

Vanguard University
Early Childhood Education

GUIDING THE YOUNG CHILD'S BEHAVIOR
ECED 300

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
- develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
- celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

"And Jesus grew in wisdom and stature and in favor with God and man." Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

"These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and

to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

"And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God."

Colossians 1:10

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

"But it is the spirit in a man, the breath of the Almighty that gives him understanding." Job 32:8

Developmentally effective approaches to teaching/learning in early childhood settings include: Supporting reading and linguistic skills

- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to

support learning

➤ Individualizing instruction to accommodate diverse needs 4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: Art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the

field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills.
5. Establish a holistic view of health and living.
6. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is seven weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand

that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 7th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.
- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.

- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course examines appropriate child guidance principles and practice. Positive teacher/child interactions along with guidance techniques will be examined. A Biblical emphasis will be placed on teaching self-regulation and self-control concepts that result in responsibility and ownership of behavior. Setting clear expectations and affirming positive behavior will be examined along with appropriate respect for authority and effective conflict resolution strategies. Classroom management techniques will be discussed. Parental involvement and school/family partnerships will be incorporated to serve children in their supporting environments.

LEARNING OUTCOMES

Students will:

- explore appropriate child guidance techniques and principles. **(3c)**
- know developmental principles of discipline that are Biblically-based. **(4a)**
- describe the value of guiding children in a classroom setting and implement effective classroom management techniques. **(4a)**
- examine self-regulation skills and self-control concepts. **(4b)**
- assist children in taking responsibility for their behavior. **(3b)**
- develop strategies in working with parents to encourage responsible behavior at home. **(2a)**
- be familiar with methods of affirmation. **(2c)**
- discuss effective conflict resolution strategies for young children. **(4a)**
- apply positive guidance techniques in the classroom setting that honor young children as God's creation. Discuss signs of child abuse and regulatory reporting requirements. **(2b)**
- identify stress points for families that impact young children and develop supportive tools that minimize these influences. **(3b)**

TEXTS AND MATERIALS

Required Text:

MARION, Marian, Guidance of Young Children, Eighth Edition Pearson, 2011

Recommended Texts:

**Crain, William, Theories of Development: Concepts and Applications, Sixth Edition
Prentice Hall, 2010**

**Mooney, Carol Garhart, An Introduction to Dewey, Montessori, Erikson, Piaget &
Vygotsky Redleaf Press, 2000**

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining on-line student's grade:

Assignment/Grading	Points	Date Due
Discussion Postings based on Guidance of Young Children	280 points	Weeks 1-7
Caregiving Styles Reflective Paper	50 points	Week 1
Development Theorists Reflective Paper	50 points	Week 2
Child Observation Activity	200 points	Week 3
Discipline Reflective Paper	50 points	Week 4
Child Abuse Research Paper	120 points	Week 5
Bullying Reflective Paper	50 points	Week 6
Theme Annotated Bibliography	150 points	Week 7
Ethics Reflective Paper	50 points	Week 7
TOTAL POINTS:	100% = 1000 points	

STUDENT EVALUATION

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+	Above Average	3.33
83-86.9%	830-869	B		3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+	Average	2.33
73-76.9%	730-769	C		2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+		1.33
63-66.9%	630-669	D	Below Average	1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

WEEKLY LEARNING OUTCOMES & ASSIGNMENTS

WEEK ONE

The outcomes will be met through the following tasks:

Read the student syllabus introduction for Week One

Text reading: Marion-Guidance of Young Children-Ch. 1

Forum discussion based on the reading of the required chapters

Reflection paper: Caregiving Styles

Start Child Observation Activity

WEEK TWO

Read the Student Syllabus for Week Two

Text reading: Marion-Guidance of Young Children-Ch. 2

Forum discussion based on the reading of the required chapters

Reflection paper on child development theorists

Continue Child Observation Activity

WEEK THREE

Read the Student Syllabus for Week Three

Text reading: Marion-Guidance of Young Children-Ch. 3 & 4

Forum discussion based on the reading of the required chapters

Child Observation Activity due

WEEK FOUR

Read the Student Syllabus for Week Four

Text reading: Marion-Guidance of Young Children-Ch. 5 & 6

Forum discussion based on the reading of the required chapters

Reflection paper: Discipline

Start research for paper: Child Abuse

WEEK FIVE

Read the Student Syllabus for Week Five

Text reading: Marion-Guidance of Young Children-Ch. 7 & 8

Forum discussion based on the reading of the required chapters

Research paper: Child Abuse

WEEK SIX

Read the Student Syllabus for Week Six

Text reading: Marion-Guidance of Young Children-Ch. 9 & 10

Forum discussion based on the reading of the required chapters

Reflection paper: Bullying

Start Thematic Learning Activities paper

WEEK SEVEN

Read the Student Syllabus for Week Seven

Text reading: Marion-Guidance of Young Children-Ch. 11, 12 & 13

Forum discussion based on the reading of the required chapters

Reflection paper: Ethical Considerations

Thematic Learning Activities paper due

Course Schedule for ECED 300

Week	Topic	Learning Outcomes Students will...	Assignments
1	<u>Guidance of Young Children</u> (Marion, 2011) Ch. 1: A Teacher's Role in Guiding Children	<ul style="list-style-type: none"> • describe the major dimensions of caregiving styles • identify the effects of different styles of caregiving on a child's development and behavior • recognize the processes of influencing a young child's development and behavior 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Reflection paper on Caregiving Styles 4. Start Child Observation Activity
2	<u>Guidance of Young Children</u> (Marion, 2011) Ch. 2: Theoretical Foundations of Child Guidance	<ul style="list-style-type: none"> • identify the major theories that affect our understanding of guiding children. • integrate the major theories in effective approaches to child guidance 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Reflection paper on development theorists 4. Continue Child Observation Activity
3	<u>Guidance of Young Children</u> (Marion, 2011) Ch. 3: Understanding Child Development Ch. 4: Supportive Physical Environments: Indirect Guidance	<ul style="list-style-type: none"> • describe self control and how it evolves • know how early childhood theory supports classroom organization and management • hypothesize how to support a child's development based on observations and development theory 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Complete Child Observation Activity
4	<u>Guidance of Young Children</u> (Marion, 2011) Ch. 5: Positive Guidance & Discipline Strategies Ch. 6: Using Observation in Guiding Children	<ul style="list-style-type: none"> • identify positive guidance strategies including affirmation • describe a personal philosophy of Biblically-based discipline 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Reflection paper on Discipline 4. Start research for Child Abuse paper
5	<u>Guidance of Young Children</u> (Marion, 2011) Ch. 7: Self-Esteem & Moral Identity Ch. 8: Feelings & Friends	<ul style="list-style-type: none"> • differentiate between self-esteem and self-concept • suggest approaches to guide children's social emotional learning • know state laws and regulations for reporting child abuse 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Complete research paper
6	<u>Guidance of Young Children</u> (Marion, 2011) Ch. 9: Resilience & Stress in Childhood Ch. 10: Aggression & Bullying in Young Children	<ul style="list-style-type: none"> • describe sources of stress for children • identify ways to support families to effectively cope with stress • describe aggressive behaviors and how to minimize these behaviors in the classroom • suggest ways to prevent bullying 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Reflection paper on Bullying 4. Start Thematic Learning Activities paper

7	Guidance of Young Children (Marion, 2011) Ch. 11: Minimizing Challenging Behavior Ch. 12: Apply Your Knowledge: Routines & Transitions Ch. 13: Apply Your Knowledge: Decision-Making Model	<ul style="list-style-type: none"> • know the value of positive guidance techniques in classroom management to support young children • identify how to minimize challenging behaviors in a classroom • determine ethical considerations that influence the role of a caregiver • create integrated learning activities based on a theme to promote social and emotional development 	<ol style="list-style-type: none"> 1. Complete reading 2. Responses to two forum discussion questions. 3. Reflection paper on Ethical Considerations 4. Complete Thematic Learning Activities paper
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Assignment Sheet

Forum Discussion Questions

/20 per question

Weeks 1-7

The purpose of this assignment is for you to analyze and apply readings from the text to the context of your role in the guidance of young children. Additionally, the forum discussion provides an opportunity for you to interact with and learn from other students.

The two forum questions for each week will be posted before noon on Monday. Your initial responses to both questions will be on Wednesday night.

