

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Spring 2023

CD 1370 A4: GUIDING CHILDREN'S BEHAVIOR I - 2 (3-0-0) 30 hours for 11 weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR: Desiree Klause

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OFFICE: H228

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OFFICE HOURS: Mondays 1 p.m. – 2 p.m.

CALENDAR DESCRIPTION: This course is designed to help students understand children's behavior and what it means to use a positive guidance approach in supporting children's social, emotional, and moral development. Environmental and developmental factors, which influence behavior are examined, as are the principles of the guidance approach and ways in which these principles can be applied in early learning and childcare settings.

LOCATION/TIME: Room E302 Tuesdays & Thursdays 11:30am – 12:50pm
(April 11 – June 22, 2023)

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS: Marion, Marian. (2019) *Guidance of Young Children* 10th Edition, New Jersey, Pearson Education, Inc.

DELIVERY MODE(S): Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

COURSE OBJECTIVES: This course will introduce students to:

- An early educator's role in supporting and guiding young children as they learn the intricacies of socially appropriate behaviour.

- The various caregiving styles that affect children’s behaviours.
- Theories that set the base for understanding child guidance.
- The role of child development in a behavior context.
- The importance of supportive environments in child guidance.
- Positive guidance and discipline strategies.

LEARNING OUTCOMES: Upon completion of the course students should be able to:

1. Explain how guidance, discipline, and punishment differ.
2. Explain how development influences behavior.
3. Identify environmental factors that can influence children’s behavior.
4. Outline strategies practitioners can use to create positive interpersonal environments.
5. Identify positive and respectful communication practices and attitudes in guiding children’s behavior.
6. Discuss developmentally appropriate, positive prevention strategies when guiding children’s behavior.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

25%	Test #1	May 16, 2023
25%	Test #2	June 22, 2023
20%	Assignment 1: Research and Respond	May 9, 2023
20%	Assignment 2: Research and Respond	June 13, 2023
10%	Daily Work: Five Short Quizzes	

Assignment details and specific instructions will be discussed in class and provided on MyClass. Assignments must be submitted in the dropbox on MyClass by 11:59 p.m. on the due date. **ALL** assignments and tests **MUST** be completed and turned in to pass the course.

Unless arrangements have been made with the instructor prior to the due date, late assignments will be docked 2% per day. If the assignment is not received within 10 days of the due date, a grade of 0 will be given.

Last Day to withdraw from the course without penalty is June 13

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. A minimum grade of C- is required to pass this course.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Class #	Date	Topic/Assignments/ Quizzes	Readings
1	April 11	Course Intro & Welcome Unit 1 Positive Relationships	Chapter 1
2	April 13	Styles of Caregiving / Teacher's Role	Chapter 1
3	April 18	Styles of Caregiving / Teacher's Role Quiz 1	Chapter 1
4	April 20	What is Guidance? Time out, Praise, Rewards....	Chapter 5 Pages. 123 - 130
5	April 25	Theoretical Influences Quiz 2	Chapter 2
6	April 27	Theoretical Influences	Chapter 2
7	May 2	Understanding Behaviour Quiz 3	Chapter 3
8	May 4	Understanding Behaviour	Chapter 3
9	May 9	Understanding Behaviour Assignment #1 Due	Chapter 3

10	May 11	Test Review	
11	May 16	Test #1	
12	May 18	Unit 2 Supportive Environments / Planning	Chapter 4
13	May 23	Supportive Environments / Planning	Chapter 4
14	May 25	Supportive Environments / Planning	Chapter 4
15	May 30	40 Developmental Assets Quiz 4	
16	June 1	40 Developmental Assets	
17	June 6	Flex Class/ No Lesson	
18	June 8	Guidance Strategies	Chapter 5
19	June 13	Guidance Strategies Quiz 5 Assignment #2 Due	Chapter 5
20	June 15	Guidance Strategies	Chapter 5
21	June 20	Test Review	
22	June 22	Test #2	

STUDENT RESPONSIBILITIES:

Northwestern Polytechnic expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the NWP calendar regarding rights and responsibilities.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>

**Note: all Academic and Administrative policies are available on the same page.

DEPARTMENT OF EDUCATION EXPECTATIONS FOR STUDENT LEARNING

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

CLASSROOM

Regular, PUNCTUAL attendance for classes

- Learning from other students' notes or from MyClass is not optimal.
- You must be present in class to write quizzes and tests, and to complete in-class assignments
- If you are late to a class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning
- If you miss a class, refer to MyClass or check in with another student.

Turn off cell phones and close other tabs/applications on your device

- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write quizzes on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message **BEFORE** the exam begins.

ASSIGNMENTS

Hand in assignments via MyClass on the date indicated.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case-by-case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments, regularly review material, check MyClass frequently.

