Family and Consumer Sciences Department

Syllabus: FCS 2610: Child Guidance Based on Developmental Theory

CRN: 20446
Meeting Days and Time: M 5:15-7:45
Semester/Year: Spring 2015
Credit Hours: 3.0
Location: PAB (previously EFS BLD) Room 113 Sewing Lab
Instructor: Teresa Provost, M.Ed.
DSU Email Address: tprovost@dixie.edu
Office Phone: 435-652-7848
Office Hours: Friday 10:00-1:00
Office Location: Preschool Room 118

Prerequisites or co-requisites: FCS 1500 Human Development or FCS 2500, Child Development Birth through Eight

Lab: 35 hours preschool lab

Course Description from Catalog: Required of students pursuing the associate degree in Early Childhood Education, but valuable to parents, prospective parents, and educators. Applies the principles of child guidance and discipline from currently accepted theories by using DSU Preschool as a laboratory. Prerequisite: FCS 1500 (can be concurrently enrolled); or FCS 2500 (can be concurrently enrolled); or PSY 1100 (can be concurrently enrolled).

Required Textbook(s) /Recommended Books/other materials: Guiding Children’s Social Development and Learning. 7th Edition, 2012. Kostelnik, Gregory, Soderman, Whiren, Wadsworth Publishers. All materials for the course will be found on CANVAS.

Family and Consumer Sciences Department Learning Outcomes:

1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
   a. Gathering information
b. Comparing and contrasting sources and quality of information
c. Evaluating information for reliability and validity
d. Creating resolutions/proposals to solve questions or problems within the discipline

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, Arbinger principles, and the positive discipline techniques put forth for by Kostelnik, et.al.
B. Propose, write, and implement learning centers in the preschool lab that are age appropriate for the preschool children.
C. Assist in the preschool under the supervision of the university preschool teacher and the instructor for this class.
D. Evaluate his/her own work and presentations in the preschool.
E. Correctly use the observational forms provided by the instructor.
F. Successfully pass assessments (reflection and application) in guidance concepts covered in the study guides with 75% success.
G. Participate in class discussions about chapter readings and supplementary materials.
H. Have read and annotated at least 8 articles related to the field of child guidance.
I. Complete a thirty-five hour practicum in the university preschool during the semester.
J. Work successfully as a team with the preschool director and other teachers.
K. Visit other ECE sites in St. George to get some experience with alternative ECE approaches and do short research papers on these alternative approaches.

Course Assignments and Assessments:

A. Attendance: Regular attendance is essential to your success in this class. We meet once per week; when you miss a single class you miss the equivalent of a week of the daily classes. 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 Ms. Provost ahead of class and make arrangements to complete work.

B. 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. 100 points.
C. Quizzes: There will be quizzes given nearly every class session reviewing the chapter reading and the content of lectures. We only meet 14 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 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 (652-7848) if you don’t catch me. I check my email daily. Varied; probably between 100 and 150 points.

D. 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, and M-Th 1:00 to 3:30. 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. 110 points.

E. Assignments: The assignments and study guides will be found on CANVAS. The following assignments are required for completion of the Child Guidance Class:

1. 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, reading 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 the preschool teacher 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.

2. Propose and implement 3 learning centers in the preschool. We will talk about lesson plans for these centers early in the semester. 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 after
the preschool class or on Fridays, a day when we have no preschool, but Ms. Provost is in the preschool for you to go through the evaluations and answer your questions. **10 points each.**

3. Chapter study guides for each chapter will be turned in and graded. 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 assignments on CANVAS. **10 points each.**

4. A journal (or log) of your lab experience is required. Guidelines for this is found on CANVAS. 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. **10 points each.**

5. 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. Headstart and Barefoot Montessori are the two alternate preschools we will observe. You must call and let them know who you are and when you will be observing. Your observations must be typed. **25 points each.**

6. In the assignment section of canvas, there will be articles to guide your exploration with Arbinger, Rogerian, and Adlerian/Dreikurs. Read them prior to the day scheduled for these concepts to be discussed. Also, articles will be found as well on CANVAS: Praise, How Children Learn, Play is My Job, and Time Out. Summaries of these articles, typed on one or two pages, will be due (check course outline). **15 points each.**

7. Grading: Final grades will be based on the percentage of points earned.

**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 up quizzes!

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.
## Course Outline:

### FCS 2610: Guidance Based on Developmental Theory

#### Spring Outline

**Professor Provost**

<table>
<thead>
<tr>
<th>Date</th>
<th>Study Content for Day</th>
<th>Source of Info</th>
<th>Quiz/Test</th>
<th>Assignments/Activities</th>
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<tbody>
<tr>
<td>Jan 12</td>
<td>Syllabus/Outline Review&lt;br&gt;Go through assignments&lt;br&gt;Lab Sign Up&lt;br&gt;Questions on syllabus Behavioral Objectives Learning Centers</td>
<td>Syllabus/Outline Canvas Review&lt;br&gt;Lesson Plan Template</td>
<td>None</td>
<td>Visit to preschool&lt;br&gt;Write Lesson Plan&lt;br&gt;Found on canvas</td>
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<tr>
<td>Jan 19</td>
<td>No School Holiday</td>
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<td>Jan 26</td>
<td>Arbinger Concepts Getting Out of the Box</td>
<td>Guest lecturer Tim Eicher</td>
<td>Quiz on Arbinger</td>
<td>Arbinger study guide&lt;br&gt;Complete in-class – found on canvas&lt;br&gt;Journal 1 due</td>
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<tr>
<td>Feb 2</td>
<td>Carl Rogers Chapter 1 – Making a Difference in Children’s Lives</td>
<td>Chap 1 - Textbook&lt;br&gt;Carl Rogers Info on Canvas</td>
<td>Quiz Chap 1&lt;br&gt;Quiz Rogers</td>
<td>Study guide Chap 1 due – found on canvas&lt;br&gt;Study Guide – Carl Rogers due&lt;br&gt;Praise Articles Summary due&lt;br&gt;Journal 2 due</td>
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<td>Feb 9</td>
<td>Chap 2 - Establishing Positive Relationships with Infants and Toddlers&lt;br&gt;Adler/Dreikurs</td>
<td>Chap 2&lt;br&gt;PP Adler/Dreikur&lt;br&gt;Quiz Adler/Dreikur</td>
<td>Quiz Chap 2&lt;br&gt;Quiz Adler/Dreikur</td>
<td>Study guide Chap 2 due – found on canvas&lt;br&gt;Study Guide Adler/Dreikur Theory – complete in class</td>
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<td>Feb 16</td>
<td>No School - Holiday</td>
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<td>Feb 23</td>
<td>Chap 3 – Building Positive Relationships through Nonverbal Communication</td>
<td>Chap 3</td>
<td>Quiz Chap 3</td>
<td>Study Guide 3 due&lt;br&gt;Found on CANVAS&lt;br&gt;How Children Learn summary due&lt;br&gt;Journal 3 due</td>
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<td>Mar 2</td>
<td>Chap 4 - Promoting Children’s Positive Sense of Self through</td>
<td>Chap 4</td>
<td>Quiz Chap 4</td>
<td>Study guide Chap 4 due&lt;br&gt;Found on canvas</td>
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<td>Date</td>
<td>Chapter</td>
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<td>Mar 9</td>
<td>No School Semester Break</td>
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<td>Mar 16</td>
<td>Chap 5 – Supporting Children’s Emotional Development and Learning Midterm</td>
<td>Quiz Chap 5 Midterm</td>
<td>Study guide Chap 5 due</td>
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<td>Journal 5 due</td>
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<td>Mar 23</td>
<td>Chap 7 – Play as a Context for Social Development and Learning</td>
<td>Quiz Chap 7</td>
<td>Play is My Job summary due</td>
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<td>Study guide Chap 7 due</td>
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<td>Journal 6 due</td>
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<td>Mar 30</td>
<td>Chap 8 – Supporting Children’s Peer Relationships and Friendships</td>
<td>Quiz Chap 8</td>
<td>Study guide Chap 8 due</td>
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<td>Visit Headstart this week</td>
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<td>Journal 7 due</td>
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<td>April 6</td>
<td>Chap 9 – Influencing Children’s Social Development by Structuring the Physical Environment</td>
<td>Quiz Chap 9</td>
<td>Paper on Headstart</td>
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<td>Study guide Chap 9 due</td>
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<td>Visit Montessori this week</td>
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<td>Apr 13</td>
<td>Chap 10/11 – Fostering Self-Discipline in Children</td>
<td>Quiz Chap 10/11</td>
<td>Paper on Montessori Due</td>
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<td>Study guide Chap 10/11 due</td>
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<td>Journal 8 due</td>
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<tr>
<td>Apr 20</td>
<td>Chap 12/13 – Handling Children’s Aggressive Behavior/Promoting Prosocial Behavior</td>
<td>Quiz Chap 12/13</td>
<td>Study guide Chap 12/13 due</td>
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<td>Journal 9 due</td>
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<td>Time Out Summary due</td>
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<td>Study Guide Code of Ethical Conduct</td>
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<td>May 4</td>
<td>Final</td>
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Semester Schedule

2015 Spring Semester

Oct 31  Spring 2015 Bachelor's degree Graduation Application Deadline

Nov 17  Spring Registration open to Seniors (90+ earned credits)

Nov 18  Spring Registration open to Juniors (60+ earned credits)

Nov 19  Spring Registration open to Sophomores (30+ earned credits)

Nov 20  Spring Registration open to All Students

Jan 12  Classwork Starts

Jan 15  Last Day for Waitlist

Jan 16  Last Day to Add Without Signature

Jan 19  Martin Luther King Jr. Day

Jan 22  Drop/Audit Fee Begins ($10 per class)

