

APPLIED ARTS DIVISION
School of Health, Education & Human Services
Winter, 2018



COURSE OUTLINE

ELCC 130

GUIDING YOUNG CHILDREN

45 HOURS

3 CREDITS

PREPARED BY: Rebecca Fenton, Instructor

DATE: March, 2015

APPROVED BY: Andrew Richardson, Dean

DATE: March 17, 2015

APPROVED BY ACADEMIC COUNCIL: October 2015

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Yukon College
P.O. Box 2799
Whitehorse, Y.T.
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GUIDING YOUNG CHILDREN

INSTRUCTOR:	Leslie Peters	OFFICE HOURS:	TBA
OFFICE LOCATION:	A2501	CLASSROOM:	TBA
E-MAIL:	lpeters@yukoncollege.yk.ca	TIME:	Mondays 6:30 - 9:30 PM
TELEPHONE:	(867) 668-8845	DATES:	January 8 - April 9, 2018
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COURSE DESCRIPTION

This course provides techniques and theories to foster the development of self-esteem, self-control and social skills in young children. Students will learn to guide young children in order to develop a healthy and positive self-concept in the child. Emphasis is on developing human potential by helping children become self-responsible, competent, independent and cooperative.

PREREQUISITES:

EQUIVALENCY/TRANSFERABILITY

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Learning and Child Care Courses.

LEARNING OUTCOMES

Upon successful completion of the course, students will:

- identify the major developmental theories as they relate to child guidance
- list a variety of developmentally appropriate approaches for guiding young children's behaviour
- explain the development of self-concept and characteristics of self-esteem
- demonstrate practical, effective and flexible guidance strategies in fostering a positive and realistic self-concept and self-esteem in children
- demonstrate strategies and techniques that promote problem-solving and foster the development of self-control, self-discipline, self-motivation and responsibility in children
- know the diversity issues in the context of First Nation and other Canadian cultures related to child guidance, including family, gender and ability.

DELIVERY METHODS/FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include: lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

ASSESSMENTS

Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion. Therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual

experiences.

It is the responsibility of the student to collect the information from classmates if they are absent from all or a portion of a class. Students are responsible for obtaining handouts and completing assignments for any classes missed.

Professional behavior is expected. The student must advise the instructor of any scheduled absences from class.

Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. **Therefore, handing in assignments on the due dates is very important.**

Please note that **ALL** assignments must be completed in a satisfactory manner (over 50% grade) to receive a passing grade for the course.

EVALUATION

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Observation Journal	25%
Assignment #2	Critique of Childcare Environment	15%
Assignment #3	Letter to the Editor	10%
Assignment #4	Self Concept and Self Esteem	15%
Assignment #5	Challenging Behaviour Project	25%
Assignment #6	Self-Reflective Essay	10%

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

ALL assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

REQUIRED TEXTBOOKS AND MATERIALS

Marion, M. (2011). *Guidance of Young Children (9th Ed.)*. Upper Saddle River, New Jersey: Pearson Education Inc.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr

ELCC 100 Cultural Competencies in ELCC meets this requirement.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: www.yukoncollege.yk.ca/student_info/pages/writing_centre .

ELCC 130

CLASS	TOPIC
#1	<ul style="list-style-type: none"> ❖ Introduction to Course and Assignments ❖ Introductory Activity
	<ul style="list-style-type: none"> ❖ A Teacher's Role in Guiding Children
#3	<ul style="list-style-type: none"> ❖ Theoretical Foundations of Child Guidance ❖ Punishment vs. Discipline
#4	<ul style="list-style-type: none"> ❖ Understand Child Development: A Key to Guiding Children Effectively
#5	<ul style="list-style-type: none"> ❖ Supportive Physical Environments: Indirect Guidance
#6	<ul style="list-style-type: none"> ❖ Positive Guidance and Discipline Strategies: Direct Guidance
#7	<ul style="list-style-type: none"> ❖ Using Observation in Guiding Children
#8	<ul style="list-style-type: none"> ❖ Self-Esteem and Moral Identity
#9	<ul style="list-style-type: none"> ❖ Feelings and Friends: Emotional and Social Competence
#10	<ul style="list-style-type: none"> ❖ Resilience and Stress in Childhood
#11	<ul style="list-style-type: none"> ❖ Aggression and Bullying in Young Children
#12	<ul style="list-style-type: none"> ❖ Challenging Behaviour Group Presentations
#13	<ul style="list-style-type: none"> ❖ Minimizing Challenging Behaviour
#14	<ul style="list-style-type: none"> ❖ Apply Your Knowledge ❖ Last Class Wrap-Up and Evaluation