

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS
EEC 4314
Social/Emotional Competence, Classroom Management,
And Guidance of Young Children

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EEC 4314
Section #:	4109
Credit Hours:	Three Credits
Co-requisites:	None
Pre-requisites:	Admission to Prekindergarten/Primary Education (age 3 through grade 3) with Infused ESOL and Reading BS

Day, Time and Campus:	Monday	3:00 – 5:40pm	Clearwater
Modality:	Blended		
Professor:	Mary Harper, PhD		
Office Hours:	Refer to Instructor Page	http://www.spcollege.edu/instructors/id/1701	
Office Location:	Clearwater	NM-133	
Office Phone:	727-791-2480		
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ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.		
Office Location & Number:	Tarpon Springs	BB 159	

I. COURSE DESCRIPTION

This course is designed to present foundations of knowledge about social and emotional development. The content will enable students to acquire the background knowledge and skills necessary to analyze developmental theories as they apply to young children's social and emotional development. Additionally, this course will examine appropriate and developmentally sensitive strategies for managing behavior in typically and atypically developing children birth to eight years of age. Performing functional analysis of behavior and collaboration with support specialties will be discussed. The importance of consistency and proactive strategies will be stressed. In addition to class meetings, a minimum of 10 hours of observation and participation in an early childhood setting are required. The course requires 47 contact hours.

II. MAJOR LEARNING OUTCOMES

1. The student will summarize and evaluate theories related to child guidance by:
 - a. identifying a variety of guidance techniques to use with different age children based on developmental needs and abilities.
 - b. explaining characteristics and impact of positive and supportive interactions with children at different stages of development.
 - c. comparing and contrasting positive and negative forms of guidance.
 - d. summarizing and evaluating children's social development.

2. The student will evaluate how appropriate guidance promotes autonomy, self-discipline, and social skills in children by:
 - a. describing developmental stages and progression of self-concept, self-esteem and self efficacy.
 - b. analyzing the process stages of emerging self-discipline.
 - c. identifying the pro-social behaviors that should be encouraged and present in classroom settings.
 - d. explaining how positive guidance promotes growth and development.
 - e. evaluating the development of moral competence in children.
 - f. analyzing the role and impact of implicit and explicit guidance techniques in classroom management.

3. The student will explain the role of families and culture in guiding children by:
 - a. analyzing anti-bias curriculum goals.
 - b. evaluating how cultural differences affect guidance.
 - c. reflecting on the role of culture in children’s interactions and responses to conflict.
 - d. describing the importance of working with parents to solve guidance issues.
 - e. identifying family-issues which may influence children’s behaviors and manners of communicating.

4. The student will appraise appropriate methods in the development of a positive self-concept and pro-social behaviors in children by:
 - a. evaluating how a teacher’s guidance techniques affect children’s self-esteem.
 - b. demonstrating techniques teachers can use to facilitate positive social interactions among children.
 - c. practicing developmentally appropriate, social skill building instructional strategies, which reflect explicit and implicit teaching.
 - d. applying developmentally appropriate instruction that reflect knowledge of the modes of instruction incorporated in pro-social, collaborative environments.
 - e. creating developmentally appropriate social skill instructional experiences that integrates multiple modalities for learning.
 - f. identifying appropriate materials for pre-school students with various levels of cognitive and language proficiency.

5. The student will interpret, assess, and apply appropriate guidance methods to specific situations relating to children’s behaviors by:
 - a. observing and recording children’s behavior using hard and soft assessments.
 - b. providing examples of individualized behavior plans that classroom teachers may be given to implement with children with and without special needs.
 - c. demonstrate appropriate ways of communicating with children (e.g., active listening, “I” messages, positive statements, etc.).
 - d. implementing developmentally appropriate group management strategies.
 - e. designing environments and learning experiences that promote development of children’s trust, autonomy (e.g., decision-making, self-assessment and self-help skill, etc.) initiative, industry and identify.
 - f. applying effective classroom management strategies and guidance techniques as they relate to common problem behaviors (e.g., biting, hitting, tantrums, inappropriate language, high activity level, etc.).
 - g. recognizing true problem behaviors and identify professional resources for specific developmental or family needs.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required :
	<ul style="list-style-type: none"> • <i>Guidance and Social/Emotional Intelligence Course 360</i>, Author: Cengage, ISBN: 9781111942281
	Recommended :

Students using **eBooks** must have access to the **eBooks** during class sessions.

