Course Syllabus Addendum

Your College, Your Future

WILLIAMSBURG TECHNICAL COLLEGE

Established 1969

ECD 105
Guidance & Classroom Management

Course Instructor	Dr. Monica Stukes
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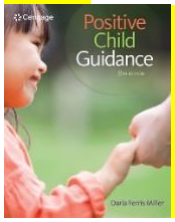
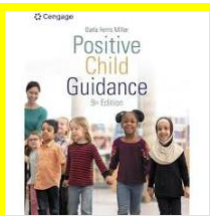
Instructor office hours (required for full-time faculty)	M 9:30am-11:00am (Virtual) 1:00pm-3:00pm T 10:00am-12:00pm 12:00pm-1:00pm (Virtual) W 9:00am-11:30am TH 8:00am-10:30am

Course Number	ECD 105	**Section Number**	11
Course Title	Guidance & Classroom Management		
Credit Hours	3.0		
Teaching philosophy/ methods	This course is an overview of developmentally appropriate, effective guidance and classroom management techniques for the teacher of young children. A positive proactive approach is stressed in the course.		
Materials specific to Course Section	• Textbook: Positive Child Guidance by Darla Ferris Miller 8th or 9th Edition   • Writing Journal • Portfolio		

Course Syllabus Addendum

Classroom standards for behavior (Attendance, tardiness, late work, Cheating, online etiquette as applicable)	**Attendance Policy:** Attendance and participation are necessary for academic success. Williamsburg Technical College (WTC) expects students to attend all scheduled class meetings. WTC requires students to be present a minimum of 80% of all class lectures and laboratory sessions. Once a student has missed 20% of the course or two consecutive weeks, the faculty is obligated to withdraw students from the course. Individual programs may set higher required attendance and tardy standards, but must include these standards in their course syllabus and announce the requirements during the first two class meetings. Instructors will be given the flexibility to work with students in good standing who provide documentation to support a legitimate reason for an absence. It is the responsibility of the student to make up all missed class assignments within the time frame set by the instructor Classroom Attendance In order to be successful in this class, students should be in class. Students are given five absences. Every absence after the fifth may result in the drop of one letter grade. If a student is going to be absent, please email the instructor using your student email. Students who are absent are responsible for any and all make-up work and tests. Please be on time in coming to class. Students who are ten minutes late, or more, may be counted as absent for that class. Work that is turned in late will be subject to a one letter grade penalty for every day that it is late. If a student is absent on the day a test is given, they will receive a zero for that test unless made up within 2 weeks. Online Attendance Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner. Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum have weekly mechanisms for student participation, which can be documented by any or all of the following methods: student tracking records in D2L; submission/completion of assignments; and communication with the instructor. Zoom meetings will be implemented throughout the course. Some Instructors may require students to be in attendance (check with instructor for zoom meeting requirements). Students who do not complete the course attendance requirements within the drop/add period for the course will be dropped from the course. (Drop/add and withdrawal dates are listed in the published semester schedule and College Catalog). Students who fail to maintain active participation in an online course as defined in the course syllabus will be processed in accordance with the College's current attendance policy. **Academic Misconduct Policy:** Any student suspected of academic dishonesty will be reported to the VP of Student Services for investigation and subsequent disciplinary action in accordance with college policy. Academic dishonesty includes, but is not limited to, falsification of information, cheating on tests, plagiarism (copying other's work and representing it as your own - in part or in total - without the appropriate citations) and collusion.

Course Syllabus Addendum

	Please do not make or answer cell phone calls during class. Also, please do not allow phones to ring during class. All phones should be set to vibrate or silent and should not be visible at all. Students that exhibit behavioral problems will be sent to the VP of Student Services for corrective action. The instructor reserves the right to remove from the class any student who is disruptive. **Student with Disabilities Policy:** Williamsburg Technical College encourages students with disabilities to contact his or her instructor to discuss needs and concerns as they arise. If you feel you have a disability requiring accommodation, contact Student Services. Also, please see instructor within the first two weeks of class. **Late Work:** All course work (including, but not limited to: assignments, labs, quizzes, exams, and final projects) must be submitted no later than the due date unless prior arrangements are made with the instructor and a new due date is established. If a student submits an assignment after the due date without having decided with the instructor, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late
Suggested additional readings if applicable	

	Dates	**Calendar Events**	**Content**	**Due Dates (All due dates on Sunday night unless otherwise stated)**
Weekly assignment schedule with due dates of major assignments, tests, projects, etc.	Week 1	Post Introduction Discussion	Introductions, Syllabus, Course Overviews Positive Child Guidance 8th Edition	8/24/25
	Week 2	Chapter1: Key Terms **Discussion:** Why is parents and	Read Ch. 1: Why Guidance Matters	8/31/25
	Week 3	Chapter2: Key Terms **Discussion:** Give a brief statement about the (10) ten theories belief that	Read Ch. 2: Historical Perspectives and Guidance Theories	9/7/25

Course Syllabus Addendum

		are experience in the first years of life?		
	Week 4	Chapter3: Key Terms Quiz **Discussion 1:** What is the relationship between maturation guidance strategies? **Discussion 2:** What is Piaget (4) four stages of development? What is Erik Erikson's stages of human development?	Read Ch. 3: Understanding Children's Behavior	9/14/25
	Week 5	Chapter4: Key Terms Quiz **Discussion:** List effective observation strategies. **Journal Article Due**	Read Ch. 4 How to Observe Children	9/21/25
	Week 6	Chapter 5 Key Terms Quiz **Discussion:** How does culture shapes child guidance?	Read Ch.5: Serving Culturally Diverse Children and Families	09/28/25
	Week 7	Chapter 6 Key Terms Quiz **Discussion:** Identify some strategies for effective guidance of children with ability difference.	Read Ch.6: Understanding children with Ability Difference	10/5/25

