



EEC 4604
Classroom Management & Guidance of Young
Children
52680 001
Summer 2026

Instructor Name

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University Course Description

This course for early childhood education majors explores the current knowledge of guidance procedures and techniques for managing classrooms for children ages 3 to 8 years old.

Course Prerequisites

Prerequisite(s):

Corequisite(s):

Course Format

Class Meeting Days/Time: **Thursdays 12:00-3:00 and Asynchronous**
Online Modules

Class Meeting Location: **EDU 213**

Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain background theory and research about developmentally appropriate behavior characteristics of young children age three through eight.
2. Plan to organize, allocate, and manage the resources of time, space, and attention when guiding young children.
3. Design a well-planned classroom guidance and management plan for individual and class behaviors through varying instructional strategies.
4. Apply strategies to convey high expectations to all students.
5. Describe strategies to maintain a climate of openness, inquiry, fairness, and support.
6. Identify effective strategies to work with families and other experts to support children with challenging behaviors.

Course Objectives

Throughout the course, students will be taught about:

1. Background theory and research about developmentally appropriate behavior characteristics of young children age three through eight.
2. How to organize, allocate, and manage the resources of time, space, and attention when guiding young children.
3. How to manage individual and class behaviors through varying instructional strategies and a well-planned classroom guidance and management system for young children.
4. How to convey high expectations to all students.
5. How to maintain a climate of openness, inquiry, fairness, and support.
6. How to work effectively with families and other experts to support children with challenging behaviors.

Required Texts and/or Readings and Course Materials

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher (5th Ed.)*. Harry K. Wong Publications.

Campus Folio electronic portfolio account for Critical Tasks submission

Grading Scale

Grading Scale

Percentage	Grade		Percentage	Grade
98-100%	A+		78-79%	C+
94-97%	A		74-77%	C
90-93%	A-		70-73%	C-
88-89%	B+		68-69%	D+
84-87%	B		64-67%	D
80-83%	B-		60-63%	D-
			Under 59%	F

Grade Categories and Weights

Grade Categories and Weights

Assignment	Due	Weight
(1) Class Participation and Professionalism	Each week	20%
(2) Online Modules	Each week	20%

(3) Classroom Management and Guidance Plan *Critical Task*		
• Part 1 – Guidance Philosophy • Part 2 – Preparation before School • Part 3 – Procedures, Rules, and Consequences • Part 4 – First Day of School	5/29 (F) 6/5 (F) 6/12 (F) 6/19 (F)	10% 5% 15% 20%
(4) Special Topic Presentation	Varies by group	10%
TOTAL		100%

(1) Class Participation and Professionalism (20%)

Consistent attendance and participation is necessary to learn all of the information covered in the course and to contribute towards a collaborative learning community with your peers. Therefore, the expectations for all classes are as follows:

- **There will be in-person class meetings on every Thursdays 12:00-3:00.**
- Each class will require your engagement and participation in various ways, and you will earn up to 5 points for each class meeting.
- If you are unable to physically attend, virtual participation (via Facetime, Teams, Zoom, etc.) can be allowed in extenuating circumstances, as long as proper arrangements are made with your peers in advance of the class period. Instructor approval will be

made as a case-by-case decision. You can earn no more than 3 points via virtual participation.

- You will have one free pass throughout the semester to miss a F2F class, if necessary, without incurring penalties.
- If you miss additional class meetings, regardless of the reason, participation points will not be made up.
- If you miss more than two classes, you may NOT pass this course. Take this seriously! An exception could be considered only with extremely extenuating and documented circumstances.
- The instructor should be notified in advance of any intended absences (i.e., religious observance, family event, etc.) or as soon as possible in the case of unavoidable or unforeseen issues.
- It is your responsibility to get the missed content from another student.
- It is expected that you will read all assignments prior to class. Your participation, and the pre-requisite preparation for participation, is essential for your success in this course. Come prepared and be ready to engage in respectful discussion.
- Additional expectations for professionalism include (but not limited to):
 - Contribution to small and/or whole group works
 - Openness to constructive feedback
 - Evidence of a continuous self-reflection and improvement efforts
 - Practice of ethical, respectful, and moral professional behaviors
 - Maintaining confidentiality of classmates and case examples discussed during class

(2) Online Modules (20%)

There will be a total of **five online modules**, which is expected to take an equivalent amount of your time commitment as a F2F class meeting.

- Each online module will require your engagement and participation in various ways, and you will earn up to 5 points for the completion of each module.
- While you can work on the online modules at your convenience, you must keep the required timelines as indicated in this syllabus.
- If you miss the required timeline of the online module, the completion points **cannot** be made up for that particular module. Each module will become disabled after the timeline.

(3) Classroom Management and Guidance Plan (50%) **Critical Task**

You will develop a comprehensive classroom management and guidance plan for your **future class** – in other words, for the purpose of this assignment, **you will select a grade level you wish to teach and base your plan for that target grade.**

This assignment has four components. Each component should be turned in to the instructor throughout the course. In addition, at the conclusion of the course, the entire plan (Parts 1-4) should be submitted through *Campus Folio*. The rubric is attached at the end of this syllabus, and more details will be provided during class sessions.

Part 1. Guidance Philosophy (10%).

- Include what grade level you would most likely teach, and why.
- Describe your philosophy regarding classroom management and guidance of young children.
 - What do you think is the teacher's role(s) in successful classroom management and guidance of young children?
 - What are your top 3-4 critical elements in having successful classroom management and guidance of young children?
- Describe how you will reflect on and be sensitive and responsive to differences of your class.
 - What assumptions underlie your classroom management and guidance philosophy?
 - How can/will you go about adapting your practices to be sensitive and responsive to different values?

Part 2. Preparation Before School (5%).

- Identify what things you would need to do in preparation for the children before school starts, and explain why.

Part 3. Procedures, Rules, and Consequences (15%).

- Describe your classroom procedures – what you will teach, why, and how.
- Describe your classroom rules – what will they be, and why.
- Describe your classroom consequence system – what will the positive and negative consequences be for an individual child and the whole class, and why.

Part 4. First Day of School (20%)

****NOTE: For this assignment, PreK-3 grade school hours will be 8:00-3:00 and PreK will include 1 hour of nap/resting time.**

- Provide a detailed schedule of your first day of school – explain how you will spend the first day, and why.
- Provide the first morning meeting plan, including multimedia slides and a script to introduce yourself and to share the first day's message.
- Select two books you would use for the 'read-aloud' on the first day of school, and explain why.

(4) Special Topic Presentation (10%)

You will work as a group of 4 to conduct mini research about a special topic related to classroom management and guidance of young children, and prepare a 15-minute presentation to share the information and/or your learning with the class on a designated date. Basic resources will be provided, and specific presentation guidelines will be discussed during class sessions.

- **6/4 – Topic 1: Classroom Setup**
- **6/4 – Topic 2: Transition**
- **6/11 – Topic 3: Tattling**
- **6/11 – Topic 4: Bullying**
- **6/18 – Topic 5: Classroom Jobs**
- **6/18 – Topic 6: Emotional Intelligence**
- **6/25 – Topic 7: Teacher Well-being**

****NOTE:** Presentation slides will be submitted via the “Discussion” board posting, so that your peers can access the information.

Instructor Feedback Policy & Grade Dissemination

- You can access your scores at any time using “Grades” in CANVAS.
- If you wish to receive non-evaluative feedback on your draft assignment, then you must make it available to the instructor no less than a week prior to its due date. In that way, the instructor can have adequate amount of time to review and return it back to you while still allowing adequate time for you to make necessary updates before grading.

