ECE 35 – Guiding Young Children

Course Information

Semester & Year: Fall 2024
Course ID and Section number: V8430
Instructor's name: Michelle Hancock
Online
Course units:3

Instructor Contact Information

Office location or Online: Monday Zoom https://cccconfer.zoom.us/j/9492207244
Office hours: Monday through Thursday 9:00 – 11:00 a.m.
Phone number: (707)339-0488
Email address: michelle-hancock@redwoods.edu

Catalog Description

This course focuses on the use of developmentally appropriate practices related to child guidance for children ages 0-8 years in early care settings. Emphasis is placed on developing a personal approach to child guidance based on current scientific research and theory concerning child development. The course includes genetic, environmental, and cultural factors that impact the behavior of young children and practical strategies for intervention and prevention.

Course Student Learning Outcomes

- Compare and contrast guidance and punishment and articulate the impact of each on the development of young children.
- Observe and chart mistaken behaviors and teacher interventions in a preschool or early elementary school classroom.
- Discuss how children's challenging behaviors impact families and caregivers and identify techniques that foster collaboration.

Prerequisites/corequisites/ recommended preparation

None

Required Textbooks

ISBN 978-1-60554-537-0 - Guidance for Every Child, Dan Gartrell 2017

ISBN 978-1-60554-688-9 – A Guidance Guide for Early Childhood Leaders, Dan Gartrell 2020

Assignments

Frequent Assignments

Discussions	14 x 40 points	560 points
Quizzes	15 x 40 points	600 points

Significant Assignments

Transitions Resource File	150 points
Daily Schedule	150 points
Behavior Management Strategy Power Point	150 points
Teacher Interview	300 points
Classroom/Child Observation	200 points
Personal Guidance Philosophy	150 points
	2,260 points

Grading

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn and ultimately, each assignment contributes to your ability to finish the course with a passing grade. A rubric will be provided for each assignment.

Communication

Communication is critical to the success of our class! You need answers to your questions in a timely manner to do your best on assignments and meet deadlines. Don't hesitate to contact me if you can't find the answer to your question after reviewing our class syllabus, postings, or announcements. The best way to contact me is to either 1) send me an email, or 2) text me. I check email *at least* once a day, (usually more) except Sundays. If you have not received a response in 24 hours, assume I have not received it, confirm the email address you used and try again, and/or a different method.

Late Work

The following policies apply to late work during our time together:

1) I will accept one late discussion post and one late journal post during the semester for 50% of the original value. Quizzes cannot be made up past the due date. Don't miss these deadlines!

2) Assignments (other than discussion posts and tests) will receive a reduction of 5% per day.

3) Key points can be submitted at any time during the semester so if you want to prep early, you can, or if you're running behind, don't panic.

4) If you know of an upcoming major life event that will create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss potential solutions before the assignment due dates. The late policies still apply, but we can discuss how you can complete your work in advance.

Course Participation

Are you an active participant in our class? Unlike a face-to-face class that takes attendance using a sign-in sheet, an online class is a little more ambiguous. To establish your presence in the class, you must post your introduction in the discussion forum by the end of the first week of class. If you haven't posted by Tuesday of the first week, I will contact you to let you know you are going to be dropped from the course.

If at any time during the course you don't participate 2 weeks in a row, you will be dropped from the course.

Basically, if you stop participating in class, you risk being dropped, and this may cause a significant problem for your financial aid.

ECE 101 Reading and Assignment Calendar

	Topics	Readings	Assignments Due
Week 1 8/26	Class Introductions	Syllabus	Introduction Forum Post - Tues Note to Michelle - Tues Introduction Quiz - Sunday
Week 2 9/2	Challenging Behaviors Mean Challenged Children	Guidance for Every Child: Introduction & Chapter 1	Discussion – Fri/Sun Quiz - Sun
Week 3 9/9	Seven Guidance Practices	Guidance for Every Child: Chapter 2	Discussion – Fri/Sun Quiz - Sun
Week 4 9/16	An Encouraging Learning Community for Every Child	Guidance for Every Child: Chapter 3	Discussion – Fri/Sun Quiz - Sun
Week 5 9/23	Working with Families on Behalf of the Child	Guidance for Every Child: Chapter 4	Discussion – Fri/Sun Quiz – Sun ***Teacher Interview – Sun***
Week 6 9/30	Group Meetings: Teaching for Life in a Democracy	Guidance for Every Child: Chapter 5	Discussion – Fri/Sun Quiz - Sun

