



COURSE OUTLINE

ELCC 130

GUIDING YOUNG CHILDREN

45 HOURS
3 CREDITS

PREPARED BY: Marguerite Kuiack
Instructor

DATE: _____

APPROVED BY: 
Dr. Andrew Richardson, Dean

DATE: Jan 6, 2016

APPROVED BY ACADEMIC COUNCIL: October, 2015

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Yukon College
P.O. Box 2799
Whitehorse, Y.T.
Y1A 5K4

GUIDING YOUNG CHILDREN

INSTRUCTOR: Marguerite Kuiack

OFFICE HOURS: TBA

OFFICE LOCATION: TBA

CLASSROOM: A-2202

E-MAIL: mkuiack@yukoncollege.yk.ca

TIME: 6:30 to 9:30

TELEPHONE: (867) 668-1040
(867) 334-3035 text only

DATES: Thursdays January 7-April 13
No class February 21 (reading week)

COURSE DESCRIPTION

This course provides techniques and theories to foster the development of self-esteem, self-control, and social skills in young children in with an emphasis on the Northern context. 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

None

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 be able to

- identify major developmental theories as they relate to child guidance, including theories which are relevant in the North
- list a variety of developmentally appropriate approaches for guiding young children's behaviour

- explain the development of self-concept and characteristics of self-esteem from differing world views
- demonstrate practical, effective, and flexible guidance strategies relevant to the North, which foster 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
- describe diversity issues in the context of First Nation and other Canadian cultures related to child guidance, including family, culture, gender, and ability.

COURSE FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing. 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.**

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 are expected to be submitted punctually. Five % will be deducted for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

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%
Total		100%

REQUIRED TEXTBOOKS AND MATERIALS:

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

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

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

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

LORENE ROBERTSON 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
GUIDING YOUNG CHILDREN
SYLLABUS**

CLASS	TOPIC
#1	<ul style="list-style-type: none"> ❖ Introduction to Course and Assignments ❖ Introductory Activity
#2	<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