



## LEARNING OUTCOMES:

As a result of taking this course a student should be able to:

- Explain how guidance, discipline, and punishment differ.
- Explain how development influences behavior.
- Identify environmental factors that can influence children's behavior.
- Outline strategies practitioners can use to create positive interpersonal environments.
- Identify positive and respectful communication practices and attitudes in guiding children's behavior.
- Discuss developmentally appropriate, positive prevention strategies when guiding children's behavior.

## TRANSFERABILITY:

Early Learning and Child Care diploma graduates may be eligible for admission to a number of degree programs. Students interested in pursuing degree opportunities are advised to consult directly with the appropriate College or University as transfer agreements vary from one institution to another. Please refer to [www.gprc.ab.ca](http://www.gprc.ab.ca) Early Learning and Child Care or the GPRC calendar.

## EVALUATIONS:

Test 1	25 %
Test 2	25 %
Assignment 1	20 %
Assignment 2	20 %
Attendance & Active Participation	10 %

Assignment details will be discussed in class and provided on Moodle. Assignments must be submitted in the dropbox on Moodle.

## LATE ASSIGNMENTS:

- Late assignments will only be accepted if prior arrangements have been made with the instructor prior to the assignment due date.
- Late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

**GRADING CRITERIA:** A minimum grade of **C-** is required to pass this course.

Grande Prairie Regional College 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	90-100		C+	2.3	67-69
A	4.0	85-89		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

**STUDENT RESPONSIBILITIES:** The College expects students' conduct to be in accordance with basic rights and responsibilities. Please refer to the GPRC College calendar regarding rights and responsibilities.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

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

## CD 1370 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 Moodle or handed out in class.

<b>Date</b>	<b>Topic</b>	<b>Text Readings</b>	<b>Assignments/Tests</b>
January 8	Intro / Positive Relationships	Chapter 1	
January 10	Styles of Caregiving/ Teacher's Role	Chapter 1	
January 15	Styles of Caregiving/ Teacher's Role	Chapter 1	
January 17	What is guidance? Time out, Praise, Rewards...	Chapter 5 p. 123 – 130	
January 22	Theoretical Influences	Chapter 2	
January 24	Theoretical Influences	Chapter 2	
January 29	Understanding Behaviour	Chapter 3	
January 31	Understanding Behaviour		
February 5	Understanding Behaviour		Assignment 1 - DUE
February 7			<b>Test 1</b>
February 12	Supportive Environments/Planning	Chapter 4	
February 14	Supportive Environments/Planning	Chapter 4	
Feb. 19 – 23	<b>Reading Week – No Class</b>		
February 26	40 Developmental Assets		
February 28	40 Developmental Assets		
March 5	Guidance Strategies	Chapter 5	
March 7	Guidance Strategies	Chapter 5	Assignment 2 - DUE
March 12	Guidance Strategies		
March 14			<b>Test 2</b>

\*\*Please be aware that this schedule may change based on the learning needs of the class.