

SYLLABUS  
PART I  
EDISON COMMUNITY COLLEGE  
ECE 125S OBSERVATION, GUIDANCE AND GROUP MANAGEMENT  
3 CREDIT HOURS

**COURSE DESCRIPTION**

Discusses use of observation and recording children’s behavior to meet individual needs and appropriately assess, plan, and guide young children. Includes methods of child guidance and group management that foster self-control and self-discipline. Recommended preparation: ECE 115S and EDU 111S. Lab fee.

**COURSE GOALS**

The student will:

Bloom’s Level		Program Outcomes
	<b>Observing, Documenting, and Assessing to Support Young Children</b>	
3	1. Demonstrate understanding of the goals, benefits, and uses of assessment.	7
3	2. Demonstrate knowledge and use of observation, documentation, and other appropriate assessment tools and approaches.	8
3	3. Demonstrate understanding and practice of responsible assessment.	9
3	4. Demonstrate knowledge about assessment partnerships with families and other professionals.	10
	<b>Promoting Child Development and Learning</b>	
	1. Demonstrate knowledge and understanding of young children’s characteristics and needs.	1
3	2. Demonstrate knowledge and understanding of the multiple influences on development and learning.	2
3	3. Demonstrate use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.	3
	<b>Teaching and Learning</b>	
3	1. Demonstrate knowledge, understanding, and use of positive relationships and supportive interactions	5, 11
3	2. Demonstrate knowledge, understanding, and use of effective strategies, and tools for early education	12
	<b>Becoming a Professional</b>	
	<b>Building Family and Community Relationships</b>	
1	1. Identify different styles of caregiving	4
Bloom’s Level		Program Outcomes
	<b>COURSE OBJECTIVES</b>	
2	1. Explain the importance of authentic assessment of preschool children.	7, 2
3	2. Define and demonstrate use of terms used in observation, guidance, and group management.	8
	3. Practice different observation techniques.	8
3	4. Demonstrate the use of observation as a tool for assessment in all areas of development.	1, 8
1	5. Identify different styles of care giving.	4, 17

3	6. Develop a philosophy of developmentally appropriate child guidance.	1, 2
3	7. Compare and contrast different theories of guiding children's behavior	12, 13
3	8. Demonstrate techniques for helping children develop positive self-esteem.	1, 2, 4, 5, 6
4	9. Analyze aggressive behaviors.	9, 1, 2
1	10. Identify important factors in group management.	3, 13, 14
3	11. Develop an eclectic approach to child guidance and group management.	1, 2, 8, 10

### CORE VALUES

The Core Values are a set of principles which guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate

### TOPIC OUTLINE

1. Authentic Assessment of Young Children
2. The Power of Observation
3. Ethics and the Process of Observing
4. Anecdotal Records
5. Running Records
6. Checklists and Rating Scales
7. Documenting and Reporting Through Authentic Assessment and the Use of Portfolios
8. Developing an Eclectic Approach to Observation
9. Using Observation to Solve Problems
10. Styles of Caregiving and Self-Assessment
11. Positive Discipline
12. Decision-Making Model
13. Direct and Indirect Child Guidance
14. Special Topics: Self-Esteem, Moral Identity, Resilience and Stress, Anger Management,
15. Violent Behavior and Aggression, Prosocial Behaviors
16. Theories: Vygotsky, Rogerian, Adlerian
17. An Eclectic Approach to Child Guidance

### TEXTS AND MANUALS

Marion, Marian. Guidance of Young Children. Merrill Prentice Hall, 7<sup>th</sup> Edition.

Beaty, Janice J. Observing Development of the Young Child. Merrill Prentice Hall. 6<sup>th</sup> Edition