Expectations for posting in the discussion forum:

- The student is responsible for posting an initial response to each of the discussion items posted by the professor.
- The student's initial post must be a minimum of three full paragraphs with four full sentences in each paragraph. (This is the minimum requirement and does not guarantee full credit). The initial response should reference the text reading, as well as personal perspective.
- Students must post the initial response to the professor's prompt before reading and responding to other students' posts. The initial responses to the two discussion questions are due every Wednesday night.
- The student is responsible for reading other students' posts.
- In addition to the initial discussion question posts, the student is responsible for posting responses to their peers during the course of the week. The student must respond to a minimum of 2 classmates, per discussion question. Again, this is the minimum requirement, and full credit requires more than a minimal effort.

Therefore, responding to more than 2 classmates, per discussion question, will ensure higher point value.

- Responses to other students must contain a minimum of one paragraph with four full sentences.
- Responses should be encouraging and professional and stimulate more discussion.
- Responses limited to “I agree” “Nice job” etc. will not receive credit.
- The student’s post should integrate materials from assigned readings, a Biblical worldview, and personal reflections.

Forum Discussion Grading Rubrics

	Superior	Good	Does Not Meet Expectations	Total Points
Formation According to Guidelines	Exceeds requirement of three full paragraphs including a minimum of four sentences each.	Meets minimum requirement of three full paragraphs including a minimum of four sentences each.	Does not meet minimum requirement of three full paragraphs including a minimum of four sentences each.	0-5 points
Integration of Materials	Exceeds requirement for integrating material from the assigned readings.	Meets minimum requirement for integrating material from the assigned readings.	Does not meet minimum requirement for integrating material from the assigned readings.	0-5 points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that uses scripture to support ideas	Meets minimum requirement for integration of Biblical worldview that uses scripture to support ideas	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-5 points
Personalized Application and Reflection	Exceeds requirement for personal application and reflections.	Meets minimum requirement for personal application and reflections.	Does not meet requirement for personal application and reflections.	0-5 points
				Total Points: 20 pts possible (per forum question)

Reflection Papers

/50 per paper

The purpose of the reflection papers is to consider your point of view or perspective on topics related to the practices of guiding young children. The intention of the paper is not to restate the research or information, but rather to provide a well expressed, personalized point of view or position on the topic. Support your point of view or position by drawing upon the readings and your own experiences. When possible, consider how your Christian worldview shapes your position.

Week 1:

Choose one of the following to write about:

- 1) Think back on your childhood and try to figure out the style of caregiving used by the people who were your main caregivers. Use the information from the text including Figures 1.2 and 1.3, to do your analysis. The idea here is to identify and describe, not judge the style of caregiving used by your parent or caregivers. Determine if the caregiving style was authoritative, authoritarian, permissive, or indulgent and describe your experience of this caregiving style. In your description, discuss how responsiveness and demandingness was experienced in the context of that caregiving style.
- 2) In *Guidance of Young Children*, Marion (2011) states:
“First, we live in a society accepting of violent conflict resolution. Many parents reflect this idea by using violence to solve family problems; they use physical or psychological force as discipline and such discipline can easily injure a child. Second, negative discipline seems to work but really does not. Negative discipline is very ineffective.” (p.17)
What are your views on negative discipline such as yelling and hitting? Why do you believe parents and/or caregivers may choose to use negative discipline? Why do you believe that Marion states that negative discipline is ineffective?

Week 2:

Choose one of the following to write about:

- 1) Watch the following videos demonstrating Piaget's Stages of Cognitive Development:

http://www.youtube.com/watch?v=NjBh9ld_yIo&feature=related

<http://www.youtube.com/watch?v=GLj0IZFLKvg&feature=related>

<http://www.youtube.com/watch?v=OinqFgsIbh0&feature=related>

After watching the videos, consider the following statements:

“He [Piaget] was fond of the expression, ‘construction is superior to instruction.’ By this he meant that children learn best when they are actually doing the work themselves and creating their own understanding of what’s going on, instead of being given explanations by adults.” (Garhart Mooney, 2000 p.62)

“For Piaget, too, true learning is not handed down by the teacher, but something that comes from the child. It is a process of spontaneous invention and discovery. This is clearly true of infants who make incredible intellectual progress simply by exploring and manipulating the environment on their own...the teacher should not try to impose knowledge on the child, but he or she should find materials that will interest and challenge the child, and then permit the child to solve problems on his or her own.” (Crain, 2005 p.137-138)

Write a paper about Piaget's recommendation for education as evident in the videos and above extracts. How would you seek to support the development of the children from the 3 videos?

