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| DFST 4233-001: Guidance of Children and YouthSummer II – 2013 |

Instructor

Julie Leventhal, M.S.

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**Office Hours:** M-Th 30 minutes before class, Tuesday- 12:00 – 1:30 pm**,** and by appointment.

**Class Meeting Time:** Monday – Thursday, 10:00 – 11:50 am

**Class Meeting Place:** Wooten Hall 312

**Required Textbook:**

Fields, M. V., Perry, N. J., & Fields, D. M. (2013). *Constructive guidance and discipline: Preschool and primary education* (6th ed.). Upper Sadle River: Pearson.

**Course Description**

Best practices in individual and group guidance and management of children from birth through adolescence. Focus on behavior in the context of family, culture, and social practices. Requires 15 hours of observation of individual and group activities in an approved setting, to include 3 hours of interaction with infants, children, or youth. Prerequisite(s): DFST 3123.

**Course Objectives**

After completing this course, students will be able to:

1. Describe what is meant by developmentally appropriate child guidance practices.
2. Apply development and family theories to child guidance.
3. Demonstrate an understanding of the developmental characteristics, behavior norms, and influences as they relate to children and adolescents.
4. Identify appropriate guidance techniques based on the child’s age, ecological context, and situational determinants.
5. Demonstrate competence in designing, implementing, and evaluating child guidance techniques.
6. Demonstrate an understanding of cultural approaches to guidance.
7. Articulate personal values regarding child guidance issues and use self-reflection to enhance the student’s ability to serve as an effective role model.

**Course Requirements**

1. Students are expected to attend class as scheduled. If you think you will need to miss a lot of classes or you are just not interested in attending class, it is suggested that you drop this class as soon as possible. Material for the quizzes/exams will be both from the material in the book as well as any material covered in class.
2. Students are expected to keep up with the readings and participate in class. In addition to the readings listed in the syllabus, there may be supplemental readings assigned that will be posted on Blackboard at <https://ecampus.unt.edu>. If you do not regularly check Blackboard, you will miss important information such as handouts and announcements.
3. **In-Class Assignments:** During the semester, 10 short written assignments will be completed during class. These assignments will not be announced in advance and you must be in class to complete them;no make-up opportunities will be available. In-class assignments will be worth **10%** of your final grade.
4. **Personal Reflection:** A brief review and reflection of an article related to child guidance strategies will be required. More information and a grading rubric will be posted on Blackboard. The Personal Reflection is due **July 11th** and will be worth **10%** of your final grade.
5. **Scavenger Hunt:** During class, students will be sent on a scavenger hunt in order to examine the effects of the environment on child behavior and guidance. This scavenger will take place on **July 18th** and will be worth **10%** of your final grade.
6. **Outside Observations:** Students are expected to complete 15 hours of observation during the semester. For the first observation, students are required to complete focused interactions with a child. Parental consent is required for this Child Interview/Observation #1 and is due in-class when the observation is turned in. The second observation should occur in a naturalistic setting and must be completed in an accredited early childhood center. The due dates for the observations are as follows: **July 23rd and August 6th.** More information and grading rubrics will be posted on Blackboard. In total, the observations will be worth **30%** your final grade and no late papers will be accepted.
7. **Poster Presentation:** Each student will have the option of working individual or in teams of no more than three students and each team will research a topic related to child/youth guidance (selected from a list that will be provided by the instructor). As an individual or team, you will present information from empirical sources regarding the given issue, current practices, recommendations, limitations, and future directions by using various concepts and principles discussed in class. More information and a grading rubric will be posted on Blackboard. The poster presentations are due **August 8th**. The research presentation will be worth **10%** of your final grade.
8. **Quizzes/Exams:** Two quizzes and a final exam will given throughout the semester (see the dates on the schedule). Each quiz will be worth **10%** of your final grade and the final exam will be worth **10%** of your final grade. Tests may include a variety of question types including all or some of the following: multiple choice, true/false, matching, fill-in-the-blanks, and short answer/essay. Legitimate reasons for missing an exam include medical, judicial, or serious personal events that truly do not allow you to take the exam. If you miss an exam, you will be asked to provide documentation to support the reason for your absence. The makeup exam may be different from the exam given in class and may include different question types (including essay questions). **The final exam is on Friday, August 9th from 11:00 – 12:50 pm.** Make-ups for the final exam will only be given in case of emergency and with prior notice.

Success in this course on all the aforementioned requirements is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to succeed in this class.

