outside observations 20 points each for 40 points
K. Preschool Journal 9 entries at 10 points each for 90 points
L. Annotations of Articles 4 articles at 15 points each, 60 points

Total Class Points 700-800 total points

A 95-100% A- 90-94% B+ 87-89% B 84-86%
B- 80-83% C+ 77-79% C 74-76% C- 70-73%
D+ 67-69% D 64-67% D- 60-63% F Below 60%

The status of your grade will be made available to you throughout the quarter upon request. This class is a bit harder to keep track of because there is so much flexibility in when many of the assignments are due (i.e. Lesson plans, rug time practice, observation experience, journal entries...) If you have any problems or concerns about your ability to complete the required work for class, please see me. I”m sure you can do well in class, and I”m willing to help you in any way I can to get the grade you want. The average grade in this class is the highest of all of my classes because my students do such a great job in all of the required activities.

ACADEMIC INTEGRITY: Failure to comply with academic integrity, honesty, and behavior standards of Dixie College may result in course failure or administrative withdrawal from the class. Don”t be cheating. Inappropriate classroom behavior may also result in an administrative withdrawal. You will be notified of your withdrawal in this way:
1. A verbal request to comply with behavioral expectations of the class.
2. On written „warning” letting you know that you have not made the required behavioral change.
3. Administrative withdrawal.

Special Class Notes:
1. Attendance Policy- There is no attendance requirement for the class. However, you will find that if you don”t attend, you will lose points for missed quizzes, for classroom activities, and for the
assignments that are due that day. It’s hard to get a good grade in this class without being there. You cannot make quizzes up!

2. **Confidentiality** - Often in a class about relationships students exercise their right to participate by disclosing personal information that is sensitive by nature. We respect these disclosures by not revealing personal information about others outside of class. You may speak about concepts and ideas, about our stories, but you may not connect these with a person or name.

4. **Student Support Services**
   **Americans with Disabilities Act (ADA) Statement:**
   Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

5. If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center, room 105. You can also reach the Online Writing Center by going to http://dsc.dixie.edu/owl/.

6. Drop in tutoring is available to all registered Dixie State College students. Inquire at http://dsc.dixie.edu/tutoring/index.htm

7. If you need help from a librarian, access this site: Http://library.dixie.edu/

8. **DMAIL:** Important class and college information will be sent to your Dmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail email account. If you don’t know your user name and password, go to www.dixie.edu and select “Dmail,” for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

9. **Policy for Absences Related to College Functions:** For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student’s grade. The student is required to provide the instructor with a schedule of days that will be missed, will be required to negotiate any scheduled work ahead of time with the instructor.