Course Syllabus Addendum

	Week 8	Chapter 7 Key Terms Quiz **Discussion:** How would you create a calm peaceful classroom environment? **Solution Files Due**	Ch.7: Designing Developmentally Appropriate Environment Inside and Out	10/12/25
	Week 9	Chapter8 Key Terms Quiz **Discussion:** What are the characteristics of assertive and nonproductive communication? **Journal Article Due**	Read Ch.8: Building Relationships Through Positive Communication	10/19/25
	Week 10	Chapter 9 Key Terms Quiz **Discussion:** What is the underlying causes of problem behaviors?	Read Ch. 9: Fundamental Causes of Positive and Negative Behavior	10/26/25
	Week 11	Chapter10 Key Terms Quiz **Discussion 1:** What are some method to shape positive behavior? **Discussion 2:** What are specify strategies to remove problem behavior?	Read Ch.10: Effective Guidance Interventions	11/2/25
	Week 12	**Problem Scenarios Due**	Review provided scenarios	11/9/25

Course Syllabus Addendum

	Week 13	Chapter11 Key Terms Quiz **Discussion:** What is the difference between positive guidance and punishment **Case Study Report Due**	Read Ch. 11: Mistaken Goals, Motivation, and Mindfulness	11/16/25
	Week 14	**Observation Lab Due**		11/23/25
	Fall Break	Fall Break	Fall Break	11/26-11/30/25
	Week 15	Review for Final Exam Chaps. 1-11 **Dairy Due**	Review Chapters 1-11	12/5/25
	Final Exam	Final Exam	Final Exam	DEC. 5-10
Last date to drop with a grade of "W"	A student is automatically dropped only if the student is absent the first two weeks of class. The last day to withdraw is **October 20, 2025**			
Addendum Revision date	**8/14/25**			
Missed work	Students with documented evidence of an emergency which prevented prior communication with the instructor may present documentation to the instructor for consideration. In order to receive credit for the discussion forum assignments, the student must actively participate during the assigned discussion period. Course work will not be accepted after the last day of the term unless arranged as part of a Course Extension.			
Statement that minor changes (such as order of topics or due dates) will be Announced ahead of time.	Updates and/or changes to the course content, meetings or due dates will be announced ahead of time throughout course			

Course Syllabus Addendum

Course Grading System	A: 100 -90 = Excellent B: 89-80 = Above Average C: 79-70 = Average D: 69-60 = Below Average F: 59-50 = Failure WP = Withdraw passing WF = Withdraw failing Participation: 15% Homework Assignments: 10% Reading Responses: 20% Presentation Project: 25% Final Exam: 20% Total: 100%

ECD 105 Guidance-Classroom Management Course Requirements

Exams:

A final exam, worth 100 points will be given. The exam will cover information from the textbooks, course lectures, discussion, videos, and quizzes, and will test your understanding of the information covered. The exam date will be scheduled by the instructor, and you will be notified by the instructor towards the end of course. See syllabus for final exam date.

Assignments:

A. Diary:
Each student will be required to keep a personal diary, making a minimum of three entries per week. In it, you should include your feelings and reactions to topics discussed in class and your growing awareness of your personal discipline styles. Criteria and format will be discussed in class.

B. Journal Articles:
Each student will be required to read, summarize, and evaluate two (2) articles on some phase of discipline and classroom management. Criteria and format will be discussed throughout course.

C. Problem Scenarios:
Each student will be given ten classroom behavior problems. The student will then design strategies to more effectively manage the classroom.

D. Solutions files
Student will choose ten discipline topics from the list in the lab packet and then find a magazine article that addresses each of these topics. These articles will be compiled into a notebook. Criteria and format will be discussed throughout course.

E. Observation Packet:
Each student is required to observe in a lab setting and become familiar with the teaching environment, room, teacher, and children. Complete the lab observation form.

F. Portfolio Development:
Each student will add prescribed items to his/her portfolio notebook.

Course Syllabus Addendum

G. Case Study Report
Each student will prepare a detailed child case study (birth to age 8) using your knowledge of child development and learning, appropriate observation, documentation and assessment, in partnership with the child family, in order to create a learning environment that is supportive and challenging. (Standard la, lb, le, 2a, 2b, 2c, 3a, 3b, 3c, 3d). Case studies are used to better understand the holistic nature of the young child and enable the teacher/parent/caregiver to provide a more developmentally appropriate and culturally sensitive environment for growth and learning. Case studies employ multiple sources in completing a through description of an individual child base on the development milestones the child has achieved.
The child may be selected from the student's extended family, friends, and/or work location with observations conducted in the home, preschool, or daycare setting. The student should plan to spend a minimum of 10 hours of observation and assessment time with the individual child.

NAEYC STANDARDS

1. PROMOTING CHILD DEVELOPMENT AND LEARNING
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning.

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child.

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and

evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession.

7. EARLY CHILDHOOD FIELD EXPERIENCES
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

ECD 105 Lab Site Visit Verification Sheet

Facility Name	**Time**	**Date**	**Teacher's or Director's Signature**	**Contact Number**
Amy Kucumber	*3:00-5:30*	*1/ 11/22*	*Teacher's Signature*	*803-355-0000*

Course Syllabus Addendum