- 2) Read the following article about the Waldorf, Montessori and Reggio Emilia approaches to early childhood education:

<http://ecrp.uiuc.edu/v4n1/edwards.html>

In what ways do you believe the three approaches support the view that children are “active authors in their own development, strongly influenced by natural, dynamic, self-righting forces within themselves, opening the way toward growth and learning”? How does this view influence how you guide and facilitate the development of young children? Is there any other idea from one or all of the approaches that you would like to further incorporate into your work as a caregiver?

Week 4:

The word discipline is defined as to train or to bring under instruction. It refers to teaching or learning. What is your personal philosophy of discipline? In this paper,

describe your personal beliefs about approaches to discipline in the context of guiding children. This is not intended as a comprehensive account of all aspects of discipline but rather an opportunity to consider what ideas about discipline are salient to you.

You may wish to consider the following questions as a guide:

In what way did your experiences as a child influence your beliefs?

What role has culture played in forming your beliefs about discipline?

How has your faith influenced your beliefs about discipline?

Have your beliefs about discipline changed in any significant ways?

How do your beliefs influence your interactions with young children?

Does the verse from the Proverbs in the Bible that states: *Discipline your son, and he will give you rest; he will give delight to your heart (29:17)*, support your philosophy of discipline? Why or why not?

Week 6:

Choose one of the following to write about:

- 1) Read the following statement from Ted Feinberg, the assistant executive director of the National Association of School Psychologists:

“Although bullying was once dismissed as an ordinary part of growing up, we now know that it is an insidious antisocial behavior that traumatizes millions of students each year and undermines the fabric of school life for millions more.” NCSP Principal Leadership Magazine, Vol 4, Number 1, Sept 2003
Retrieved from http://www.nasponline.org/resources/principals/nassp_bullying.aspx

Write about the impact of bullying on young children. What can a caregiver do to create an environment to prevent bullying?

- 1) Review bullying prevention programs available on the Internet. Check out the following websites:
 - a. www.stopbullying.org
 - b. www.bullyingprevention.org
 - c. www.pacerkidsagainstbullying.org
 - d. www.stopbullyingnow.com
 - e. www.edequity.org
 - f. www.eyesonbullying.org

Examine three of the methods/approaches suggested to stop bullying. Describe the method/approach. Provide identifying information for the website. Suggest reasons why you consider that this would be an effective method/approach to preventing bullying.

Week 7:

Read the NAEYC's (National Association for the Education of Young Children) Code of Ethical Conduct and Statement of Commitment:

http://www.naeyc.org/positionstatements/ethical_conduct

Write a reflection paper addressing the value and significance of the ethical considerations included in Section 1 and Section 11. Remember, this is a reflective paper so do not re-state and write about every ideal and principle listed but rather, reflect generally about how these influence your work as a professional. You may wish to highlight one or two of the ethical considerations and describe how it impacts your work with children. You may also wish to address how these considerations align or don't align with your Christian perspective of guiding young children.

Format for Reflection Papers

- 12 pt. font double spaced
- 3-4 pages in length
- Use proper citation if quoting from texts or articles (APA style)
- Due 11:59 Sunday