B. Supplemental Material

Resources:	
Materials:	
Library:	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference ANGEL continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students. All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

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IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires 10 school-based hours in a PK-3 setting.

B. ALL Course Assignments

SubUnit Lessons
Reading Quizzes
Video Case Studies
Social Skills Unit <ul style="list-style-type: none"> - Unit Plan Overview - Five Danielson Lesson Plans - Assessment Measure
Classroom Management Plan <ul style="list-style-type: none"> - Assessment using TPOTS Classroom Assessment - Guidance Plan - Support Materials
Individual Support Plan <ul style="list-style-type: none"> - Assessment - Guidance Plan - Support Materials
Final Exam <ul style="list-style-type: none"> - Part One Chalk & Wire postings - Essay

UCC Assignments: Teacher candidates must demonstrate UCC competencies and earn a ‘C or above (at least 75%)’ on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.

FEAP Assignment Rubrics: In addition to a ‘C or above’, a teacher candidate must also earn a ‘minimum’ score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table below.

*** Assignments labeled with an (*) denote required assignments that must be passed at 75%.**

For courses with lesson planning:

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/SPC_Syllabus_Common_Statements_Master.htm

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/index.php>

C. STUDENT ANGEL TUTORIALS

http://www.spcollege.edu/TSC/coe/links/Student_Angel_Tutorials.html

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

Sessions	Topics	Assignments	Due Dates
Course Overview	Course Description Major Learning Outcomes Structure of Course ANGEL Tutorial	<ul style="list-style-type: none"> Start Here Quiz 	Refer to ANGEL calendar

Module 1 Subunit 1.1	What is Social & Emotional Development <ul style="list-style-type: none"> Behavior and Emotional Development Social and Emotional Competence 	<ul style="list-style-type: none"> Readings Chapter 1 & 5 Chapter Practice Quiz SubUnit 1.1: Behavior & SEC Activity Assignment 1.1: Social Skills Unit - Overview 	Refer to ANGEL calendar
Module 1 Subunit 1.2	What is Social & Emotional Development <ul style="list-style-type: none"> What is Challenging Behavior Developmentally Appropriate Behavior 	<ul style="list-style-type: none"> SubUnit 1.2: Facing the Challenge Activity Assignment 1.2: Classroom Management Plan – TPOTS Introduction 	Refer to ANGEL calendar
Module 1 Subunit 1.3	What is Social & Emotional Development <ul style="list-style-type: none"> Positive Behavioral Support for Young Children Center for Social and Emotional Foundations in Early Learning 	<ul style="list-style-type: none"> SubUnit 1.3: Current Issues and Methods in Promoting SEC Activity Assignment 1.3: Individual Support Plan – Introduction to Assessing Children’s SEC 	Refer to ANGEL calendar
Module 2 Subunit 2.1	Communicating Effectively With Children <ul style="list-style-type: none"> Effective Verbal & NonVerbal Communication 	<ul style="list-style-type: none"> Readings Chapter 3 & 4 Chapter Practice Quiz SubUnit 2.1: Communication Activity Assignment 2.1: Social Skills Unit – Two Lessons 	Refer to ANGEL calendar
Module 2 Subunit 2.2	Effectively Understanding Children <ul style="list-style-type: none"> Why Children Misbehave Parents as Partners 	<ul style="list-style-type: none"> SubUnit 2.2: Facing the Challenge Activity Assignment 2.2: Classroom Management Plan – Implement TPOTS 	Refer to ANGEL calendar
Module 2 Subunit 2.3	Programs that Build SEC <ul style="list-style-type: none"> Program-wide PBS Behavior has a function – Assessing children’s needs 	<ul style="list-style-type: none"> SubUnit 2.3: Current Issues and Methods in Promoting SEC Activity Assignment 2.3: Individual Support Plan – Assessment Implementation 	Refer to ANGEL calendar
Module 3 Subunit 3.1	Developmentally Appropriate Social and Emotional Environments <ul style="list-style-type: none"> Physical Structure Play 	<ul style="list-style-type: none"> Readings Chapter 7, 9, & 13 Chapter Practice Quiz SubUnit 3.1: Environment Activity Assignment 3.1: Social Skills Unit – Three Lessons 	Refer to ANGEL calendar
Module 3 Subunit 3.2	Developmentally Appropriate Social and Emotional Environments <ul style="list-style-type: none"> Prevention Strategies 	<ul style="list-style-type: none"> SubUnit 3.2: Facing the Challenge Activity Assignment 3.2: Classroom Management Plan – Evaluate TPOTS Data 	Refer to ANGEL calendar
Module 3 Subunit 3.3	Developmentally Appropriate Social and Emotional Environments <ul style="list-style-type: none"> Self-Regulation in Everyday Experiences 	<ul style="list-style-type: none"> SubUnit 3.3: Current Issues and Methods in Promoting SEC Activity Assignment 3.3: Individual Support Plan – SEC Summary Report 	Refer to ANGEL calendar
Module 4 Subunit 4.1	Guiding Children Effectively <ul style="list-style-type: none"> RTI Rules, Expectations, Consequences 	<ul style="list-style-type: none"> Readings Chapter 10 & 11 Chapter Practice Quiz SubUnit 4.1: Behavior Management Plans Activity Assignment 4.1: Social Skills Unit – Assessment Measure 	Refer to ANGEL calendar

