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| NWIC_Main_Horizontal_CMYK | **Guidance in Early Childhood**  ECED 106 VCH  3 Credits  Fall 2018 |
| Class Dates: Sept 17 – Dec 07, 2018  Class Days: Wednesdays  Class Times: 5:00 pm – 6:15 pm  Class Website: <https://nwic.instructure.com> | Instructor Name: Shasta Pettijohn  Office Hours: Wednesdays & Thursdays  2:00 – 3:30 pm  Telephone Number: 509-675-1722  Email Address: [spettijohn@nwic.edu](mailto:spettijohn@nwic.edu) |

Course Description

Identify interactions and practices that build secure relationships. Examine theories and practices that provide positive direct and indirect guidance for young children. Develop skills to connect with children, support or restore their ability to think well, and promote social competence.

Course Modality Definition & Expectations

This is a hybrid class, meaning there is a decrease in hours of face-to-face time per week and a commensurate increase in time spent out of class on class work, as an independent component online in the Canvas course. Students are expected to go through each module in a comprehensive manner, paying attention to all supplemental handouts, reading assignments, and instructional videos.

Texts

*Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills*. Gartrell, Daniel. NAEYC. Washington DC. 2012. ISBN 978-1-928896-87-6

*Designs for Living and Learning: Transforming Early Childhood Environments.* Deb Curtis and Margie Carter. Redleaf Press. St. Paul, MN. 2003. ISBN 1-929610-29-7

*Relationships, The Heart of Quality Care*. Amy C. Baker and Lynn A. Manfred/Petitt. NAEYC. Washington DC. 2004. ISBN 1-928896-19-7.

Instructor Discretion

As the instructor of this course I reserve the right to make alterations to the tentative schedule outlined in this syllabus. If at any time I find it to be relevant or pertinent to the course or the student, I may substitute and / or change reading assignments or writing assignments as I deem necessary in order to create a more effective learning environment or learning opportunity for the student. If such a change is made, it will be done in a timely manner so as not to impede the learning process.

Course Outcomes

1. Demonstrate the ability to use guidance to respond to challenging behavior.
2. Demonstrate a commitment to adult-child connection and attachment as the foundation for guidance in early childhood.
3. Demonstrate a commitment to developing environments for early childhood programs that provide significant guidance and support to children.
4. Demonstrate a commitment to developing place-based environments that reflect cultural values, identity, and sense of belonging.
5. Formulate a personal philosophy of guidance in early childhood.

Program Outcomes

1. Promoting child development and learning.
2. Building family and community partnerships.
3. Observing, documenting, and assessing.
4. Teaching and learning.
5. Integrity, advocacy, and commitment to the field of Early Childhood Education.

Aligned with Institutional Outcomes

1. Native Leadership – To Acquire a Quality Education

Educated Native leaders are essential to the survival and advancement of Tribes.  NWIC graduates are leaders in their own right and have the ability to communicate in diverse situations, listen deeply, think critically, and organize and articulate ideas.

1. Way of Life – To Give Back

Education is relevant when Indigenous ways of thinking, learning, and doing are infused into the educational framework. NWIC graduates possess the knowledge of how Tribal values are interpreted and practiced through healthy lifestyles, language, and decision making.

1. Inherent Rights – To Apply Indigenous Knowledge

Knowledge of Tribal history, language and culture is integral to the advancement of sovereignty and self-determination. NWIC graduates actively engage in the decolonization process using an Indigenous perceptive and are able to differentiate between inherent rights and acquired rights.

1. Community Minded – To Utilize Education Through Work

Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.

Late Homework Submission Policy

Pay special attention to each assignment’s due date.  If you have an emergency or community obligation, you may contact me in advance to request an extension for an assignment (though you will not receive full credit for your work).  If extensions are not requested in advance, the assignment will be graded as late.  Homework assignment extensions are typically not granted during the final week of the quarter.

Children in Class

We value young people and we value learning.Your learning and our discussions during class time will be more challenging if children are present. Please find child care for your precious children during our class time. If children must be present, please give them an activity so they are busy and engaged while we meet. (Infants and breastfeeding moms are welcome, of course!)

Academic Dishonesty

Plagiarism is a type of academic dishonesty. Plagiarism occurs when a person falsely presents written course work as his or her own product. This is most likely to occur in the following ways:

* Submitting the exact text of someone else without the use of quotation marks and without giving proper credit to the author.
* Presenting ideas or using the material of someone else even when it is in the student’s own words, without giving appropriate acknowledgment.
* Submitting an assignment written by someone else but representing it as the student’s own work.

Academic dishonesty in connection with any Northwest Indian College activity threatens personal, academic and institutional integrity and is not tolerated.

Additional Class Policies

1. Come on time, stay the whole time, and participate in class as if you were in a classroom.
2. Take responsibility for making a good online learning environment for your co-students. This means being engaged and visible. If you must leave for a moment, excuse yourself via chat box entry.
3. Turn off cell phones or put ringer on silent. Do not text or phone during class, but instead bring your whole attention to our community of learners.

