

Guidance of Young Children in Groups
ECE 4103
SPRING 2008

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COURSE DESCRIPTION

Study of effective strategies for guiding the socioemotional development and learning of children, including those with special needs, in group settings. Emphasis on classroom management and discipline methods; understanding human interactions and the cultural dynamics of groups; and guiding children in task involvement. Examination of strategies for facilitating cooperative activities and use of materials; the design of effective learning environments; conflict resolution techniques, and strategies for enhancing the inclusion of children with special needs in social and learning contexts. FIELD-BASED EXPERIENCES REQUIRED.

TEXTBOOKS REQUIRED

Marion, M. (2007). *Guidance of young children*. (7th ed.).

COURSE GOALS

- To become aware of different theories for developmentally appropriate child guidance.
- To familiarize students with elements of effective guidance including application of child development knowledge and parenting styles.
- To expose students to different models of discipline and or guidance of young children.
- To show students how to observe behavior in children as it refers to guidance.
- To gain an understanding of guidance special topics such as self esteem, moral identity, resilience, stress, emotional intelligence, and aggression, among others.
- To engage the student in principles of classroom management that are congruent with creating a classroom ecology for equity, excellence, and instruction.
- To assist the student in critical reflective thinking about different cultural values and practices for positive guidance of diverse learners.

COURSE OBJECTIVES

- The student will be able to relate child guidance theories with practical classroom applications.

- The student will be able to examine the role of the adult in guiding young children.
- The student will be able to evaluate behavior management programs from public and private school settings.
- The student will be able to relate appropriate guidance and/or discipline techniques with child development.
- The student will be able to analyze the ecology of an early childhood classroom.
- The student will be able to identify the five domains that help a classroom provide for equity, excellence and learning.

STUDENT EVALUATION

Using a criterion reference point system, individual project and final grades will be calculated as follows:

<u>Assignments</u>	<u>Possible Points</u>
Examinations (2 @ 50 points each)	100 points
Field-based Experience #1	20
Field-based Experience #2	20
Field-based Experience #3	30
Field-based Experience #4	30
Field-based Experience #5	30
Class Assignments	20
Total Points	250

Grade Distribution

A = 225 - 250
 B = 200 - 224
 C = 175 - 199
 D = 150 - 174
 F = 149 - below

REQUIREMENTS

Reading Assignments

Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as actively participate in class discussions.

Examinations

Two multiple choice examinations will be given throughout the semester. Students must bring to class a scantron sheet on each scheduled testing day for recording answers. Tests will be given solely at the time indicated on the course calendar. Tests may not be given at any time other than when they are given in class except under **EXTREME** circumstances as determined by the instructor. Each examination is worth 50 points.

Field-based Experiences

Field-based assignments are required for the successful completion of this course. These field-based experiences are designed to be accomplished in public and private early childhood settings. **In addition to scheduled classes, students will spend approximately 10 hours in field sites.**

Each student is responsible for locating a school (preferably a public school) in which to conduct such field-based experiences. It is recommended that students conduct all field-based experiences in one school, as long as it meets the specified criteria. Please consult with the university professor prior to choosing a site.

ATTENDANCE

Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Upon the third absence of a student, the instructor will drop the student from the course. If the instructor drop period has expired; the student will receive a reduction in the final grade by 1 letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.

EXPECTATIONS

Quality of Work

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, New York). Font size must be 10 or 12 point. Do not use bold lettering. **Title pages**, including your name, course/section number and date are required for all written assignments. Pages should be stapled together. Please do not use folders or binders. *Full credit cannot be earned for work that does not meet these standards.*

Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply). Since most of the assignments for this course are field-based experiences, it is important that the students begin looking for research sites ASAP. 10 points will reduce grades on late assignments that have been approved by the instructor. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

Policy on Scholastic Dishonesty

Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. As a courtesy to your classmates and university professor, please **TURN OFF** your cell phones or pagers or put them in a “silent” mode. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies.

Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

Students with Disabilities

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

Field-Based Experience #1 Physical Domain

This field experience will help you examine the physical layout of the classroom and how it helps classroom management and discipline.