Jan 22  Residency Application Deadline

Jan 27  $50 Late Registration/Payment Fee

Feb 2  Spring 2015 Associate's degree Graduation Application Deadline

Feb 2  Pell Grant Census

Feb 2  Last Day for Refund

Feb 2  Last Day to drop without receiving a "W" grade

Feb 4  Courses dropped for non-payment

Feb 6  Last Day to Add/Audit

Feb 16  President's Day

Mar 2  Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2    Mid-Term Grades Due
Mar 6    Last Day to Drop Individual Class
Mar 9-13 Spring Break
Mar 23   Fall Class schedule available online
Mar 23   Summer Registration open to Seniors (90+ credits)
Mar 24   Summer Registration open to Juniors (60+ credits)
Mar 25   Summer Registration open to Sophomores (30+ credits)
Mar 26   Summer Registration open to all students
Apr 1    Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10   Last Day for Complete Withdrawal
Apr 13   Fall Registration open to Seniors (90+ credits)
Apr 14   Fall Registration open to Juniors (60+ credits)
Apr 15   Fall Registration open to Sophomores (30+ credits)
Apr 16   Fall Registration open to all students
Apr 29   Classwork Ends
Apr 30   Reading Day
May 1    Final Exams
May 1    Associate's degree Graduation Deadline - Summer 2015
May 4-7  Final Exams
May 8    Commencement

**2015 Spring Semester (Block)**

Oct 31   Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 17   Spring Registration open to Seniors (90+ earned credits)
Nov 18  Spring Registration open to Juniors (60+ earned credits)
Nov 19  Spring Registration open to Sophomores (30+ earned credits)
Nov 20  Spring Registration open to All Students
Jan 20  Residency Application Deadline
Jan 30  Spring 2015 Associate's degree Graduation Application Deadline
Feb 16  President's Day
Feb 17  Classwork Starts
Feb 18  Last Day to Waitlist
Feb 19  Last Day to Add Without Signature
Feb 25  Drop/Audit Fee Begins ($10 per class)
Feb 25  $50 Late Registration/Payment Fee
Feb 27  Pell Grant Census
Feb 27  Last Day for Refund
Feb 27  Last Day to drop without receiving a "W" grade
Mar 2   Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2   Courses dropped for non-payment
Mar 3   Last Day to Add/Audit
Mar 9-13 Spring Break
Mar 23  Summer Registration open to Seniors (90+ credits)
Mar 24  Summer Registration open to Juniors (60+ credits)
Mar 25  Summer Registration open to Sophomores (30+ credits)
Mar 26  Last Day to Drop Individual Class
Mar 26  Summer Registration open to all students
Apr 1   Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10  Last Day for Complete Withdrawal
Apr 13  Fall Registration open to Seniors (90+ credits)
Apr 14  Fall Registration open to Juniors (60+ credits)
Apr 15  Fall Registration open to Sophomores (30+ credits)
Apr 16  Fall Registration open to all students
Apr 29  Classwork Ends
Apr 30  Reading Day
May 1   Final Exams
May 1   Summer 2015 Associate's degree Graduation Application Deadline
May 4–7 Final Exams
May 8   Commencement

**Final Exam Schedule**

### Spring 2015

<table>
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<tr>
<th>Fri – May 1</th>
<th>Mon – May 4</th>
<th>Tues – May 5</th>
<th>Wed – May 6</th>
<th>Thur – May 7</th>
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<td>TR, T Only</td>
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<td>TR, Thu Only</td>
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<td>Class Time</td>
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<td>12:30 – 2:30</td>
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<td>4:00</td>
<td>2:30 – 4:30</td>
<td>Fri Only Classes</td>
<td>MW or M Only Classes</td>
<td>TR, Tues Only Classes</td>
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**Available Resources**

As a student at Dixie State University, you have access to several helpful resources:
• **Library**
  • Computer Lab (located at the **Smith Computer Center** and the **Library**)
  • **Disability Resource Center** - Provides services and accommodations to students with disabilities.
  • **IT Student Help Desk** - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
  • **Online Writing Lab** - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
  • **Student Success Center** ([www.dixie.edu/studentsuccess](http://www.dixie.edu/studentsuccess))
  • **Testing Center**
  • **Tutoring Center** - Free and open to all students. Improve your study skills and clarify concepts and class material.
  • **Writing Center** - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

See our [Campus Map](http://www.dixie.edu/campusmap) for the location of these and other resources.

### Policies and Statements

- **Academic dishonesty / Academic integrity policy**
- **Disruptive behavior policy**
- **Absences related to college functions**
- **Reasonable Accommodation**: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustments, accommodations, or auxiliary aids to be successful in their program of study should contact the Disability Resource Center within the first two weeks of the beginning of classes for eligibility determination.

  Proper documentation of impairment is required in order to receive services. DRC is located on the ground floor of the **Financial Aid Office**. You may call 652-7516 to schedule appointment for further information regarding the process to receive accommodations. DRC Coordinator determines eligibility for and authorizes the provision of services.

- **Dmail**: You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and follow the respective instructions.
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- **Library**
- Computer Lab (located at the Smith Computer Center and the Library)
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- **Writing Center** - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

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**Policies and Statements**

- **Disability 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 at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

- **Academic dishonesty / Academic integrity policy**
- Reference to "[Policy for Absences Related to College Functions](#)"
- **Disruptive behavior policy / classroom expectations**
- **Dmail:**

  You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and follow the respective instructions.