



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: EDEC

Course Title: Child Guidance

Year: 2025

Course and Section #: 2610-001

Credits: 3

Course Description

Focuses on the adult role in fostering the social and emotional development of young children. Emphasizes strategies adults can use to build positive self-concept, appropriate social behaviors, empathy, independence, responsibility and effective communication in children. Addresses the value of play to enhance children's social development. Introduces strategies to reduce aggressive behaviors. Examines factors that affect resiliency in young children. Service Learning: Includes 20 hours of structured field observations and interactions with young children.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Amber Robinson

Student Learning Outcomes

1. Describe the development of social competence in young children.
2. Critique early childhood classroom environments in regards to fostering social competence in young children.
3. Apply a variety of verbal communication skills associated with promoting children's self-awareness and self-esteem.
4. Explain how play supports children's social development.
5. Select appropriate teaching approaches and interpersonal interactions that support children's emotional development.
6. Develop effective teaching strategies and interpersonal interactions for enhancing children's peer relationships and friendships.
7. Select appropriate rules and consequences to support self-regulation in young children.
8. Describe strategies to reduce aggressive behaviors.
9. Explain risk factors that influence resiliency in young children.

Course Materials and Texts

Guiding Children's Social Development, 8th or 9th ed. by Kostelnik, Stein, Whiren, Soderman

Course Requirements

Course Assignments, Assessments, and Grading Policy

Class attendance and participation	110
Child development worksheet	10
Textbook chapter reading responses (9)	90
Group chapter presentation	50
Service-Learning Field Assignments (6)	140
Service-Learning Field Log	20
Service-Learning Field Reflection Paper	20
Professional portfolio pages (2) 10 pts. each	20
Final--Guidance Strategy Presentation & Participation	40

A = 94-100% B+ = 87-89% C+ = 77-79% D+ = 67-69% E = 00-59%

A- = 90-93% B = 83-86% C = 73-76% D = 63-66%

B- = 80-82% C- = 70-72% D- = 60-62%

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

1. **Introduction to course principles;** Value of Service Learning; What is DAP?
2. **Making a difference in Children's Lives.** Chapter 1. The Preschool Years; review of child development.
3. **Influence of the Physical Classroom Environment.** Chapter 9. Identifying elements of child centered classroom design to promote learning and development of young children
4. **Value of Play.** Chapter 7. Research benefits of play on children's learning and social/emotional development
5. **Nonverbal and Verbal Communication.** Chapter 3 and Chapter 4. Identify and using appropriate verbal and nonverbal communication with young children to support social/emotional development. Helping children develop appropriate communication skills
6. **Supporting Emotional Development.** Chapter 5. Understanding the purpose and value of all emotions; helping children identify and regulation emotional behaviors.
7. **Promoting Pro-Social Behaviors.** Chapter 13. Definitions of prosocial behaviors; modeling prosocial behaviors in classrooms and supporting children's development of helping behaviors.
8. **Friendships.** Chapter 10. Research on the value and importance of friendships for young children and their physical, intellectual, social and emotional development; supporting friendship development in classrooms.

9. **Self Discipline, and Solutions and Consequences.** Chapter 12 and Chapter 6. Importance of assisting children develop self-regulation skills in the classroom. Helping children develop responsibility for behaviors and actions.
10. **Handling Aggressive Behaviors and Resiliency.** Chapter 12 and Chapter 6. Critical thinking about dealing with children’s behavior issues in supportive ways.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must practice over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Finding information on various course topics.
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion prompts/responses.
- Completing reading responses, field work reflections, or portfolio pages.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.