- All assignments are due on the day indicated in this syllabus and must be uploaded in a **word document (doc or docx format)**, unless otherwise adjusted or approved by the instructor beforehand.
- All **rubrics** for the course assignments are provided via CANVAS. Carefully review the rubric to understand how each assignment will be graded.
- Instructor feedback on the assignments will be provided via CANVAS through track changes and comments. If you are unsure how to access the feedback, please communicate with the instructor.

Course Schedule

Course Schedule			
Weeks	Course Contents	Readings Due Before Class	Assignments Due
Week 1 (5/21)	• Course Overview • Foundations for Successful Classroom Management and Guidance	• Syllabus • Wong Ch. 1 - 5	
Online Module 1 (due 5/27)	• Understanding Behaviors	• TBD	▪ Module 1
Week 2 (5/28)	• Preparation Before School	• Wong Ch. 10 - 13	▪ Plan Part 1 - 5/29
Online Module 2 (due 6/3)	• Classroom Environment Analysis	• TBD	▪ Module 2

Week 3 (6/4)	Classroom Procedures, Rules and Consequences	Wong Ch. 14 - 17	<i>Topic 1: Classroom Setup</i> <i>Topic 2: Transition</i> Plan Part 2 - 6/5
Online Module 3 (due 6/10)	Effective Communication Strategies	TBD	Module 3
Week 4 (6/11)	First Day of School	Wong Ch. 6 – 7	<i>Topic 3: Tattling</i> <i>Topic 4: Bullying</i> Plan Part 3 - 6/12
Online Module 4 (due 6/17)	Emotional Vocabulary Instruction	TBD	Module 4
Week 5 (6/18)	- Social Skills Instruction - Individualized Behavior Support	Wong Ch. 8 - 9	<i>Topic 5: Classroom Jobs</i> <i>Topic 6: Emotional Intelligence</i> Plan Part 4 - 6/19
Online Module 5 (due 6/24)	Morning Meeting & Closing Meeting	TBD	Module 5

Week 6 (6/25)	• Positive Community Building • Instructional Skills Improvement • Becoming an Effective Teacher	• Wong Ch. 18 - 23	▪ <i>Topic 7: Teacher Well-being</i> ▪ Campus Folio (Plan Parts 1-4)

** The instructor reserves the right to modify the course schedule and/or assign additional readings with adequate notice based on the rate of progress, student needs, and/or other unforeseen events.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination

administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: All due dates are firm. Work submitted through CANVAS **prior to the due date/time** will be considered on-time. Any late work for any reason will have a **10% deduction** of the total points for each day (24-hour cycle). **Late assignments will not be accepted more than a week past its original due date, resulting in 0 points.** Exceptions will be made only in rare circumstances, and will require at least one week advance permission from the instructor.

Extra Credit Policy: There is no extra credit assignment in this course.

Rewrite Policy: There is no assignment that will be allowed to be rewritten for a revised grade in this course.

Critical Tasks: Students in the Early Childhood Education Program are required to successfully complete Critical Tasks in program courses to document meeting State of Florida teacher preparation standards. All tasks designated as Critical Tasks must be submitted to the e-portfolio system ***Campus Folio***. In this course, the Critical Task is **Classroom Management and Guidance Plan**. At the end of the semester, you are responsible for submitting the assignments to *Campus Folio* as directed by the instructor. **Failure to submit to *Campus Folio* in a timely manner will result in failure of the course.**

All Critical Tasks assignments must be completed with a score of 3 or above on each criterion on the rubric in order to pass the

course. In the event when your initial Critical Tasks assignment submission does not meet the required score of 3 or above, but you are passing the course otherwise, then you will be given feedback and will be offered an opportunity to revise and resubmit your assignment one additional time. In such case, the original score on the assignment will be used to compute the final grade for the course.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Laptop/Phone Usage: All students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. While using a word processor to take class notes is acceptable, web-surfing during class sessions will not be tolerated. Additionally, cell phones must remain silent during all class periods. Answering, talking, or text messaging on cell phones during class will not be tolerated. Anyone who violates this policy repetitively may be asked to leave the class by the instructor.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites

that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)