SYLLABUS:  
FCS 2610: CHILD GUIDANCE BASED ON DEVELOPMENTAL THEORY

SEMESTER: Fall 2012

CRN: 45181  
Professor: Tim Eicher, M.Ed.  
Contact Info:  
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Office: Room 128, Education and Family Studies Building  
Office Hours: Wednesday a.m.  
Begin/Ending Dates: August 20-December 14, 2012  
Credit Hours: 3.0  
Class Hours/Room: Wednesday from 5:15-7:45 in Room 111, EFS Building

Prerequisites
Or corequisites: FCS 1500 Human Development or FCS 2500, Child Development Birth through Eight may be accepted as co-requisites upon instructor approval

Students, the 7th Edition is available but we will use the 6th!

Materials: All materials for the course will be found on CANVAS. Be sure to ask for help if you need to know how to use this new system.

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. The most important task of early childhood is the development of self-regulation and empathy. 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 Adler and 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. Take pictures of your center for your portfolio.
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 assessments (reflection and application) in guidance concepts covered in the study guides with 75% success.

H. Participate in class discussions about chapter readings and supplementary materials.

I. Have read and annotated at least 8 articles related to the field of child guidance.

J. Complete a thirty-five hour practicum in the college preschool during the semester.

K. Work successfully as a team with the preschool director and other teachers

L. Organize all assignments in an electronic portfolio for this class.

M. Visit other ECE sites in St. George to get some experience with alternative ECE approaches and do short research papers on these alternative approaches.

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 midterm 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. We only meet 15 times in this class. To miss three classes is to miss 20% of the entire experience. You will not be able to make up quizzes when you miss a class. 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 contact me through Canvas or email. Leave a message on my voice mail (652-7845) if you don’t catch me. I check my email daily.

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 CANVAS. 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. The study guides are posted in a folder on CANVAS.

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; more importantly, recording your observations and experiences will
demonstrate how much you are learning. The Journal Guide will be posted on CANVAS.

E. We will visit two alternate early childhood settings. A short written report will be due on
each of these. You can use the Guide for Observations as a guide for these write-ups. You must use
an outside resource applying to your observation. Type!

F. In the FILES section of Canvas, there will be 4 articles will guide your exploration with
Arbinger, Rogerian, Adlerian, Behavioral Theories. Read them prior to the day scheduled for these
concepts in your outline. Also your topical articles will be found in the Files section of Canvas, as
well: Praise, How Children Learn, Play is My Job, and Time Out

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 10 points apiece for 60
G. Study Guides Varied points; @ 220 total
H. Outside observations 25 Points each for 50 points
I. Preschool Journal 9 entries at 10 points each for 90 points
J. Annotations of Articles 4 articles at 15 points each, 60 points

**Total Class Points**

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<th>Grade</th>
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<tr>
<td>A</td>
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**Total Class Points**

700-800 total points

Your grade in class will always be available on Canvas. 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:**

   If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516
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/ow/.  

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.