

**Reedley College: Department of Early Childhood and Education**  
**Principles and Practices of Teaching Young Children**  
**ECE-1-54006 / ECE-301-53200**  
**Spring 2023, Short-Term | 100% Online**

**Instructor:** Lauren Anderson, MAT  
**Email:** [lauren.johnson1@reedleycollege.edu](mailto:lauren.johnson1@reedleycollege.edu)  
**Communication Preference:** Canvas Messenger

**Availability:**

Schedule Table						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Phone call - by appointment only	7 – 9pm, Canvas  Phone call - by appointment only	7 – 9pm, Canvas  Phone call - by appointment only	7 – 9pm, Canvas  Phone call - by appointment only	7 – 9pm, Canvas  Phone call - by appointment only	Optional Weekly Zoom Meeting for Entire Class	Phone call - by appointment only
<p><b>*Grading will typically happen on the weekends or during the week nights; do not wait until the assignment due date to contact me regarding a concern or challenge</b></p> <p><b>**I will usually be unavailable Monday – Friday from 7am – 3pm; occasionally, I answer messages during my breaks at work.</b></p>						

**Course Description:** Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development. (A, CSU) (C-ID ECE 120)

*If you have registered for a non-credit section of this course, your course number will be in the 300's. Please be advised that this version of this course, though looks exactly like the regular course, is for non-credit. Though the workload, class content and assignments and expectations for successful completion are the same, you will NOT receive a letter grade but instead a pass/no-pass grade. If you are registered for non-credit, you will not be able to use these classes to meet the requirements of an ECE/CHDEV degree or certificate and will not be able to use this class towards obtaining a Child Development permit in order to work in the field. Please feel free to ask your instructor or counselor if you have any questions.*

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**Course Objectives:**

1. Describe historical and current issues and approaches for early care and education.
2. Differentiate between various types of programs in relation to the ages served, regulations, and teacher requirements
3. Identify the role of an early childhood educator including intentional teaching, ethics, personal philosophy, and professionalism.
4. Identify and compare the developmental stages and needs of children birth through age eight.
5. Describe developmentally appropriate practices and the value of play.
6. Compare and contrast principles of positive guidance and interactions.
7. Connect theories of learning and development to early childhood environment design, curriculum, and teaching strategies.
8. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
9. Identify supports for dual language learners in developing English language and literacy skills for children birth through age eight including support for the home language.

**Course Student Learning Outcomes (CSLO's):**

1. Compare and contrast historical and current early childhood education setting, issues, and perspectives.
2. Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
3. Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.

**Required Textbook and Materials:**

- Open Educational Resources (OER) and Zero Textbook Cost (ZTC) – this means there is not a textbook required.
- Regular use of Canvas
- Regular use of RC email

**Class Performance Expectations:**

- Active Participation: answering prompts, providing responses and opinions, and engaging in meaningful conversation with peers; this may be done through small and large group discussions, classroom activities, etc.
- Complete Reading Assignments: read material prior to discussions, quizzes, and assignments
- Utilize Tutoring: if necessary, seek tutoring for academic support

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**Students with Disabilities:** The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability. If you have a verified need for academic accommodation or materials in alternative media (e.g. Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible. For more information, contact Disabled Student Programs and Services (DSPS) – (559) 638-0332.

**Academic Success:** To succeed at the collegiate level, please utilize the college services that are available to all students. These services include: Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities

**Canvas:** Students are expected to complete all assignments, readings, exams, quizzes, correspondence, etc. through Canvas. The instructor is not responsible for technological challenges. Students need to contact the help desk at (559) 637-2555.

**Attendance and Participation Policy:** Face-to-face instruction often requires signing in during a class session. Although this course is online, attendance will be measured through timely participation in online check-ins, discussions, quizzes, assignments, and so on. It is expected that students spend the required time reading materials, responding to peers, and completing assignments through Canvas. **If a student misses 1 week of instruction online, the student may be dropped by the instructor and receive no credit for any work completed. This is due to the short-term schedule of this course.** If a student messages the instructor PRIOR to missing online instruction, the absence *may* be excused. If a student does not contact the instructor prior to missing class participation, the student will be marked absent. Students who enroll late will be able to make up work from the first week no later than the end of the second week.

**Communication:** Course communication must be conducted through the Canvas Messaging System. If you prefer face-to-face support, please request this time through a Canvas message and I can schedule a Zoom meeting. Although I can answer phone calls, my children may join the call; however, I am very quick to respond to texts.

**Weekend Hours:** I may answer questions on the weekends; however, I will not guarantee availability.

**Participation / Accountability:** In an online learning community, respectful expressions of opinions and viewpoints are expected in both individual and group participation. Respectful responses are also submitted on time, so that peers have adequate time to respond thoughtfully. Disrespectful behavior can occur in a virtual classroom and will be dealt with on a case-by-case basis; disrespectful behavior may result in a loss of points or further disciplinary action. Failure to participate in a weekly discussion may result in you being marked absent.