Module 4 Subunit 4.2	Guiding Children Effectively • Behavioral Planning	<ul style="list-style-type: none"> SubUnit 4.2: Facing the Challenge Activity Assignment 4.2: Classroom Management Plan – Develop Plan and Support Materials 	Refer to ANGEL calendar
Module 4 Subunit 4.3	Guiding Children Effectively • Positive Behavioral Strategies in Teaching • Individualized Intensive Interventions	<ul style="list-style-type: none"> SubUnit 4.3: Current Issues and Methods in Promoting SEC Activity Assignment 4.3: Individual Support Plan – Develop Plan & Support Materials 	Refer to ANGEL calendar
Module 5 Subunit 5.1	Addressing Problem Behaviors Effectively & Ethically • Problem Behaviors • Conflict Resolution • NAEYC Code of Ethical Conduct and What It Means for Guidance	<ul style="list-style-type: none"> Readings Chapter 12 & 15 Chapter Practice Quiz SubUnit 5.1: Ethics Workshop Activity Assignment 5.1: Social Skills Unit – Final Product 	Refer to ANGEL calendar
Module 5 Subunit 5.2	Addressing Problem Behaviors Effectively & Ethically • Intervention Strategies	<ul style="list-style-type: none"> SubUnit 5.2: Facing the Challenge Activity Assignment 5.2: Classroom Management Plan – Presentation 	Refer to ANGEL calendar
Module 5 Subunit 5.3	Addressing Problem Behaviors Effectively & Ethically • Addressing Rough Play	<ul style="list-style-type: none"> SubUnit 5.3: Current Issues and Methods in Promoting SEC Activity Assignment 5.3: Individual Support Plan – Presentation 	Refer to ANGEL calendar
Final Module	Final Review Module	<ul style="list-style-type: none"> Postings to Chalk & Wire Final Exam 	Refer to ANGEL calendar

VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

Assignment Name	UCC	Specific Indicator
Classroom Management Plan	FEAP	2.a
	FEAP	2.b
	FSAC	PKP 1.3.2
	FSAC	PKP 1.7.1
	FSAC	PKP 1.7.2
	OE	g
	ESOL	1.1
Social Skills Unit	FSAC	PKP 1.3.10
	FSAC	PKP 1.7.3
	FSAC	PKP 1.7.4
	FSAC	PKP 1.7.5
Ethics Workshop Reflection Paper	FSAC	PKP 1.2.7

FSAC Alignments are currently under revision and will be addressed at the competency level beginning Fall 2013