1) Instructor: Christine Webster  
Phone: 979-230-3536  
Email: christine.webster@brazosport.edu  
Office: B-240  
Office Hours:  
Monday-Thursday 2:00 to 5:00 pm  
Or anytime by appointment  

2) Course Description:  
This course is an exploration of guidance strategies for promoting prosocial behaviors in children. Course content reflects an emphasis on positive guidance principles and techniques, family involvement and cultural influences. This course teaches practical application through direct participation.  

3) Prerequisites:  
None  

4) Texts and Related Materials:  

5) Course Format:  
Class:  
- Three hours per week in a lecture-discussion-group work format.  
- Stay current with your reading assignments because group activities will be based on some of those assignments.  

6) Course Evaluation & Grading:  
The overall grade for the course is based on homework assignments, class participation, projects, & tests.  

Scale  
90% – 100% = A  
80% – 89% = B  
70% – 79% = C  
60% – 69% = D  
Below 60% = F
7) Candidate Learning Objectives:
Candidate objectives correlate with the NAEYC Teacher Preparation Standards. NAEYC Standards can be found at [www.naeyc.org](http://www.naeyc.org).

CDEC 1319

<table>
<thead>
<tr>
<th>NAEYC STANDARD</th>
<th>CANDIDATE LEARNING OBJECTIVES</th>
<th>Artifact/ Assessment Method</th>
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<tbody>
<tr>
<td>I. Promoting child development and learning</td>
<td>1c) The candidate identifies developmentally appropriate practices and learning environments.</td>
<td>Exam</td>
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<td>1n) The candidate identifies developmental domains and the typical stages of cognitive, language, motor, social and emotional development.</td>
<td>Exam</td>
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<tr>
<td>II. Building family and community relationships</td>
<td>2a) The candidate demonstrates strategies that promote positive relationships among students, families, colleagues, schools and communities through effective professional and interpersonal skills.</td>
<td>Exam</td>
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<tr>
<td>III. Observing, documenting, and assessing to support children and families</td>
<td>3b) The candidate demonstrates the ability to objectively observe and use observational tools.</td>
<td>Project</td>
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<tr>
<td>IV. Teaching and learning</td>
<td>4d) The candidate identifies environmental factors that may affect the school, teaching &amp; student learning.</td>
<td>Exam</td>
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<td>4i) The candidate demonstrates the ability to create a safe and predictable environment.</td>
<td>Exam</td>
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<td>4j) The candidate lists and/or implements guidance strategies for students’ inappropriate behavior.</td>
<td>Project</td>
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<td>4s) The candidate lists conflict resolution strategies / steps to guide child.</td>
<td>Exam</td>
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<td>4t) The candidate explains prosocial behavior and how to promote self-discipline skills.</td>
<td>Project</td>
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<tr>
<td>V. Becoming a professional</td>
<td>5c) The candidate explains the legal and ethical requirements of an educational professional.</td>
<td>Exam</td>
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General Course Objectives CDEC 1319:

1. **Summarize theories related to child guidance.**
   a. Outline a variety of guidance techniques to use with different age children based on developmental needs and abilities.
   b. List characteristics of positive interactions and supportive relationships with children at different stages of development.
   c. Contrast positive and negative forms of guidance.

2. **Explain how appropriate guidance promotes autonomy, self-discipline and life-long social skills in children.**
   b. Discuss the process of emerging self-discipline.
   c. List positive social behaviors, which should be encouraged in classroom settings.
   d. Explain how positive guidance promotes growth and development.
   e. Describe development of moral competence in children.
   f. Explain the role of indirect guidance techniques in classroom management.

3. **Recognize the importance of families and culture in guiding children.**
   a. Discuss anti-bias curriculum goals.
   b. Describe how cultural differences affect guidance.
   c. Discuss the role of culture in children’s interactions and responses to conflict.
   d. Describe the importance of working with parents to solve guidance issues.
   e. Discuss family issues, which may influence children’s behaviors and ways to assist children in coping with these stressful or frightening situations.
4. **Promote development of positive self-concept and prosocial behaviors in children.**
   a. Discuss how a teacher’s guidance techniques affect children’s self-esteem.
   b. Demonstrate techniques teachers can use to facilitate positive social interactions among children.

5. **Apply appropriate guidance methods to specific situations relating to children’s behaviors.**
   a. Observe and record children’s behaviors using anecdotal records.
   b. Give examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs.
   c. Demonstrate appropriate ways of communicating with children (e.g. active listening, “I” messages, positive statements, etc.)
   d. Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning.
   e. Provide environments and learning experiences that promote development of children’s trust, autonomy (e.g. decision-making, self-assessment, and self-help skills, etc.), initiative, industry and identity.
   f. Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors (e.g. biting, hitting, tantrums, inappropriate language, high activity level, etc.).
   g. Recognize true problem behaviors and identify professional resources for specific developmental or family needs.

6. **Demonstrate skills in helping children resolve conflicts.**
   a. Support a classroom culture that fosters trust, caring, cooperation, responsibility and leadership.
   b. Implement principles of conflict resolution.
   c. Demonstrate teamwork skills when guiding children.
8) General Course Information:

1. **Field Experience**: TECA & EDUC courses require field experience (labs) and an acceptable criminal history check as stated by the Texas Department of Protective and Regulatory Services.

2. **Exams/Tests**: Exams are administered during class time. Makeup exams will not be given unless discussed with the instructor before hand or proper documentation is attached and turned in with the exam for the missed class. No electronic devices (cell phones, etc) will be allowed on and/or in sight during the exam and no food/drink will be allowed out either.

3. **Books**: Required course materials are available at the Brazosport College bookstore, on campus or online at [http://www.brazosport.edu/bookstore](http://www.brazosport.edu/bookstore). A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.

4. **Homework/Projects/Experiences**: Late assignments will not be accepted unless discussed with the instructor before and proper documentation is attached and turned in with the assignment for the missed class. **Proper Documentation**: includes – doctor’s note with date, hospital bill or record for you or and immediate family member; jury duty form; funeral home document for a death in the family; tow slip with date and time. For other forms, discuss with the instructor.

5. **Academic/Scholastic Dishonesty**: Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at [http://www.brazosport.edu](http://www.brazosport.edu).

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in failing grade for this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Remember you are training to be a teacher that will be held to a higher standard and is expected to conform to the Code of Ethics set by State Board Educator Certification (SBEC) and/or the Code of Ethical Conduct set by National Association for the Education of Young Children.

6. **Attendance & Withdrawal**: There will be points awarded for class attendance and participation throughout the semester, these points may not be made up. The course instructor will not drop a student from this class; the student must do so if he/she wants to withdraw from a course rather than receiving a failing grade. Check the registrar’s calendar for the last day to withdraw.

7. **Students with Disabilities**: BC is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, (979)230-3236 for further information.

8. **Student Services Information**: Tutoring for certain academic courses is available in the Learning Services Center (979)230-3253. Student Services Counseling and Advising is at 230-3040. Information Technology is available for technical assistance; call the Helpdesk at 230-3266.

9. **Student Responsibilities**: Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.

1. Attend class, take notes and ask questions if information is unclear
2. Communicate with the instructor
3. Understand and complete course work assigned