Week 7 10/7	Calming the Storm	Guidance for Every Child: Chapter 6	Discussion – Fri/Sun Quiz - Sun
Week 8 10/14	Teaching Young Children to Manage Conflicts through Guidance Talks	Guidance for Every Child: Chapter 7	Discussion – Fri/Sun Quiz – Sun *Behavior Management Strategy Power Point – Sun*
Week 9 10/21	Teaching Young Children to Manage Conflicts through Mediation	Guidance for Every Child: Chapter 8	Discussion – Fri/Sun Quiz - Sun
Week 10 10/28	Guidance: What It Is	A Guidance Guide: Chapter 1	Discussion – Fri/Sun Quiz - Sun *Daily Schedule – Sun*
Week 11 11/4	The Theory Chapter	A Guidance Guide: Chapter 2	Discussion – Fri/Sun Quiz – Sun
Week 12 11/11	Guidance Communication	A Guidance Guide: Chapter 3	Discussion – Fri/Sun Quiz – Sun
Week 13 11/18	Guidance with Children	A Guidance Guide: Chapter 4	Discussion – Fri/Sun Quiz – Sun *Transitions Resource File – Sun*
	Fall Break	Fall Break	Fall Break
Week 14 12/2	Readiness: Not a State of Knowledge but a State of Mind	A Guidance Guide: Chapter 5	Discussion – Fri/Sun Quiz – Sun *Classroom/Child Obs. – Sun*
Week 15 12/9	Guidance Leadership with Parents	A Guidance Guide: Chapter 6	Discussion – Fri/Sun Quiz – Sun
Week 16 12/16	Guidance Leadership with Staff and Outside Professionals	A Guidance Guide: Chapter 7	Discussion – Fri/Sun Quiz – Sun *Personal Guidance Philosophy – Fri*

Discussion & Quiz Details

Weekly Discussion Guidelines
You will be required to submit <u>one</u> initial posting and <u>two</u> responses to peer postings per week for each question. This is the minimum. *Postings* should be at least 200-300 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts. Credit will not be given for quotes that are posted as a follow-up. You must include the quote in your initial post.

Sample citations/quotations:
According to our text, "insert statement from our textbook here." (Gartrell, page #)
Or . . .
"Insert statement from our textbook here." (Gartrell, page #)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. "I agree" does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below. All work in the final week is due on Friday.

Weekly Posting Grading Rubric
10 Properly cited quote from the weekly readings included in <u>initial post</u>
10 Initial post is made by Friday night at midnight
10 Substantially response to a minimum of 2 peers
10 Quality of initial post

Introduction Quiz

Prior to taking this quiz, familiarize yourself with our classroom, read the syllabus, and refresh your knowledge regarding academic honesty. You may retake the quiz twice. No quizzes may be taken after the due date. More details will be given in the Canvas classroom.

Chapter Quizzes

A quiz for each chapter addresses some of the key content – questions are short essay, multiple choice, true/false and fill-in-the-blank. (You can request one missing quiz be reopened the final week of class. Just one.)

All other assignments will be available in the significant assignments module with detailed instructions and grading rubrics.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodation for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability

- A learning disability (such as dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (such as audio books or E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Student Accessibility Support Services (SASS). If you are unsure whether you qualify, please contact SASS for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers
Eureka campus
- Phone: 707-476-4280
- Location: Student Services Building, first floor
Del Norte campus
- Phone: 707-465-2324
- Location: Main Building, next to the library
Klamath-Trinity campus
- Phone: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

CR Online Learning Support

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

Library Articles & Databases

Find the best library databases for your research.

Online Tutoring Resources

Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Log in or set up an account with Timely Care.

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

Counseling and Advising can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus
- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus
- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus
- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

The Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Submit a request for services and information.

Basic Needs Center contact info
- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

Library Services promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The Multicultural and Equity Center is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The Academic Support Center offers tutoring and test proctoring for CR students.

Student Tech Help

Student Tech Help provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

Extended Opportunity Programs and Services (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the Eureka TRiO office or the Del Norte TRiO office.

Veterans Resource Center

The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids (CalWORKs) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Fall 2024 Dates

Date	To Remember
August 24	Classes begin
September 6	Last Day to Drop & Receive a Refund

Date	To Remember
September 8	Last Day to Drop w/out a "W"
October 31	Last Day to Petition to Graduate & Petition for Certificate
November 1	Last Day for Student/Faculty Withdrawal
November 25-26	Fall Break (No Classes)
November 27-29	Thanksgiving Holiday (District Wide Closure)
December 14-20	Final Examinations
December 20	Last Day to File P/NP Option
December 20	Semester Ends

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2023-2024 College Catalog and CR Board and Administrative Policies.

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the

student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2023-2024 College Catalog and CR Board and Administrative Policies.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Canvas Information

- Log into Canvas at My CR Portal
- For help logging in to Canvas and general tech help, visit Student Technical Support
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: Canvas Student Orientation Course

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact Admissions & Records. Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the Student Information Update Form (pdf).