



Course Syllabus Child Guidance CDEC 1319

Semester with Course Reference Number (CRN)	Spring, 2017 CRN # 18757
Instructor contact information (phone number and email address)	Dr. Leslie E. Comfort 713-718-6234 leslie.comfort@hccs.edu
Office Location and Hours	Central Campus, EDC Building, D110 Office hours by appointment.
Course Location/Times	Spring Branch Campus, # 306 Wednesdays, 6:00 – 9:00 p.m.
Course Semester Credit Hours (lecture, lab)	Credit Hours 3.00 Lecture Hours 2.00 Laboratory Hours 2.00
Total Course Contact Hours	64
Course Length (number of weeks)	
Type of Instruction	Lecture/Lab
Course Description:	An exploration of guidance strategies for promoting prosocial behaviors with individual and groups of children. Emphasis on positive guidance principles and techniques, family involvement, and cultural influences. Practical application through direct participation with children.
Course Prerequisite	None
Academic Discipline/CTE Program Learning Outcomes	NAEYC Standard 1 Promoting Child Development and Learning NAEYC Standard 2 Building Family and Community Relationships.
Course Student Learning Outcomes (SLO)	1. Summarize theories related to child guidance. 2. Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.

3. Recognize the impact and influence of families and culture in guiding children.
4. Promote development of positive self-concept and pro-social behaviors in children.
5. Apply appropriate guidance techniques to specific situations relating to children's behaviors.
6. Demonstrate skills in helping children resolve conflicts.

Learning Objectives

Summarize theories related to child guidance.

1.1 Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities.

Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.

2.1 Describe development of self-concept and self-esteem.

2.2 Explain the role of indirect guidance techniques in classroom management.

Recognize the impact and influence of families and culture in guiding children.

3.1 Describe how cultural differences affect guidance.

3.2 Describe the importance of working with parents to solve guidance issues.

Promote development of positive self-concept and pro-social behaviors in children.

4.1 Demonstrate techniques teachers can use to facilitate positive social interactions among children.

Apply appropriate guidance techniques to specific situations relating to children's behaviors.

5.1 Recognize true problem behaviors and identify professional resources for specific developmental or family needs.

5.2 Demonstrate skills in classroom management and guidance techniques as they relate to common problems behaviors (e.g., biting, hitting, tantrums, inappropriate language, high activity level, etc.)

Demonstrate skills in helping children resolve conflicts.

6.1 Implement principles of conflict resolution.

6.2 Demonstrate teamwork skills when guiding children.

SCANS and/or Core Curriculum Competencies

SCANS

Summarize theories related to child guidance.

Foundation Skills - Thinking -Knowing How to Learn

Explain how appropriate guidance promotes autonomy, self-discipline, and life-long social skills in children.

Foundation Skills - Thinking -Reasoning

Recognize the impact and influence of families and culture in guiding children.

Foundation Skills - Thinking -Seeing Things in the Mind's Eye

Promote development of positive self-concept and pro-social behaviors in children.

Workplace Competencies - Information -Interprets & Communicates

Apply appropriate guidance techniques to specific situations relating to children's behaviors.

Workplace Competencies - Information -Organizes & Maintains

Demonstrate skills in helping children resolve conflicts.

Workplace Competencies - Information -Interprets & Communicates

Course Calendar

Please see page 6.

Instructional

Face-to-Face

Methods	Web-enhanced (49% or less)
Required Component	This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course- <u>practicum assignment and behavioral case study.</u>
Student Assignments	Three observations, web-discussions, video assignments, an oral report, parent interview, reviews of textbook content, and case study
Student Assessment(s)	Four exams (multiple choice & true/false), and chapter quizzes
Instructor's Requirements	Class attendance is crucial along with online assignments
Program/Discipline Requirements	NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

Orientation Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory orientation. Contact the department at 713-718-6303 for more details about the orientation.

Required component assignments/Key Assessments Revision Policy Only one revision allowed per student on key assessments and required component assignments. The maximum grade a student can earn on a revised assignment is 70 % of the possible points. If a student uses any tutoring service, he or she must take/send assignment description or directions with the first draft. **IF** student does not pass the assignment the first time, any or all of the following will be required:

- a. Conference with professor
- b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request):

APA Tutorials

http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658

OR

<http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html>

Plagiarism Tutorial

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

- c. See an in-person tutor at professor’s discretion

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Incomplete Policy The grade of “I” (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of “I” may be earned if a student is passing the course with a D or higher. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an “I” you must arrange with the instructor to complete the course work within six months. After the deadline, the “I” becomes an “F”. All “I” designations must be changed to grades prior to graduation. The changed grade will appear on your record as “I”/Grade (example: “I/A”) (see HCC Student Handbook, Academic Information Section).

Instructor Grading Criteria

FINAL GRADE POINTS:

1000 – 900 = A
899 – 800 = B
799 – 700 = C
699 – 600 = D
599 and below = F

Instructional Materials

Miller, D.F. (2015). *Positive Child Guidance (8th ed.)*. Albany, New York: Delmar.

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College

Student System online near the end of the term.

Access Student Services Policies on their Web site

<http://www.hccs.edu/district/about-us/policies/d-student-services/>

Title IX

a) Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

b) It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to www.edurisksolutions.org Go to the button at the top right that says Login and click. Enter your student number.

Access DE Policies on their Web site

<http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf>

Attendance Policy

For a 3-credit-hour lecture class, meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence. The 6 hours includes accumulated minutes late to class and leaving class early.

DE Attendance Policy

All students are expected to attend classes regularly, thus DE students must login to this course on a regular basis. DE students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count towards attendance.

Active participation means turning in assignments each week. If you are having technical difficulties and cannot login, you must immediately contact your professor and the *Eagle Online* Help desk or you will be counted as absent.

Spring Calendar, 2017
Wednesdays, 6:00 p.m. – 9:00 p.m.
Dr. Comfort, Professor Houston Community College

DATE	ONLINE TOPIC	ASSIGNMENT DUE DATE
Jan. 18	Chapters 1 – 3	Introduction to the Course
Jan. 25	Chapters 1 – 3	Chapters 1 & 2
Jan. 27	Chapters 1 – 3	Introductions Discussion (10) / Quiz 1 (10)
Feb. 1	Chapters 1 – 3	Chapter 3
Feb. 3	Chapters 1 – 3	Punishment Discussion (10) / Quiz 2 (10)
Feb. 8	Chapters 1 – 3	Test on Chapters 1 – 3 (60)
Feb. 10	Chapters 1 – 3	Textbook Content Review 1 (77) / Quiz 3 (10)
Feb. 15	Chapters 4 – 6	Chapter 4
Feb. 17	Chapters 4 – 6	Piaget Discussion (10) / Grocery Store Observation (30) / Quiz 4 (10)
Feb. 22	Chapters 4 – 6	Chapters 5 & 6 / School Guidance Policy (20)
Feb. 24	Chapters 4 – 6	Bias Discussion (10) / Guidance Interview (60) / Quiz 5 (10)
Mar. 1	No Class	
Mar. 3	Chapters 4 – 6	Attributes Discussion (10) / Textbook Content Review 2 (49) / Quiz 6 (10)
Mar. 8	Chapters 4 – 6	Test on Chapters 4 – 6 (60)
Mar. 10	Chapters 4 – 6	Fast Food Observation (60)
Mar. 22	Chapters 7 – 9	Chapter 7
Mar. 24	Chapters 7 – 9	Video Assignment One (24) / Adults Discussion (10) / Quiz 7 (10)
Mar 29	Chapters 7 – 9	Chapters 8 & 9
Mar. 31	Chapters 7 – 9	Mall or Public Park Observation (60) / Quiz 8 (10)
Apr. 5	Chapters 7 – 9	Test on Chapters 7 – 9 (60)
Apr. 7	Chapters 7 – 9	Textbook Content Review 3 (64) / Quiz 9 (10)
Apr. 12	No Class	
Apr. 19	Chapters 10 & 11	Chapter 10 / Lab (200)
Apr. 21	Chapters 10 & 11	Morals Discussion (10) / Video Assignment Two (27) / Quiz 10 (10)
Apr. 26	Chapters 10 & 11	Chapter 11 / Case Study (200)
April 28	Chapters 10 & 11	Model Discussion (10) / Textbook Content Review 4 (34)
May 3	Chapters 10 & 11	Oral Report (50)
May 5	Chapters 10 & 11	Learning Discussion (10) / Quiz 11 (10)
May 10	Chapters 10 & 11	Test on Chapters 10 – 11 (40)

- (Numbers in parenthesis represent the total points that can be earned for an assignment or a test.)
- **Discussions** and **Quizzes** cannot be submitted late.
- No partial points will be awarded for **Discussions**.
- One point per day is deducted for late assignments (excluding discussions and quizzes).
- **Bold dates** are for online assignments.
- No assignments may be submitted after **May 5**.