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**Class Performance Expectations:**

- Active Participation: answering prompts, providing responses and opinions, and engaging in meaningful conversation with peers; this may be done through small and large group discussions, classroom activities, etc.
- Quizzes: quizzes are untimed, allow for multiple attempts, and must be completed by the due date
- Discussions: students are expected to participate in weekly discussion boards
- Utilize Tutoring: if necessary, seek tutoring for academic support
- Weekly Zoom Meetings: students may attend a weekly Zoom meeting and ask questions about the upcoming week's content. These are not required and will be recorded for later review.

**Late Assignments:** Due to the pace of this course, all assignments are to be turned in on time. This allows for quality and timely grading, instructor feedback, and meaningful peer interaction(s). The course modules will be open and available for students throughout the 9-weeks of instruction. Due to the format and duration of this course, there will be no late assignments accepted.

**Writing Expectations:** Our course will follow APA formatting; if you need assistance in this area, there are examples and resources available in our Canvas course, as well as the Reedley College tutorial center. Rubrics outlining writing expectations for each written assignment will be provided to students.

**Cheating and Plagiarism:**

The 2022-2023 Reedley College Catalog states:

*“Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely. Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source.*

*Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer*

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*security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.”*

When beginning our course, reading the information regarding cheating and plagiarism is a module requirement. Penalties for cheating and plagiarism range from a “0” or an “F” on an assignment, paper, quiz, exam, or project, through an “F” in the course. Determinations are made at the discretion of the instructor.

**Disruptive Virtual-Classroom Behavior:** *Student conduct that disrupts the learning process will not be tolerated and may lead to disciplinary action.* This includes but is not limited to discussions, Canvas messages, and interactions between students. Students will be provided information concerning proper “Netiquette” and this will be the expectation for online student-to-student and student-to-instructor interactions.

**Starfish – “Get on the Path to Student Success”** In this course, you will likely receive alerts from Starfish. This system supports you throughout the semester and connects you to counselors and instructors to make sure you are on the path for success. I highly recommend you use visit this [page](#) on our website for more information and tips on using Starfish.

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**Course Outline:**

1. Current and Historical Theories of Child Development and Learning
2. Influences on Development
3. Historical and current approaches
  1. Theories of development and learning
  2. Educational philosophies
  3. Types of Programs
    1. Ages served
    2. Governance, licensing, and regulations
    3. Personnel requirements
  4. Developmentally Appropriate Practice
  5. State and national standards for quality and content
4. Introduction to the professional of early childhood education
  1. Teacher's knowledge
    1. Child Development
    2. Teaching Strategies
    3. Foundations of academic disciplines they will be teaching
    4. State and National Standards
    5. Professional and Ethical Conduct
  2. Teacher's Personal Qualities
    1. Flexibility
    2. Tolerance
    3. Patience
    4. Critical Thinking
    5. Physical Ability
    6. Self-Reflection
    7. Awareness of personal attitudes and bias
  3. Teacher's Role
    1. Relations and interactions with children, families, and others
    2. Planning and evaluating curriculum
    3. Intentional teaching
    4. Creating supportive environments
    5. Cultural competency
      1. Dual Language Learners
      2. Families
      3. Staff
    6. Communication strategies and purposes
      1. Teacher-child interactions and focused conversations
      2. With families as partners
      3. Positive guidance
      4. Supervision of other adults in the classroom

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7. Children's Development (birth through 8 years)
  1. Physical
  2. Cognitive
  3. Language
  4. Social
  5. Emotional
  6. Influences on development
    1. Heredity and environment
    2. Families
    3. Culture
    4. Teachers
    5. Communities
7. Introduction to Developmentally Appropriate Teaching and Learning Environments
  1. Elements of early childhood environments
    1. Indoor and outdoor design and uses of physical space
    2. Routines
    3. Equipment and materials
    4. Emotional climate
    5. Relationship to curriculum goals
    6. Impacts on behavior
    7. Health, safety, and nutrition
    8. Family involvement spaces
    9. Adjusting for ages, abilities, and interests
    10. Staffing/Zoning
  2. Early Childhood Teaching
    1. Introduction to developmentally appropriate approaches
    2. The ongoing cycle of observation, planning, and assessment
    3. Effective pedagogy for young children
      1. The importance of relationships
      2. Play-based teaching and learning
        1. Teacher-guided
        2. Child-initiated
      3. Positive guidance and discipline
      4. Typical trajectories in different domains and their implications for curriculum design
      5. Supports for dual language learners
      6. Modification for individual needs

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**Explanation of Assignments**

Introduction Video: (10pts)

Ice Breaker activity found in the first module. See Canvas for instructions.