Rubric for Reflection Papers

<i>The Paper Includes:</i>	Criteria Met <i>Superior</i>	Criteria Met for the Most Part (Mostly Correct) <i>Sufficient</i>	Criteria Met Somewhat (Major Portions Missing/Incorrect) <i>Minimal</i>	Criteria Not Met <i>Unacceptable</i>
Depth of Reflection Leading to Practice Includes What, So-What and Now-What)	Responses demonstrate an in-depth reflection on, and personalization of , the material. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples provided, as applicable. 25pts	Responses demonstrate a general reflection on, and personalization of , the material. Viewpoints and interpretations supported. Appropriate examples provided, as applicable. 15 pts	Responses demonstrate a minimal reflection on, and personalization of the material. Viewpoints and interpretations unsupported or supported with flawed arguments. Examples, when applicable, not provided or are irrelevant to the assignment. 10 pts	Responses demonstrate lack of reflection on, or personalization of , the material. Viewpoints and interpretations missing, inappropriate detail, and/or unsupported. Examples, when applicable, are not provided. 0__
Required Components (Title, Numbers, Headings, APA in References)	Responses and format include all components and meet or exceed all requirements indicated in the instructions. Each question or part of the assignment addressed clearly, exactly, and thoroughly. 25 pts	Responses and format include all components and meet all requirements indicated in the instructions. Each question or part of the assignment is addressed, but unorganized. 15 pts	Responses and format missing some components and/or do not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment not addressed. Some required portions missing and/or unsuitable for the purpose of the assignment. 10 pts	Responses and format exclude essential components and/or do not address the requirements indicated in the instructions. Many parts of the assignment addressed minimally, inadequately, and/or not at all. 0__
Total	50	30	20	

Child Observation Activity

/200

Week 3

The purpose of this assignment is for to develop your skills of observation of young children. In addition to observing children, this activity will require you to apply your knowledge of the developmental stages and needs of children and to consider the best approach to guiding the child. As Marion (2011) suggests: “Their [effective teachers] proficiency at observation and their willingness to observe does not provide easy answers, but they do yield information they can use for making sound decisions about how to support children” (p.149).

To learn more about the value of observing children, read the article, *Wondering with Children: The Importance of Observation in Early Education* by George Forman and Ellen Hall. This informative article includes video links to watch and to develop your skills of observation. The article can be found at: <http://ecrp.uiuc.edu/v7n2/forman.html>

Select a child whom can you observe for three separate periods of 20-30 minutes (I would suggest spacing out these periods over a few days). It may be necessary to ask for permission from the child’s parents to conduct these observations. During the three periods of observation, collect anecdotal data (see Marion p. 154-155 for a possible approach) about the child’s behaviors, language, and interaction with other children and/or adults. Your intention is to not assess the child but rather, to use these observations to gain an understanding of the child’s developmental stage and determine developmentally appropriate child guidance strategies.

Use the following sections to organize your written report:

1. Write an introductory paragraph describing the child. Include information about the child’s age, gender, position in family, any other information you consider to be significant. (Do not provide the child’s full name).
2. Write two or three paragraphs providing a description of the child during each of the three observation periods. Include information about the time of day, setting, participants, and observable behaviors.
3. Write a paragraph identifying and describing any specific strengths or individual needs you observed.
4. Based on what you have learned about the child, describe his or her place within larger systems as described by Bronfenbrenner’s theory of the ecology of human development. Use the terms microsystem, mesosystem, exosystem, and macrosystem in your description. (3 paragraphs minimum) Some of this information will be based on your direct observations; some of the information will be based on your own assumptions about how the child may be impacted by the systems.

5. Choose to write about one or the other of the following (2 paragraphs min.)
 - a. Describe the child's current cognitive development according to Piaget's stages. Refer to your observations of the child that may suggest he or she is within a specific stage of development.
 - b. Describe the child's current stage of psychosocial development as suggested by Erikson's eight stages. Refer to your observations of the child that may suggest he or she is within a specific stage of development.
6. Based on your understanding of the child's current development, describe what things a caregiver may need to consider in guiding this child's behavior. (2 paragraphs min.)

Format for Child Observation Activity:

- 12 pt. font double spaced 5 pages minimum
- APA style
- Use headings/subheadings as needed. Refer to APA style for format.
- Assignment is worth 200 points of your total grade.
- Be submitted by 11:59pm on Sunday, Week 3.

