

## **APPENDIX A: SAMPLE Syllabus**

### **Child and Adolescent Guidance Child Development (CD) 4000 - Section 001 Monday/Wednesday/Friday 10:00 a.m. – 10:50 a.m.**

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#### **SAMPLE SYLLABUS DISCLAIMER**

*This sample syllabus is meant to provide suggestions on how to incorporate a course purpose statement, expected learning outcomes, methods for assessing learning outcomes, criteria for grade determination, and a course outline into a course syllabus. This is not meant to limit faculty in the creation of their course syllabi. Additionally, this sample syllabus is meant to provide examples and suggestions rather than serve as a template.*

#### **Course Description**

This course focuses on the development of strategies for promoting self-discipline, creative capacities, and positive relationships with children and adolescents. The purpose of this course is to provide students with a working knowledge of developmentally appropriate practices in child/adolescent guidance. This goal will be accomplished by a thorough review of current guidance methods and class exercises designed to familiarize students with guidance techniques. By the end of this course, students are expected to develop their own approach to guidance based on practices best suited to their unique skills and the promotion of optimal development for children and adolescents.

#### **Course Purpose**

This course is a required course for all Child Development majors with a focus in Early Child Education. It is also an elective class for all Child or Adolescent Development majors. This course introduces students to concepts and techniques for working with and guiding both children and adolescents. Course materials relate to several theories of human development and how those theories contribute to or influence the development of guidance techniques/strategies. Thus, this course relates to material from several other courses in the department (e.g., Child Development, Adolescent Development, and Theories of Development). One goal of the course is to help students to learn to apply the information from the class to real-life situations.

### **Expected Learning Outcomes (Option A)**

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

1. Describe developmentally appropriate guidance practices.
2. Explain the theoretical foundations related to methods used in the field of guidance.
3. Demonstrate their knowledge of how adults teach, guide, and influence children/adolescents.
4. Identify appropriate guidance techniques based on the child's age and environment.
5. Demonstrate competence in designing, implementing, and evaluating guidance techniques.
6. Articulate their personal values regarding guidance issues.

### **Methods for Assessing the Expected Learning Outcomes (Option A)**

*The expected learning outcomes for the course will be assessed through:*

Exams, In-Class Application Activities, Muddiest Point Classroom Assessment Techniques, Non-Graded Quizzes, the Research Paper, Reaction Papers, Class Discussions, One-Minute Paper Classroom Assessment Techniques, Polling the Class, Application Card Application Techniques, and Active Learning Activities.

***The following page provides another commonly used format/option for including "expected learning outcomes statements" and "methods for assessing those outcomes" in a course syllabus.***

## **Expected Learning Outcomes & Methods for Assessing those Outcomes (Option B)**

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

1. Describe developmentally appropriate guidance practices.

**Methods for Assessing this Expected Learning Outcome:** Exams 1-3, In-class Application Activities, Muddiest Point Classroom Assessment Techniques (CATs), and Non-Graded Quiz (CATs)

2. Explain the theoretical foundations related to methods used in the field of guidance.

**Methods for Assessing this Expected Learning Outcome:** Exams 2-3, Research Paper, Reaction Papers, Non-Graded Quiz (CATs), and In-Class Application Activities

3. Demonstrate their knowledge of how adults teach, guide, and influence children/adolescents.

**Methods for Assessing this Expected Learning Outcome:** In-Class Application Activities, Application Card CATs, Class Discussions, and One-Minute Paper CATs

4. Identify appropriate guidance techniques based on the child's age, ecological context, and situational determinants.

**Methods for Assessing this Expected Learning Outcome:** Exams 1-3, In-Class Application Activities, Active Learning Activities, Polling the Class CATs, and Muddiest Point CATs

5. Demonstrate competence in designing, implementing, and evaluating guidance techniques.

**Methods for Assessing this Expected Learning Outcome:** Research Paper, Class Discussion, In-Class Application Activities, Application Card CATs

6. Articulate their personal values regarding guidance issues.

**Methods for Assessing this Expected Learning Outcome:** Reaction Papers, In-Class Application Activities, Polling the Class CATs, Active Learning Activities, Research Paper, One Minute Paper CATs

## **Course Assignments/Description of How Grades are Determined**

### *Exams*

There will be three exams; each exam is worth 200 points. Each exam will include a variety of questions (e.g., multiple choice questions, matching, short-answer). Exam Three is cumulative. Exam dates are listed in the Course Schedule.