Directions:

1. Choose two different classrooms, one can be either PK or K and the other one can be either 1st or 2nd grade. Observe for one hour at each classroom during instructional time.
2. Draw the classroom layout and record where children sit, how children move from one activity to another, record and tally the interactions that occur. Indicate whether the interactions are from teacher to student, student to student, or student to teacher.
3. After completing the observation, determine whether the physical layout provides for children's safety and comfort, accessibility to materials, and shows evidence of children's work.
4. Write a two-page report using the following guide when writing your paper:
 - Describe the setting.
 - Grade level observed, # of males, # of females.
 - Does the physical layout:
 - Encourage interaction? Whose? How?
 - Encourage play? How?
 - Encourage experiential learning? How?
 - Consider safety issues? How?
 - Provide accessibility to materials? Describe
 - Allow for smooth transitions between and during activities? How?
 - Show evidence of children's work?
 - Are the rules and consequences posted?
 - What did you learn about the physical layout of a classroom?
 - What would you change and why? Draw a new classroom layout.
5. Attach the old and the new classroom layout to the report.

Field-based Experience #2 Classroom Procedures

This field -based experience will help the student with the understanding of the importance of classroom procedures including rules and consequences for successful classroom management.

Directions:

1. Choose two classrooms one either PK or K and the other one either 1st or 2nd grade. Observe for one hour in each classroom during instructional time.
2. Write down or ask the teacher for a copy of her classroom rules.

3. Observe the classroom procedures. As you observe, make a list of the procedures that the students needed to follow from the beginning of your observation until the end. It would be preferable if you can attend the classroom at the beginning of class or towards the end.
4. Write a two-page paper in which you describe the classroom rules and procedures and how they were being followed (or not). For example:
 - Describe the classroom.
 - What are children expected to do at the beginning and/or at the end of the class?
 - How are children expected to answer questions?
 - How are children expected to play in the centers?
 - How are children expected to participate in circle time or large group activities?
 - Choose any other behaviors that you observe
5. What did you learn?
6. How would you change the rules and procedures?

Field-based Experience #3 **Socioemotional Dimension**

This field-based activity will allow the student to critically examine and evaluate the socioemotional dimension of the classroom. The student will be able to determine how the teacher guides children to develop social and emotional skills.

Directions:

1. Choose two classrooms to observe one PK or K and the other one 1st or 2nd. You will observe each classroom for one hour.
2. Observe the teacher and children focusing on what the adult does to help children develop socially and emotionally.
3. Write a two-page paper answering the following questions:
 - Describe the classroom.
 - # of males and # of females. How does the teacher interact with both genders?
 - How does the teacher create sense of belongingness, affinity, or connectedness with the students?
 - How does the teacher encourage and promote risk-taking? Motivation? Interest?
 - How does the teacher cultivate self-concept, self-esteem, self-respect, and respect for others?
 - How does the teacher foster self-directed learning? Self-regulation?
 - How does the teacher set expectations?

- How does the teacher deal with violent or aggressive behavior?
4. What did you learn?
 5. What would you change and why?

Field-Based Experience #4 The Teacher

This field-based experience will help the student to gain an understanding of how teachers create the ecology of her/his classroom.

Directions:

1. Choose a teacher to interview, preferably the teacher whom you have been visiting. The interview should last for a minimum of 30 minutes.
2. Use the following protocol for your interview:
 - How do you get to know your students?
 - What are some motivational strategies that you employ?
 - What are the expectations for your students?
 - How do you engage students who show lack of interest?
 - How do you handle aggressive or violent behavior?
 - How do you report children's behavior to parents?
 - How do you promote self-esteem?
 - How do you integrate the children's culture?
3. Write a two-page paper (narrative style) in which you indicate the teacher's responses.
4. In your paper include your opinion of the teacher's responses.
5. What did you learn from the interview?

Field-Based Experience #5 Choosing Books to Teach Socioemotional Skills to Children

This field-based experience will help you choose children's literature that will help you teach children socioemotional skills within different cultures.

Directions:

1. Visit your local library and search for 5 books that teach a socioemotional skill such as responsibility, sharing, happiness, how to control anger or violent behavior, etc. The books must also reflect different ethnic groups including Latinos, African Americans, and Asian, among others. Spend about 2 hours to count towards your field experiences hours.
2. Use the questions adapted from Figure 8.5 in the Marion textbook to evaluate the books:
 - How does this book deal with words/vocabulary for this particular feeling or skill?
 - Does this book identify the specific event that seemed to elicit this feeling?
 - How well does this book convey the idea that feeling _____ is a natural and normal experience?
 - How does this story urge children to manage this feeling?
 - How does the book display the values of the characters in terms of ethnicity?
 - How is gender handled in the story?
 - What is your overall opinion of this book?
3. Write a paragraph for each book addressing the questions listed above. List the title of the book, the author and illustrator, the publishing company and a summary of the story. After the summary write your evaluation using the questions listed above as a guide. You may write MAXIMUM one page, double-spaced for each book.

**FIELD-BASED EXPERIENCE #1
DOCUMENTATION OF EXPERIENCE FORM
(This Form Must Be Included with Your Assignment)**

Name: _____

Field Site: _____

Site Address: _____

Site Phone Number: _____

Complete the following by recording the time you arrived at the site, the time you departed and a brief description of what you observed.

Date	Arrival Time	Departure Time	Observation/Activity Description

THE FOLLOWING IS TO BE COMPLETED BY THE CLASSROOM TEACHER

I certify that the information depicted above is correct and accurate.

Name: _____
(Please print)

Title: _____

Signature: _____

Date: _____

**FIELD-BASED EXPERIENCE #2
DOCUMENTATION OF EXPERIENCE FORM
(This Form Must Be Included with Your Assignment)**

Name: _____

Field Site: _____

Site Address: _____

Site Phone Number: _____

Complete the following by recording the time you arrived at the site, the time you departed and a brief description of what you observed.

Date	Arrival Time	Departure Time	Observation/Activity Description

THE FOLLOWING IS TO BE COMPLETED BY THE CLASSROOM TEACHER

I certify that the information depicted above is correct and accurate.

Name: _____
(Please print)

Title: _____

Signature: _____

Date: _____

**FIELD-BASED EXPERIENCE #3
DOCUMENTATION OF EXPERIENCE FORM
(This Form Must Be Included with Your Assignment)**

Name: _____

Field Site: _____

Site Address: _____

Site Phone Number: _____

Complete the following by recording the time you arrived at the site, the time you departed and a brief description of what you observed.

Date	Arrival Time	Departure Time	Observation/Activity Description

THE FOLLOWING IS TO BE COMPLETED BY THE CLASSROOM TEACHER

I certify that the information depicted above is correct and accurate.

Name: _____
(Please print)

Title: _____

Signature: _____

Date: _____

**FIELD-BASED EXPERIENCE #4
DOCUMENTATION OF EXPERIENCE FORM
(This Form Must Be Included with Your Assignment)**

Name: _____

Field Site: _____

Site Address: _____

Site Phone Number: _____

Complete the following by recording the time you arrived at the site, the time you departed and a brief description of what you observed.

Date	Arrival Time	Departure Time	Observation/Activity Description

THE FOLLOWING IS TO BE COMPLETED BY THE CLASSROOM TEACHER

I certify that the information depicted above is correct and accurate.

Name: _____
(Please print)

Title: _____

Signature: _____

Date: _____

**FIELD-BASED EXPERIENCE #5
DOCUMENTATION OF EXPERIENCE FORM
(This Form Must Be Included with Your Assignment)**

Name: _____

Field Site: _____

Site Address: _____

Site Phone Number: _____

Complete the following by recording the time you arrived at the site, the time you departed and a brief description of what you observed.

Date	Arrival Time	Departure Time	Observation/Activity Description

THE FOLLOWING IS TO BE COMPLETED BY THE CLASSROOM TEACHER

I certify that the information depicted above is correct and accurate.

Name: _____
(Please print)

Title: _____

Signature: _____

Date: _____