Rubric for Child Observation Activity

	Superior	Good	Does Not Meet Expectations	Total Points
Introduction to the Child	Provides a detailed description of the child including details of the child's age, gender, family etc.	Provides a description of the child which includes some but not all of the details about the child.	Provides a limited description of the child with insufficient details about the child.	0-10 points
Observations of the Child	Thorough anecdotal record of observable behavior. At least 2 paragraphs per 3 observation periods.	Adequate anecdotal record of observable behavior with some details omitted.	Limited anecdotal record of observable behavior. Less than 2 paragraphs and/or less than 3 observation period.	0-60 points
Strength & Needs of the Child	Provides a thorough description of the child's strengths & need as identified by observable behavior.	Provides an adequate description of the child's strengths & needs. Some observable behavior to support identification.	Provides a description of the child which includes limited evidence to support the identification of child's strengths & needs.	0-10 points
Child within the Systems	Excellent application of the theory to describe the child and systems. Correct definition of terms. Comprehensive consideration of the possible impact of the systems.	Good application of the theory to describe the child and systems. Correct definition of terms. Sufficient consideration of possible impact of the systems upon the child.	Inadequate application of the theory to describe the child and systems. Incorrect definition of terms. Limited consideration of possible impact of the systems upon the child.	0-40 points
Child's Development	Excellent application of theory to child's current development level as supported by observations.	Good application of theory to child's current development level as supported by observations.	Inadequate application of theory to child's current development level. Not supported by observations.	0-30 points

Suggestions for Guiding the Child	Excellent suggestions appropriate to child's development, strengths & needs.	Good suggestions appropriate to child's development, strengths & needs.	Suggestions not appropriate to child's development, strengths & needs.	0-30 points
Presentation & Organization	Excellent presentation of relevant and supported descriptions using well constructed sentences. Correct spelling, grammar & punctuation.	Good presentation of relevant and supported descriptions using well constructed sentences. Minor errors in spelling, grammar & punctuation.	Poor presentation of relevant and supported descriptions with poor sentence structure. Several errors in spelling, grammar & punctuation. Does not meet the min. requirement of 4 pgs.	0-10 points
APA Style	APA style with no or minimal errors in cover page content, page enumeration, format (margins & indentation), headers, citation & reference format (if needed).	APA style with some errors in cover page content, page enumeration, format (margins & indentation), headers, citation & reference format (if needed).	APA style with many errors in cover page content, page enumeration, format (margins & indentation), headers, citation & reference format (if needed).	0-10 points
				Total Points: 200 pts possible

Assignment Sheet

Child Abuse Research Paper

/120

Week 5

The topic of child abuse is an important one for anyone involved in the care of children. As an educator or caregiver you are in a unique position to help abused children. The purpose of this assignment is to research the definitions, indicators, and regulatory reporting requirements of child abuse.

Write a paper answering the following questions:

1. According to the law, what is child abuse? What are the major types of child abuse?
2. What are the behavioral indicators that a child has been abused?
3. As an early education professional, what is your mandated responsibility if you suspect a child has been abused?
4. What do you believe should be a Christian's response to the responsibility to report suspected child abuse?

This paper will require you to research current laws, definitions and reporting requirements. You will need to cite sources.

For State laws and policies that define the roles and responsibilities in protecting children from abuse and neglect:

http://www.childwelfare.gov/systemwide/laws_policies/state/can/

You may find the following websites helpful:

www.childsworld.ca.gov

www.childwelfare.gov

www.childhelp.org

http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm

<http://www.naeyc.org/positionstatements/prevention>

Format for Research Paper

- 12 pt. font double spaced
- Minimum 4 pages in length
- Use proper citation if quoting from texts or articles (APA style)
- Due 11:59 Sunday

Rubric for Research Paper

	Superior	Good	Does Not Meet Expectations	Total Points
Definitions	Correct definition of legal definitions of child abuse. Includes thorough descriptions of the major types of abuse.	Mostly correct legal definitions of child abuse. Includes adequate descriptions of the major types of abuse.	Incorrect legal definitions of child abuse. Insufficient descriptions of the major types of abuse.	0-20 points
Behavioral Indicators	Thorough explanation of behavioral indicators for different types of abuse.	Reasonable explanation of behavioral indicators for different types of abuse.	Inadequate explanation of behavioral indicators for different types of abuse.	0-30 points
Caregiver Responsibilites	Well-researched and thorough explanation of mandated responsibilities.	Reasonable explanation of mandated responsibilities. Some research evident.	Inadequate explanation of mandated responsibilities.	0-30 points
Integration of Biblical Worldview	Exceeds requirement for integration of Biblical worldview that uses scripture to support ideas	Meets minimum requirement for integration of Biblical worldview that uses scripture to support ideas	Does not meet requirement for integration of Biblical worldview that utilizes scripture.	0-20 points
Presentation & Organization	Excellent presentation of relevant and supported information using well constructed sentences. Correct spelling, grammar &	Good presentation of relevant and supported information using well constructed sentences. Minor	Poor presentation of relevant and supported information. Poor sentence structure. Several errors in spelling, grammar &	0-10 points