Technology Help

For help with Canvas contact:

[Spencer Ellsworth](http://www.nwic.edu/about/campus-directory/name/spencer-ellsworth/), E-Learning Coordinator / Faculty

Work Phone: (360) 392-4299

Work Email: [sellsworth@nwic.edu](mailto:sellsworth@nwic.edu)

For other technology help contact:

Information Services & Media Center

Work Phone: 360-392-4342

Email: [is@nwic.edu](mailto:is@nwic.edu)

Disability Services

NWIC supports individuals with disabilities in undertaking and completing a college degree or program. [TRiO Student Support Services](http://www.nwic.edu/life-on-campus/trio/) will provide the tools necessary to help students reach their academic and career goals.  For more information, contact [trio@nwic.edu](mailto:trio@nwic.edu) 360-392-3442. Or contact the Dean of Student Life: Phone (360) 392-4255.

Required Assignments / Points:

Syllabus Agreement 05 points

Story about Guidance 10 points

Book or Article for Project #1 05 points

Project #1: Compare & Contrast 35 points

QQQ – Chapters 1 & 2 10 points

QQQ – Chapters 3 & 4 10 points

QQQ – Chapters 5 & 6 10 points

Project #2 35 points

Coded Floor Plan 10 points

Convince Us to Read 10 points

Project #3 35 points

Final Paper 20 points

Course Evaluation 05 points

Attendance/Participation 20 points

**Total 220 points**

Grading Scale

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|  | A = 93-100 % | A- = 90-92 % |
| B+ = 87-89 % | B = 83-86 % | B- = 80-82 % |
| C+ = 77-79 % | C = 73-76 % | C- = 70-72 % |
| D+ = 67-69 % | D = 63-66 % | D- = 60-62 % |

Assignment Schedule

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| **Week** | **Topics** | **Reading** | **Homework Due** |
| 1 | Introductions & Establishing Relationships; Direct Guidance; managing challenging behaviors | 1. Course Syllabus  2. *Education for a Civil Society*, Chapters 1 & 8. | 1. Syllabus Agreement  2. Personal Introductions |
| 2 | Emotional Connections; Key to positive guidance; How Children’s Emotions Work; The Limbic System | 1. *Education for a Civil Society*, Chapters 9 & 12 | Discussion: Story about Guidance  Submit for approval: book or article on Guidance for Project#1. |
| 3 | Comparing and Contrasting Guidance Strategies and Philosophies | 1. *Education for a Civil Society*, Chapters 10 & 13 | Project #1 Due |
| 4 | Importance of Adult Relationships | *Relationships,* *The Heart of Quality Care,* Chapters 1 & 2 | Question, Quote, or Quibble (QQQ) for *Relationships* Chapters 1 & 2 |
| 5 | Executive Functioning Skills | *Relationships,* *The Heart of Quality Care,* Chapters 3 & 4 | Question, Quote, or Quibble (QQQ) for *Relationships* Chapters 3 & 4  Start work on Project #2 (due week 7) |
| 6 | Indirect Guidance Part A; Policies to Build Connection & Diminish Challenging Behaviors,  Ratios, Schedules, Transitions | *Relationships,* *The Heart of Quality Care,* Chapters 5 & 6 | Question, Quote, or Quibble (QQQ) for *Relationships* Chapters 5 & 6  Finish up Project #2 (due next week) |
| 7 | Primary Caregiving;  Continuity of Care; Expressing Warmth  Sharing “your” Chapter (Convince us to Read) | Review and read captions for all photos in *Designs for Living* | 1. Project # 2 Due  2. Convince Us to Read a Chapter due  3. Browse through *Designs for Living*, and collect ideas (journal, highlight, etc.)  Start thinking about Project #3 Topics |
| 8 | Indirect Guidance Part A (floorplan) | Read *Designs for Living,* Chapter 1: “Laying a Foundation for Living and Learning” | Create and Submit Coded Floor Plan (see Project #3 instructions) |
| 9 | Indirect Guidance Part B; How Environments Provide Guidance; Place-Based Education | Read *Designs for Living,* Chapter 2: “Creating Connections and a Sense of Belonging”  Read *Designs for Living,* Chapter 3, 4, 5, or 6 | Work on Project #3 |
| 10 | Environmental Elements Connecting to Identity and Place  Barriers and Negotiating Change | Read *Designs for Living,* Chapter 7: “Enhancing Children’s Use of the Environment”  Read *Designs for Living,* Chapter 8: “Facing Barriers and Negotiating Change” | Start writing Final Paper. Continue work on Project #3. |
| 11 | Personal Philosophy of Guidance | Finish reading any unread material. | Project #3 Due  Finals Week – Final Paper Due  NO CLASS |