

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EDG 4410
COURSE TITLE:	<i>Classroom Management/Child Guidance</i>
PREREQUISITE(S):	None
COREQUISITE(S):	None
STUDENT ADVISING NOTES:	Junior Level Status
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other/Field:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION:

Students develop skills and competencies needed for classroom management and guidance of young children, the ability to communicate expectations for behaviors to children, parents, and others in the school community. This course addresses methods and strategies to assist young children in developing pro-social skills in a developmentally appropriate program that create a positive and caring environment for young children. Field experience required (minimum of 6 contact hours).

SUGGESTED TEXT(S): (Continued)

Hearron, P., & Hildebrand, V. (2005), Guiding Young Children. Merrill Prentice Hall: Upper Saddle River, NJ.

Evertson, C., Emmer, E., & Worsham, M. (2006). Classroom Management for Elementary Teachers. NY: Allyn and Bacon.

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS

CONTACT HOURS
PER TOPIC

I.	Theories Related to Child Guidance	9
A.	Guidance techniques to use with different age children based on developmental needs and abilities	
B.	Positive interactions and supportive relationships with children at different stages of development	
C.	Positive and negative forms of guidance	
D.	Reporting suspected abuse and neglect	
E.	Summarizing children's social development	
II.	Appropriate Guidance	12
A.	Development of self-concept and self-esteem	
B.	Process of emerging self-discipline	
C.	Positive social behaviors that should be encouraged	
D.	How positive guidance promotes growth and development	
E.	Development of moral competence in children	
F.	Indirect guidance techniques in classroom management	
III.	Importance of Families and Culture	12
A.	Anti-bias curriculum goals	
B.	How cultural differences affect guidance	
C.	Role of culture in children's interactions and responses to conflict	
D.	Importance of working with parents to solve guidance issues	
E.	Family issues that influence children's behaviors (coping with stressful situations)	
IV.	Principals of Elementary Classroom Management	12
A.	Classroom organization: Planning and conducting instruction	
B.	Teacher's guidelines and learning principles	
C.	Issues of time management	
D.	Characteristics of the classroom: Developing classroom rules	
E.	Communicating goals and creating behavioral objectives	
F.	Reducing inappropriate behavior: Increasing appropriate behavior	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>EDG 4410</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Classroom Management/Child Guidance</u>	

<i>Section 2</i>		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
X Other <u>Upper level BS ECE</u>	<input type="checkbox"/>	<input type="checkbox"/>
	PSAV	Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

<i>Section 3 (If applicable)</i>		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

<i>Section 4</i>					
INTELLECTUAL COMPETENCIES:					
X Reading	X Speaking	X Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
X Writing	X Listening	X Information Literacy	X Ethical Judgment	X Working Collaboratively	

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
Discuss how a teacher's guidance techniques affect children's self-esteem	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
Demonstrate techniques teaches can use to facilitate positive social interactions among children	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning

Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
.	Observe and record children's behavior using anecdotal records	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
.	Offer examples of individualized behavior plans that classroom teachers may be given to implement with children with special needs	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
.	Demonstrate appropriate ways of communicating with children	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
.	Use developmentally appropriate group management strategies to provide an atmosphere that enhances learning	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
.	Provide environments and learning experiences that promote development of children's trust, autonomy, initiative, industry and identity.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
.	Demonstrate skills in classroom management and guidance techniques as they relate to common problem behaviors.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
.	Demonstrate understanding of a classroom culture that fosters trust, caring, cooperation, responsibility and leadership	Students will be assessed through lesson plans, group projects and presentations on curricular implementation

Section 6

Name of Person Completing This Form:

Date: February 20, 2009

Dr. Carole Byrd, Associate Dean of Education