Instructor: Monica B. Garcia, MA  
Email: Monica.Garcia@utsa.edu  
Phone: (210) 520-7004  
Office Hours: By appointment and immediately before/after class

- Discover the key to your success—it starts within you  
- You have to take life as it happens, but you should try to make it happen the way you want to take it.

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Department of Interdisciplinary Learning and Teaching Mission:  
*The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.*

COURSE DESCRIPTION
Study of effective strategies for guiding the socioemotional development and learning of children, including those with special needs, in group settings. Emphasis on classroom management and discipline methods; understanding human interactions and the cultural dynamics of groups; and guiding children in task involvement. Examination of strategies for facilitating cooperative activities and use of materials; the design of effective learning environments; conflict resolution techniques, and strategies for enhancing the inclusion of children with special needs in social and learning contexts. FIELD-BASED EXPERIENCES REQUIRED.

REQUIRED TEXT:  

COURSE GOALS
- To become aware of different theories for developmentally appropriate child guidance.  
- To familiarize students with elements of effective guidance including application of child development knowledge and parenting styles.  
- To expose students to different models of discipline and or guidance of young children.  
- To show students how to observe behavior in children as it refers to guidance.  
- To gain an understanding of guidance special topics such as self esteem, moral identity, resilience, stress, emotional intelligence, and aggression, among others.  
- To engage the student in principles of classroom management that are congruent with creating a classroom ecology for equity, excellence, and instruction.  
- To assist the student in critical reflective thinking about different cultural values and practices for positive guidance of diverse learners.
COURSE OBJECTIVES

- The student will be able to relate child guidance theories with practical classroom applications.
- The student will be able to examine the role of the adult in guiding young children.
- The student will be able to evaluate behavior management programs from public and private school settings.
- The student will be able to relate appropriate guidance and/or discipline techniques with child development.
- The student will be able to analyze the ecology of an early childhood classroom.
- The student will be able to identify the five domains that help a classroom provide for equity, excellence and learning.

STUDENT EVALUATION

Using a criterion reference point system, individual project and final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (2 @ 50 points each)</td>
<td>100 points</td>
</tr>
<tr>
<td>Field-based Experience #1</td>
<td>20</td>
</tr>
<tr>
<td>Field-based Experience #2</td>
<td>20</td>
</tr>
<tr>
<td>Field-based Experience #3</td>
<td>30</td>
</tr>
<tr>
<td>Field-based Experience #4</td>
<td>30</td>
</tr>
<tr>
<td>Field-based Experience #5</td>
<td>30</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Grade Distribution

- A = 225 - 250
- B = 200 - 224
- C = 175 - 199
- D = 150 - 174
- F = 149 - below

REQUIREMENTS

Reading Assignments

Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as actively participate in class discussions.

Examinations
Two multiple choice examinations will be given throughout the semester. Tests will be given solely at the time indicated on the course calendar. Tests may not be given at any time other than when they are given in class except under **EXTREME** circumstances as determined by the instructor. Each examination is worth 50 points.

**Field-based Experiences**

Field-based assignments are required for the successful completion of this course. These field-based experiences are designed to be accomplished in public and private early childhood settings. **In addition to scheduled classes, students will spend approximately 10 hours in field sites.**

Each student is responsible for locating a school (preferably a public school) in which to conduct such field-based experiences. It is recommended that students conduct all field-based experiences in one school, as long as it meets the specified criteria.

**CLASS ATTENDANCE**

The first major step to success is being there! Communication and participation are essential.

Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Upon the third absence of a student, the instructor will drop the student from the course. If the instructor drop period has expired; the student will receive a reduction in the final grade by 1 letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.

**EXPECTATIONS**

**Quality of Work**

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. **Title pages** must include name, course/section number and date are required for all written assignments. Pages should be stapled together. **Please do not use folders or binders.** **APA** format is required on all assignments and references must be cited on a separate reference page. The Tomás Rivera Center (TRC) provides an array of services to assist students in achieving learning success. The TRC provides training and assistance in such areas as study skills, test-taking strategies, note taking skills, etc. The TRC also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful such as writing skills. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).
Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply). Since most of the assignments for this course are field-based experiences, it is important that the students begin looking for research sites ASAP. 10 points will reduce grades on late assignments that have been approved by the instructor. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

MAINTAINING A POSITIVE OUTLOOK IS PARAMOUNT

Policies and Procedures

Students are expected to demonstrate professional conduct and attire during class sessions. In order to minimize distractions, refrain from leaving class unless an emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. ALL CELL PHONES AND BEEPERS MUST BE TURNED OFF DURING CLASS PERIODS UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR. LAPTOPS ARE NOT NECESSARY AND, UNLESS PRIOR PERMISSION HAS BEEN GIVEN BY THE INSTRUCTOR, ARE NOT PERMITTED IN CLASS.

Any incidence of scholastic dishonesty or other student discipline issues, the instructor will follow all the policies and procedures, in regard to students, as they are specified in the Fitness to Teach Guidelines and the UTSA Faculty Handbook. (Section IV, pages IV-311-vi).

UTSA Honor Code:

“On my honor, as a student at The University of Texas at San Antonio, I will uphold the highest standards of academic integrity and personal accountability for the advancement of the dignity and the reputation of our university and myself.”

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services and/or special accommodations.

Attention is directed specifically to the Fitness to Teach Guidelines, Part C, 2, unconditional acceptance: “… the teacher candidate has earned a grade of C or better in any or all Approaches or Models of Teaching courses.”

Student Support Services

Academic Success and the Tomás Rivera Center: The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level.
The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

Other Student Support Services: UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: http://www.utsa.edu/disability/).

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep