

## CHDEV-1 Principles & Practice

**Course Section:**

**Unit load:** 3

**Class Meets:** M, T, F- 9:04-10:06

**Sanger High School**

**Instructor:** Patricia Angel

**Phone:** 638-0300 **Message**

**e-mail:** [patty.angel@reedleycollege.edu](mailto:patty.angel@reedleycollege.edu)

**Office Hours:** Immediately before or after class, or By appointment.

**Course Description:** An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

**Student Learning Outcomes:** Upon “successful” completion of this course, students will be able to:

- A. interpret best and promising teaching and care practices as defined within the field of early care and education including an historic overview, range of delivery systems, program philosophies, and ethical standards.
- B. identify the underlying theoretical perspective in forming a professional philosophy.
- C. assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- D. examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- E. examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.
- F. analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

### **Required Text:**

- Who Am I in the Lives of Children? By: Feeney, Moravcik,Nolte  
*\*You are responsible for reading and understanding all of the information in the textbooks, even the information that is not discussed during class meetings.*

### **Course Details:**

1. There are 18 weeks in the Fall session. The last week is Final’s Week.
2. There are two parts to every course you take: 1) class meetings/discussions and 2) out of class study time. This course is worth 3 units, which means that we will spend 3 hours together in class meetings/discussions and YOU should spend 6 hours a week studying the course materials outside of the classroom (study time).
3. This class has been FLIPPED! This means that you will study the course material (textbook, study guide) during your “homework time”. We will not focus in-class time to reviewing the textbook and course materials. Instead, class time will be devoted to topic discussions and applying the course materials to activities.
4. **Extra Credit:** Extra Credit is not available for this course.
5. Because we have a limited time together during class meetings, you need to understand that we WILL NOT be able to discuss everything from the textbooks during class meetings.

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6. Final Grades are determined on the basis of accumulated points from required assignments.

### **Participation/In-Class Activities:**

You are required to participate in class and complete activities during class. Some assignments are group activities, and some you will complete on your own. If you are absent on the day an in-class activity is given, then you miss the opportunity to complete that activity and earn points toward your final grade. If you disrupt class with excessive talking and cell phone usage, then you will lose participation points. If you fail to participate in daily discussions or fail to come to class, then you will miss participation points. *If you are absent on the day an in-class activity is given, then you miss the opportunity to complete that activity. Make-up activities will NOT be given.*

### **Total Points Possible:**

**580-522=A; 521-464=B; 463-406=C; 405-348=D; 347-0=F**

**Orientation/Ground Rules-10**

**Introduction/Biography-20**

**Teaching Philosophy Statement-30**

**Developmental Theorist Assign.-30**

**Exams-25 points each. 14 Total=350**

**Chapter Reflections, 10 total. 10 points each**

**In-class participation activities. 40 points**

Grades are calculated by dividing the total points earned by the total points possible, giving you a percentage grade.

### **Course Syllabus:**

A copy of the syllabus will be passed out in class on the first day. You can also view and print a copy from Canvas.

*The discussion topics listed on this syllabus are an estimate; daily topics will depend on individual class performances and understanding of the materials. Due Dates will not change.*

**Having Problems?** If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don't understand about the materials, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework.

### **Important Information:**

1. **Email:** Your @mysccd.edu email address is the only address used by the instructor for this course.
2. **Attendance:** This class is based on learning through sharing and experiences. Regular attendance is EXPECTED. Students will be dropped after missing 2 weeks of class.
3. **Late Work:** All assignments must be turned in on the due date. Late work can have all possible points deducted at the discretion of the instructor.
4. **Missed Tests/Exams/Quizzes/Activities:** Tests, exams, quizzes, and activities must be taken on the day scheduled. You will not be allowed to make up a missed test/exam/quiz/activitiy. **Do not take this lightly.**
5. **Late to an Exam:** You will NOT be allowed to complete any exam if you are 10 or more minutes late.

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**6. Grading:** All assignments will be graded and returned as quickly as possible, but can take two weeks or more. Please be patient. All exams will be graded and returned by the next class meeting.

**7. Retaining Returned Assignments:** Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after final grades have been posted.