### *Application Activities*

Throughout the course of the semester, there will be 10 group and/or individual activities; each is worth 20 points. For example, application activities may include brief reaction papers, small group discussions, etc. These activities will supplement the material from course readings and lectures as well as assist students in applying their knowledge of developmental issues to real life guidance situations.

### *Research Paper*

Students will be required to write a research paper related to Child and/or Adolescent Guidance. This paper is to be 15 – 20 pages in length, should use APA citation style, and must incorporate at least 10 scholarly sources. More information will be handed out and discussed at a later date.

### **Grading Scale**

A = 900-1000 points (90% - 100%)

B = 800-899 points (80% - 89%)

C = 700-799 points (70% - 79%)

D = 600-699 points (60% - 69%)

F = 0-599 points (0 - 59%)

Exams	600 points (3 exams worth up to 200 points each)
Application Activities	200 points (10 activities worth up to 20 points each)
Research Paper	<u>200 points</u> (1 paper worth up to 200 points)
	1000 points total

### ***Extra Credit Policy***

There is no extra credit offered in this course.

### ***Late Assignment Policy***

All assignments are considered late if they are not submitted at the beginning of class the day they are due. For each day (not including weekends) that assignments are late, a 10% deduction in the overall grade for that assignment will be enforced.

### ***Grade Appeals***

Students initiating grade appeals should follow the official Grade Appeal Procedures outlined by the college. Please see the course website for a link to this policy.

## Tentative Course Outline

Date	Topic To Be Covered	Due Dates and Other Important Dates
Week 1	Review of the course syllabus & Introduction to the topic "What is child or adolescent guidance?" (Chapter 1)	
Week 2	The influence of human development theory on child/adolescent guidance (Chapter 2)	
Week 3	Overview of Indirect Guidance Techniques (Chapter 3)	
Week 4	Overview of Direct Guidance Techniques (Chapter 4)	
Week 5	Guiding Infants (Chapter 5)	EXAM 1 (Monday of Week 5)
Week 6	Guiding Toddlers (Chapter 6)	
Week 7	Guiding Preschool Aged Children (Chapter 7)	
Week 8	Guiding Early Elementary Aged Children (Chapter 8)	
Week 9	Diversity and Guidance (Reading Packet)	
Week 10	Diversity and Guidance (Reading Packet)	Exam 2 (Friday of Week 10)
Week 11	Guiding Late Elementary School Aged Children (Chapter 9)	
Week 12	Special Guidance Topic – Peers and Your Child (Article #1 – Reading Packet)	
Week 13	Guiding Adolescents (Chapter 10)	
Week 14	Special Guidance Topic – How to address adolescent's increasing independence(Article #1 – Reading Packet)	Research Paper Due (Monday of Week 14)
Week 15	Special Guidance Topic – Peers and Your Child (Article #1 – Reading Packet)	
Week 16	Reflection and Review of the Course Topics	Cumulative Final Exam (see the published Final Exam Schedule for the exact date and time)

*\* Application Activities will occur throughout the semester. There are no set dates for these activities. Announcements regarding all Application Activities will be made in class.*

### **Other Commonly Included Sections of a Course Syllabus:**

- Academic Honesty Statement
- Special Accommodations for Students with Disabilities Statement
- Policy Regarding Student Absence for Observance of a Religious Holiday Statement
- Civility in the Classroom Statement

**For more information related to these and other components of a syllabus, please refer to the “*SYLLABUS GUIDE FOR FACULTY: Tips For Creating A Conflict Free Syllabus*” created by the Texas Tech University Office of the Ombudsman. This can be accessed at:**

<http://www.depts.ttu.edu/ombudsman/publications/SyllabusGuideforFaculty.doc>