**Course Evaluation**

In short, final grades will be based on the following:

 In-Class Assignments 10%

Personal Reflection 10%

Scavenger Hunt 10%

Child Interview/Observation #1 15%

Observation #2 15%

Poster Presentation 10%

Quiz 1 10%

Quiz 2 10%

##  Final Exam 10%

Total 100%

The following grading scale will be used:

90-100% A
80-89% B

70-79% C

60-69% D

Below 59% F

**Academic Integrity and Professional Conduct**

It is expected that students will conform to the University of North Texas Code of Student Conduct and Discipline as outlined in the undergraduate catalog and online through the Center for Student Rights and Responsibilities. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. All transgressions will be treated most seriously and in accordance with the recommendations of the policy as published.

Students are also expected to conduct themselves as mature and responsible adults while enrolled in this course. This includes displaying respect for peers and faculty, accepting personal responsibility for coming to class, maintaining class notes, and completing given assignments.

**Special Circumstances**

The Department of Educational Psychology cooperates with the Office of Disability Accommodations to make reasonable accommodations for qualified students with disabilities, as required by the Americans with Disabilities Act and Section 5-4 of the Rehabilitation Act. Any student who feels that he or she may need an accommodation because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), please provide the request in writing to the instructor on or before the 6th day of class.

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| DFST 4233-001: Guidance of Children and Youth (Topics and dates are subject to change)  |
| **Date** | **Topic** | **Reading** | **Assignment due** |
| July 8 | Introduction to the CourseThinking About Guidance and Discipline  | SyllabusChapter 1 |  |
| July 9 | Physical Development | Chapter 2 |  |
| July 10 | Emotional Development |   |  |
| July 11 | Cognitive Development | Chapter 3 | **Personal Reflection** |
| July 15 | Social Development |   | **Quiz 1** |
| July 16 | **Observation Day**  |  |  |
| July 17 | Creating Environments | Chapter 4 |  |
| July 18 | Planning Programs | Chapter 5 | **Scavenger Hunt (in class)** |
| July 22 | Teaching By Example | Chapter 6 |  |
| July 23 | Effective Discipline | Chapter 7 | **Observation #1** |
| July 24 | Understanding and Accepting Limits | Chapter 8 |  |
| July 25 | Controlling Behavior Externally | Chapter 9 |  |
| July 29 | Diversity and Special Needs | Chapter 13 |  |
| July 30 | **Observation Day/Group Work** | Chapter 15\* | **Quiz 2** |
| July 31 | **Observation Day/Group Work** |  |  |
| August 1 | Punishment vs. Discipline  | Chapter 10 |  |
| August 5 | Immaturity/Childlike Behavior | Chapter 11 |  |
| August 6 | Unmet Needs  | Chapter 12 | **Observation #2** |
| August 7 | Vulnerabilities | Chapter 14 |  |
| August 8 | **Poster Presentations** |  | **Presentations** |
| August 9 | **Final Exam from 11:00 – 12:50 pm** |  |  |

\*Chapter 15 will be covered throughout the course and should be utilized during Observation #2.

**Syllabus Addendum**

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever needed to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus.
2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you all is one way for me to do that.
3. DO check your UNT email. I will send class emails to your UNT account so you either need to access that email account regularly or forward your email to another account that you use. You will miss extremely important information if you do not check the emails I send.
4. At the end of the semester, do NOT ask me to change your grade. That would be unethical and unfair to every student that has earned his/her given grade.
5. Deadlines are deadlines for a reason. I will NOT accept late papers and your paper will be considered late the first minute after class is scheduled to end. For example, if class ends at 12:00 pm, that means that if you try to give me your paper at 12:15 pm, I will NOT accept it. I must have your paper in my hands by the end of class when the specific assignment is due.
6. Do NOT email me your paper. I only accept paper copies brought to me *in class*. If there is an extenuating circumstance, I will consider accepting an electronic copy of your paper. However, whether or not I accept your paper that way is completely up to my discretion and do not simply assume that I will accept it. You need to explain the situation and ask me first.
7. When I return your papers in class, DO pick them up. I will provide feedback on why you received that specific grade. Make sure to look at that feedback before asking me what you did wrong. If I deducted points, I will tell you where and why on the rubric. Use that feedback to make improvements on future papers so that you do not get points counted off again for a similar mistake.
8. When completing a paper, please follow the structure I provide for you in the specific assignment guidelines (if one is provided). This ensures that you are covering the correct material in the correct way.
9. DO NOT TALK IN CLASS. We can all hear you. Even if you think you’re whispering and we cannot hear you, we can.
10. A cold is not a medical emergency. Other minor illnesses like that are NOT medical emergencies and therefore, you will not be granted an excused absence if you miss class for that reason. If you have a true medical emergency, I need documentation of that in order to provide you with an excused absence.