

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2026

CD 2380 (A2): Guiding Children's Behaviour II – 2 (3.75-0-0) 30 Hours for 8 weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Tanya Ray	PHONE:	780-539-2786
OFFICE:	H215	E-MAIL:	tray@nwpolytech.ca
OFFICE HOURS:	Monday 12:00 – 1:00, Wednesday 3:00 – 4:00 or email to make an appointment.		

CALENDAR DESCRIPTION:

This course builds on CD1370 (Guiding Children's Behaviour I) and provides an in-depth exploration of factors that influence children's behaviour, as well as guidance strategies practitioners can use to build children's social competence. Emphasis is placed on the importance of the adult-child relationship as the foundation for children's social, emotional and moral development. This course also offers strategies for coping with challenging behaviours, such as bullying and for working collaboratively with parents to resolve behavioural issues.

PREREQUISITE(S): Successful completion of all Year 1 courses or permission of the department.

REQUIRED TEXT/RESOURCE MATERIALS: Marion, Marian. (2019) *Guidance of Young Children*, 10th Edition, New Jersey, Pearson Education, Inc.

DELIVERY MODE(S): In person classes. All materials available on MyClass. Classroom instruction will include a combination of lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Explain how positive adult-child relationships provide the foundation for children's social, emotional, and moral development.
- Explain how a child's self-identity and self-esteem affect behavior.
- Identify developmentally appropriate guidance strategies that support children's developing self-identity and self-esteem.
- Explain the relationship between emotional development and behavior.
- Identify developmentally appropriate guidance strategies that support and foster children's emotional development.
- Explain the relationship between social development and behavior.
- Identify strategies that support and promote the pro-social development of children.
- Identify strategies that use a guidance approach to handling aggressive and challenging behaviors.
- Utilize observations to analyze and understand children's behavior.
- Demonstrate appropriate communication with parents regarding behavioral issues

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page

<http://www.transferalberta.alberta.ca>.

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

A passing grade in ELCC is a C- (60%).

EVALUATIONS:

Test 1	20%
Test 2	20%
Assignment	20%
Mini Assignments/quizzes (due dates will be discussed in class)	30%
Attendance/Participation	10%

GRADING CRITERIA:

- Assignment details and specific instructions will be discussed in class and provided on myClass.
- Assignments must be submitted in the Assignment tab on myClass by 11:59 pm on the due date.
- Any **extensions must be discussed with the instructor ahead of time** and are dealt with on an individual basis.
- All assignments must be completed to pass this course.
- Unless arrangements have been made with the instructor prior to the due date, late assignments will be docked 5% per day. If the assignment is not received within 10 days of the due date, a grade of 0 will be assigned.

ELCC uses the **ALPHA** grading system as described in the table below:

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please complete the textbook and additional supplied readings prior to class. Additional readings may be assigned throughout the course and will be on MyClass.

Date	Topic	Text Readings	Assignments/Quizzes
Sept 3	Intro to Course Course Outline Review of CD1370		Mini assignment due dates in myClass
Sept 8	Positive Guidance & Discipline	Chapter 5	
Sept 10	Self Esteem & Moral Identity	Chapter 7	
Sept 15	Feelings & Friends: Emotional & Social Competence	Chapter 8	
Sept 17	Feelings & Friends: Emotional & Social Competence REVIEW	Chapter 8	
Sept 22	REVIEW	Chapters 5 - 8	
Sept 24	Quiz		TEST # 1
Sept 29	Resilience & Stress in Children	Chapter 9	
Oct 1	Resilience & Stress in Children	Chapter 9	
Oct 6	Aggression & Bullying in Young Children	Chapter 10	
Oct 8	Aggression & Bullying in Young Children	Chapter 10	
Oct 13	Apply your Knowledge	Chapter 11/12	
Oct 15	Apply your Knowledge	Chapter 11/12	
Oct 20	REVIEW		Main Assignment Due
Oct 22	Final Quiz		TEST #2

STUDENT RESPONSIBILITIES: Northwestern Polytechnic expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the NWP calendar regarding rights and responsibilities.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/administration/policies/index.html>.

****Note:** all Academic and Administrative policies are available on the same page.

Additional Information:

DEPARTMENT OF EDUCATION EXPECTATIONS FOR STUDENT LEARNING

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes treating others with dignity and respect and following the expectations outlined below.

CLASSROOM

- Regular, PUNCTUAL attendance for classes
- Learning from other students' notes or from MyClass is not optimal.
- You must be present in CD 2380 to write both quizzes and to complete in-class activities.
- If you are late to a class, you miss important information about assignments, homework and quizzes. It is also disruptive to other students' learning.
- If you miss a class, refer to MyClass or check in with another student.
- Turn off cell phones and close other tabs/applications on your device.
- Studies indicate that cell phones not only interfere with your learning, but also the students around you.

QUIZZES/EXAMS

Write quizzes on the date and time they are scheduled.

- If an emergency arises that causes you to be unable to write the quiz, please call or email your instructor to leave a message **BEFORE** the exam begins.

ASSIGNMENTS

Hand in assignments via MyClass on the date indicated.

- Instructors reserve the right to make exceptions to this rule in extenuating circumstances on a case-by-case basis.
- ALL assignments will be typed, double-spaced (or follow the provided template) and will include a cover page with your name, course number and assignment name.

OUTSIDE OF CLASS

- Complete assigned readings and assignments; regularly review material, check MyClass frequently.