	punctuation.	errors in spelling, grammar & punctuation.	punctuation. Doesn't meet the minimum requirement of 4pgs.	
APA Style	APA style with no or minimal errors in cover page, page enumeration, format (margins & indentation), headers, citation & reference format.	APA style with some errors in cover page, page enumeration, format (margins & indentation), headers, citation & reference format.	APA style with many errors in cover page, page enumeration, format (margins & indentation), headers, citation & reference format.	0-10 points
				Total Points: 120 pts possible

Assignment Sheet

Thematic Learning Activities

/150

Week 7

As a caregiver, it is possible to provide learning activities to promote social and emotional development. The purpose of this activity is to develop learning activities and integrate these activities within a theme.

Select a theme addressing a stressor or emotion that a child may experience. For example:

- Death
- Divorce
- Illness
- Moving
- Anger
- Teasing
- Bullying

Develop developmentally appropriate, integrated learning activities related to the theme you have selected. Complete the following tasks:

- a) Write an introduction about why you have selected the theme and for which age group the activities will be developed. State your objective in providing the thematic learning activities.
- b) Find 5 children's books about the topic you have chosen. Write a brief synopsis (4-6 sentences) for each book.
- c) Select one of the books and describe three examples of how you would use the book to promote social and emotional development.
- d) Describe three additional learning activities that you could provide for the children. Consider projects and investigations within content areas such as Bible, math, science, drama, art, and music.

- e) Provide a list of three additional resources that may be helpful for the teacher, the parent, or the child related to this theme.

Refer to the following sites for ideas:

<http://csefel.vanderbilt.edu/resources/strategies.html#booknook>

http://www.nxtbook.com/nxtbooks/naeyc/youngchildren_200803/index.php

Format for the Thematic Learning Activities

- 12 pt. font double spaced 4 pages minimum
- APA style
- Use headings/subheadings as needed. Refer to APA style for format.
- Be submitted by 11:59pm on Sunday, Week 7.

Thematic Learning Activities Rubric

	Superior	Good	Does Not Meet Expectations	Total Points
Introduction	Clearly stated introduction and objective.	Adequately stated introduction and objective.	Introduction and objective are unclear.	0-10 points
Synopsis of Books	Excellent book selection and synopsis. Books selected are age appropriate and related to the topic.	Good book selection and synopsis. Books selected are mostly age appropriate and related to the topic.	Poor book selection and synopsis. Books selected are not age appropriate or related to the topic.	0-50 points
Related Activities	Excellent selection and description of three age appropriate activities. Activities clearly related to the theme and promote social and emotional development.	Good selection and description of three age appropriate activities. Activities are somewhat related to the theme and promote social and emotional development.	Poor selection and description of age appropriate activities. Activities not related to the theme Insufficient number of activities provided.	0-20 points
Integrated Activities	Excellent selection and description of three age appropriate activities. Activities clearly related to the theme and are well-integrated with other content areas.	Good selection and description of three age appropriate activities. Activities somewhat related to the theme and are integrated with other content areas.	Poor selection and description of age appropriate activities. Activities not related to the theme and are not integrated with other content areas. Insufficient number of activities provided.	0-20 points
Additional Resources	Additional resources provided are clearly age appropriate and related to the theme.	Additional resources provided are somewhat age appropriate and related to the theme.	Additional resources provided are not age appropriate or related to the theme.	0-10 points
Presentation & Organization	Excellent presentation of material using well constructed sentences. Correct spelling, grammar & punctuation.	Good presentation of material using well constructed sentences. Minor errors in spelling, grammar & punctuation.	Poor presentation of material. Poor sentence structure. Several errors in spelling, grammar & punctuation. Doesn't meet the minimum requirement of 4 pgs.	0-10 points
APA Style	APA style with no or minimal errors in	APA style with some errors in cover page,	APA style with many errors in cover page,	0-10 points

	cover page, page enumeration, format (margins & indentation), headers, citation & reference format.	page enumeration, format (margins & indentation), headers, citation & reference format.	page enumeration, format (margins & indentation), headers, citation & reference format.	
				Total Points: 150 pts possible