**8. Cell Phone Use:** Cell phones are not to be used during class. If you are seen using your phone during class, or if your phone rings during class you will lose participation points. Each time you disrupt the class by using your cell phone you will have 10 points deducted from your final grade points. **Do not take this lightly.**

**9. Cheating/Plagiarism:** Cheating and/or plagiarism will not be tolerated. A student will receive no credit for the assignment if in the opinion of the instructor the individual has cheated.

**10. Dropping the Course:** It is **YOUR** responsibility for dropping the course if you choose. You must drop using the proper procedures through Reedley College Admissions and Records office. If you choose to stop attending class, make sure that you do an official drop, otherwise you might end up with an “F” grade for the course.

**11. Canceled Class Notification:** From time to time a class meeting may need to be canceled. Notification of canceled class will appear in several forms: **1**—Official cancel notification from Office of Instruction posted on the door, **2**—Notification posted on Canvas site for the class, **3**—Notification emailed to students using email addresses from WebAdvisor.

**12. Accommodations for Students with Disabilities:** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible

### **Important Dates:**

- 1. August 13 (M) Fall Session Begins**
- 2. August 24 (F) Last Day to Drop a full-term class to get a refund**
- 3. August 31 (F) Last Day to register for full-term class or drop to avoid a W**
- 4. October 12 (F) Last day to drop a full term class**
- 5. November 22 (TH) Thanksgiving Holiday**
- 6. December 10-14 (M-F) Finals Week**

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**Changing Syllabus Statement:** This course syllabus is equivalent to a contract between the instructor and the student. However, the information in this syllabus is subject to change at any time during the term. All changes will be stated in class and students are responsible for noting such changes. In the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

The student's decision to attend the class denotes acceptance of:

1. This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
2. The policy that late assignments will have some or all of the points deducted
3. The changing syllabus statement
4. The expectations of this course as outlined in this syllabus
5. That final grades are determined on the basis of accumulated points from required assignments
6. The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments
7. That grades will be submitted on the last day of the semester at 8:00 AM, and discrepancies need to be addressed before this time, preferably during the final class meeting

Students disagreeing with the above statements should withdraw from this course section and enroll in a section of this course taught by another instructor.

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Week	Date	Topic	Readings Assignments
1	August 13,14, 17	Course Outline Introduction	Orientation/Ground Rules
2	August 20, 21, 24	The Teacher Introduction/Biography Due	Chapter 1
3	August 27, 28, 31	The Field of Early Childhood Education	Chapter 2 Exam 1
4	September 3, 4, 7 Holiday 9/3	History of Early Childhood Education Chapter Reflection #1	Chapter 3 Exam 2
5	September 10, 11, 14	Child Development Teaching Philosophy Statement	Chapter 4 Exam 3
6	September 17, 18, 21	Observing and Assessing Young Children Chapter Reflection #2	Chapter 5 Exam 4
7	September 24, 25, 28	Relationships and Guidance Chapter Reflection # 3	Chapter 6 Exam 5
8	October 1, 2, 5	Health, Safety & Well-Being Chapter Reflection # 4	Chapter 7 Exam 6
9	October 8, 9, 12	The Learning Environment Developmental Theorist Due	Chapter 8 Exam 7
10	October 15, 16, 19	Understanding & Supporting Play Chapter Reflection # 5	Chapter 9 Exam 8
11	October 22, 23, 26	The Curriculum Chapter Reflection # 6	Chapter 10 Exam 9
12	Oct. 29, 30 Nov. 2	Curriculum Planning Chapter Reflection # 7	Chapter 11 Exam 10
13	November 5, 6, 9	Including All Children Chapter Reflection Due #8	Chapter 12 Exam 11
14	November 12, 13, 16	Partnerships With Families	Chapter 13 Exam 12
15	November 19, 20	Review/Chapter Reflection Due #9	
16	November 26, 27, 30	Becoming An Early Childhood Professional	Chapter 14 Exam 13
17	December 3, 4, 7	Review/Chapter Reflection Due #10	
18	December 10, 11, 14	Final Exam Week	Final Exam 14

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATEIAL, READINGS, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONALBE NOTICE OF ALL CHANGES.**