Discussion Boards: (8 x 20pts = 160 pts) – SLOs: 1-3

All discussion board initial posts are due Thursdays at 11:59pm and peer responses are due Sunday at 11:59pm. Students are expected to write at a college-level and reference sources in APA format. Students will receive 15 points for their initial post, 2.5 points per peer response, with a minimum of 2 peer responses required. Due dates are final and discussion board points cannot be made up.

Module Quizzes: (16 x 20pts = 320pts) – SLOs: 1-3

There will be 16 quizzes and pacing is about 2 quizzes per week. These quizzes align with the module content and are worth 20 points each. Quizzes will be untimed and allow for multiple attempts. Due dates are final and quiz points cannot be made up.

Ethical Conduct Assignment (30pts) SLOs: 2-3

Within a writing assignment, students will explore the NAEYC Code of Ethical Conduct and Statement of Commitment and various scenarios they may experience and navigate in the field of early education.

ECE Program Observation (2 papers x 25 pts = 50pts) SLOs: 1, 3

Students will tour and observe 2 different early childhood programs and summarize their findings in 2 written assignments. Written assignments should be 2-3 pages in length, follow APA formatting, and reference course materials and readings. Assignment details and important documents are available on Canvas.

Career Pathway Interview & Presentation Project (50pts) SLOs: 2, 3

Students will research the early childhood profession and interview a professional in the field. Students will then share their findings through a written paper and creative presentation. Assignment details are available on Canvas.

Initial Personal Teaching Philosophy (30pts) SLOs: 1-3

Students will write a teaching philosophy reflective of their preferred teaching style, strengths, and overall teaching orientation.

***DISCLAIMER: Due dates and point values are subject to change pending the discretion of the instructor. It is always the student's responsibility to confirm due dates via Canvas and contact the instructor if there is a discrepancy.***

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**Grading Scale Table**

<b>Components</b>		<b>Total Raw Points</b>	<b>Letter Grade</b>	<b>Points / Percentage</b>
Assignments	160	585-650	A	90-100%
Quizzes	320	520-584	B	80-89%
Discussions	170	455-519	C	70-79%
Total	650	390-454	D	60-69%
		0-389	F	0-59%

<b>Pacing Guide and Due Dates</b>		
<b>Week</b>	<b>Discussions, Quizzes, &amp; Assignments</b>	<b>Dates</b>
1	§ Mod. 1 Discussion Board § Mod. 1 Quiz	1/9-1/15
2	§ Mod. 2/3 Discussion Board § Mod. 2 Quiz § Mod. 3 Quiz	1/16-1/22
3	§ Mod. 4/5 Discussion Board § Mod. 4 Quiz § Mod. 5 Quiz	1/23-1/29
4	§ Mod. 6/7 Discussion Board § Mod. 6 Quiz § Mod. 7 Quiz § Personal Teaching Philosophy	1/30-2/5
5	§ Mod. 8/9 Discussion Board § Mod. 8 Quiz § Mod. 9 Quiz	2/6-2/12

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6	§ Mod. 10/11 Discussion Board § Mod. 10 Quiz § Mod. 11 Quiz § Ethical Conduct Assignment	2/13-2/19
7	§ Mod. 12/13 Discussion Board § Mod. 12 Quiz § Mod. 13 Quiz § ECE Program Observation 1 & 2	2/20-2/26
8	§ Mod. 14/15 Discussion Board § Mod. 14 Quiz § Mod. 15 Quiz § Career Pathway Presentation & Reflection	2/27-3/5
9	§ Mod. 16 Quiz	3/5-3/9

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<b>Spring 2023 Calendar</b>		
<b>Important Dates for Spring 2023</b>		
<b>Date</b>	<b>Day</b>	<b>Event / Deadline</b>
January 9	(M)	Start of semester
January 9 – March 10	(M-F)	Short-term classes begin, first nine weeks
January 16	(M)	Martin Luther King, Jr. Day (no classes, campus closed)
January 20	(F)	Last day to drop a Spring 2023 full-term class for a full refund
January 27	(F)	Last day to drop a Spring 2023 full-term class in person to avoid a “W”
February 17	(F)	Lincoln’s Day Holiday (no classes, campus closed)
February 20	(M)	Washington’s Day Holiday (no classes, campus closed)
March 1	(W)	Last day for degree and certificate of achievement candidates to file application for May 2023 completion date
March 10	(F)	Last day to withdraw from college or to be dropped from 18-week classes; last date to drop a full-term class (letter grades assigned after this date)
March 13- May 19	(M-F)	Short-term classes begin, second nine weeks
April 3-6	(M- Th)	Spring Recess (classes reconvene April 10)
April 7	(F)	Good Friday (no classes, campus closed)
May 15-19	(M-F)	Final exams
May 19	(F)	End of Spring 2023 Semester, Commencement