

CHFD311

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : CHFD311 **Title :** Guidance in Early Childhood

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course stresses the need to respect the unique qualities that individual children and their families bring to the early childhood setting. It presents developmentally appropriate guidance strategies that help young children to become responsible, respectful, and productive members of the community.

Course Scope:

This course will examine early childhood development. Students will be introduced to hands-on applications based on research and theory. The students will examine major issues in early childhood guidance based on the home and school environments.

Objectives

Welcome to Guidance in Early Childhood- Learning Objectives (LO).

After you have completed this course, you should be able to:

1. Identify different theoretical approaches in child guidance for birth to eight
 2. Discuss the differences between positive and negative discipline and punishment for children under eight
 3. Discuss the effects of environment, stress, anger, and aggression for young children's behavior
 4. Learn how their guidance styles affect young children's behaviors and personalities.
 5. Learn guidance strategies to support healthy socio-emotional development in children under eight.
 6. Describe early childhood classroom management practices which encourage positive guidance, self-esteem, and ethics.
 7. Use knowledge of observational strategies and teaching practices to interpret behavior and plan interventions for young children.
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Outline

Week 1: Defining child guidance and the goals of guiding a child's behavior

Learning Outcomes

1. Identify different theoretical approaches in child guidance for birth to eight

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 1

Week 2: Social-emotional development. Conflict resolution

Learning Outcomes

LO-5 Learn guidance strategies to support healthy socio-emotional development in children under eight.

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 2

Week 2 Assignment

Week 3: Building nurturing and responsive relationships with children.

Learning Outcomes

LO4 Learn how their guidance styles affect young children's behaviors and personalities.

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 3

Week 4: Collaborating with families

Learning Outcomes

LO-4 Learn how their guidance styles affect young children's behaviors and personalities.

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 4

Week 5: Positive Guidance/ Helping Children Control Anger and Disappointment

Learning Outcomes

LO-2,6 Discuss the differences between positive and negative discipline and punishment for children under eight. Describe early childhood classroom management practices which encourage positive guidance, self-esteem, and ethics.

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 5

Week 5 Assignment

Week 6: Indirect Guidance / Direct Guidance

Learning Outcomes

LO-2,3,5 Discuss the differences between positive and negative discipline and punishment for children under eight

Discuss the effects of environment, stress, anger, and aggression for young children's behavior

Learn guidance strategies to support healthy socio-emotional development in children under eight.

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 6

Week 7: Guiding young children in personal caregiving routines

Learning Outcomes

LO-3 Discuss the effects of environment, stress, anger, and aggression for young children's behavior

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 7

Week 7 Assignment

Week 8: Guidance and Curriculum

Learning Outcomes

LO6,7 Describe early childhood classroom management practices which encourage positive guidance, self-esteem, and ethics.

Use knowledge of observational strategies and teaching practices to interpret behavior and plan interventions for young children.

Required Readings

See required readings in the Lesson section of the classroom

Assignments

Forum 8

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your

classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

University Policies

Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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