# Reedley College

Department of Child Development

CD 37A – Early Childhood Practicum

Section 59662 - 3 units – Tues/Thurs. 12:00 -1:50 pm – CCI 205

Instructor: Richell Swallow, MA Office: CDC Office Phone: 559-638-3641 ext. 3730

E-mail: [richell.swallow@reedleycollege@edu](mailto:richell.swallow@reedleycollege@edu) (Best way to reach me!)

Fall 2014 Office Hours: Tues. 11:00-12:00 p.m.

## Course Description:

This course integrates curriculum design, implementation and evaluation of developmentally appropriate experiences that promote positive development and learning for young children, in a supervised lab school setting or in early childhood programs with mentor teachers.  Child centered play-oriented approaches to teaching, learning and assessment will be emphasized.  Students will utilize practical classroom experience to make connections between theory and practice, develop professional behaviors and build a comprehensive understanding of children and families.

# Prerequisites:

All students wishing to take this course must have completed the following courses with a grade of “C” or better:

* Child Development 1: Principles and Practices of Teaching Young Children
* Child Development 3: Introduction to Curriculum
* Child Development 39: Child Growth and Development

## Required Textbooks and Materials:

* Arce, Eve-Marie. (2013). *Curriculum for Young Children* (2nd edition). Belmont, CA:

Wadsworth, Cengage Learning.

* Copple, Carol & Bredekamp, Sue. (eds*.*) (2009). *Developmentally Appropriate Practice in*

*Early Childhood Programs Serving Children from Birth through Age 8* (3rd edition). Washington, D.C.: NAEYC

* Regular Use of Blackboard.
* Regular Use of RC email.

## Recommended Materials (For writing assignments - not required, but highly recommended):

* American Psychological Association (2010). *Publication manual of the American*

*Psychological Association (6th edition).* Washington, DC.

# Student Learning Outcomes: As a measure of learning, students will…

A.    Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.

B.     Use knowledge and understanding of development to create healthy, respectful, supportive and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

C.     Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.

D.    Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.

E.     Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.

F.     Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.

G.    Critically assess personal experiences to inform and guide future teaching and collaborative practices.

H.    Develop a record keeping system to document and tract children’s progress.

I.       Demonstrate professional behavior and preparation for the field of early childhood education

J.      Demonstrate a professional level of competence in written and verbal expression.

# Course Outcomes: In the process of completing this course, students will…

A.    Utilize observations and assessments of children’s development and needs to develop and maintain a healthy, safe, respectful, supportive and challenging environment for all children.

B.    Evaluate the effectiveness of an early childhood classroom, teaching strategies, curriculum and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

C.    Design, implement and evaluate curriculum activities that are based on developmentally appropriate practices, cultural sensitivity, anti-bias consideration, observation and assessment of young children.

D.    Formulate and implement positive guidance strategies applicable to individual and group situations with young children based on developmental research and theory.

E.     Examine and analyze one’s own teaching experiences to guide and inform future practice.

# LAB Requirement: 3 hour per week (45 hours total)

1. This course requires full participation in a lab setting and satisfactory evaluation of lab performance.
2. Lab placements are done in conjunction with your instructor and the on-campus Child Development Center or mentor site.
3. A lab contract is required and must be completed by the student and mentor teacher / lab teacher.  This contact dictates your scheduled lab time.  Students may not deviate from the hours on the contract without permission from the lab site.
4. Students must submit written proof of completion of lab hours (timesheet).
5. Lab activities are to be pre-approved by your instructor and mentor teacher.
6. All lab requirements for each lab/mentor site must be followed including all required paperwork and timelines for activities.
7. A minimum of 45 hours of lab must be completed in order to receive a course grade (see grade information for details of lab points available).
8. All lab students must have an updated TB test (available with Health Services) and complete any required paperwork from the lab site prior to the start of lab time.

## LAB SKILLS DEMONSTRATION LEVEL:

**Twice (2) times during the semester your mentor teacher and course instructor will assess your level of skill demonstration (Evaluation Form on Bb).**

**Grading Rubric:**

|  |  |
| --- | --- |
| **4** | Consistently exhibits at exemplary professional level |
| **3** | Usually exhibits at exemplary or satisfactory professional level |
| **2** | Acceptably exhibits at professional level |
| **1** | No evidence of desired behavior or non-professional level |

**Grading Criteria**

* Work Habits
* Skills with Adults
* Skills with Children

**Letter Grade & Passing Course**

* To pass the course, student teacher must score a C (2) or higher in each criteria on the final evaluation.
* If a student teacher scores a C (2) in any of the criteria on the final evaluation, they are **not eligible to receive an A in class.**

## Class Performance Expectations:

You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials prior to class is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

## TB Clearance:

## All students must show documentation of current TB clearance before entering the lab school. These are available free of charge at the Reedley College Health Services. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance. Once you receive clearance from the school nurse, take a copy of your clearance to Instructor /Coordinator, Marcy Davidson, at the Child Development Faculty Office.

## Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

## Academic Success:

In order to succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the 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.

## Blackboard:

Information about this course, and resources for it, will be available on Blackboard. Blackboard is available at [http://](http://www.csufresno.edu)reedleycollege.edu. You will use your RC username and password to login. Through Blackboard, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Blackboard to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester in the event that I make a recording error.

Please note that ONLY your RC email address is recognized by Blackboard. Any messages that I send to the class will be sent through Blackboard, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this mean if your email is not sent through your Reedley College email, **I will not open it**. You are responsible for information disseminated through email; ignorance (“I didn’t check my email,” “My e-mail isn’t working,” I don’t have access to a computer,” etc.) is not an acceptable excuse.

## Attendance Policy:

The instructor of this course believes that, though not always measureable, much important learning occurs in the classroom when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that students who miss one-third or more of class meetings, for any reason, cannot receive credit for the class. In a once-a-week class like ours, therefore, **any student who misses two or more classes, for any reason, will not receive** **credit for the class, regardless of scores earned on work completed**. A role sheet will be distributed at the beginning and end of every class, and you must sign each time to be considered present for the entire class. Signing for a classmate is cheating, and doing so puts you at risk for receiving a failing grade in the course.

## Participation and Accountability:

We have a lot to learn from each other, so individual contributions to large group discussions are encouraged and individual contributions to small groups are required. When not speaking to the class or a small group, participation includes alert and respectful attention to anyone speaking to the class or small group. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful manner; it is never ok to disrespect or condescend another student or instructor for expressing his/her views.

You, the student, are responsible for all assignments and information that you miss due to any kind of absence. In the event of an absence, it is your responsibility to ask a classmate for notes and information.

## Examinations:

### Mid-Term Exam and Final Exam:

There will be a mid-term exam and one final exam, and all will include a combination of multiple choice, fill-in and short answer questions. These questions will come from your text, lectures, class activities, and videos.

Unlike the mid-term, the Final Exam will be cumulative and cover material from the **entire semester**. The date of mid-term and the date and time of the Final Exam are indicated in the course calendar.

**Mid-Term and the Final Exam may not be made up.**

# Late Assignments:

Turning assignments in on time is very important, and enables the instructor to return graded assignments more quickly. Some assignments WILL NOT be accepted late or made-up, and those include In-Class Activities and Assignments, Curriculum Binder and the Mini Child Portfolio. Of the remaining assignments, which include Lesson Plans and Theory Based Observations, **ONE** assignment per student will be accepted up to **ONE WEEK** late.

## Writing Expectations:

You will see in the various assignment guidelines on Blackboard as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, style, as well as following proper APA citing style where applicable. All outside assignments are to be typed, any assignment turned in hand written will result in a score of zero.

The Writing Center (Humanities Building Room 58) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality really does matter; it matters here and it will matter in your profession. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

## Assessment Procedures:

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an ‘A’ paper\*, a ‘B’ paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics.

\*Note that in these descriptions, “paper” is used to refer to all assignments written outside of class. Including projects and presentations etc.

A A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.

B A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the ‘A’ paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar, but is clear and coherent. All sections are complete.

C A good paper that is adequate and addresses each aspect of each item in a satisfactory way. This paper, though, lacks the depth of understanding and synthesis that is evident in the ‘A’ and ‘B’ papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.

D A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.

F A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates understanding of course concepts. It is likely that there are serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

### Honor Code:

As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:

1. Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
2. Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

### Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college’s policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

### Disruptive Classroom Behavior:

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

## Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less.

For on campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-638-0358.

Grading

|  |  |
| --- | --- |
| Assignments | Possible Points |
| In-Class Activities/Small Group Work/Quick Writes | 100 |
| Curriculum Portfolio | 125 |
| Lesson Plans | 150 |
| Lab Participation | 45 |
| Mentor Evaluation | 55 |
| Theory Based Observations | 75 |
| Mini Child Portfolio | 75 |
| Mid-Term Exam | 50 |
| Final Exam | 75 |
| **Total** | **750** |

Grading Scale:

## Assignments:

In-Class Activities/Small Group Work/Quick Writes (100 points)

Throughout the course of the semester opportunities for large and small group discussions, small group presentations, activities, reflections and responses to class material will be given. If you are unable to attend class, you will miss these opportunities and not receive points.

Curriculum Portfolio (125 points)

During the course of the semester students will be implementing and developing learning experiences to be used during your lab hours at the students chosen site. This portfolio is an accumulation of the students semester work. Details for this assignment will be posted onto Bb.

Lesson Plans (6 x 25= 150 points)

Six lesson plans which demonstrate understanding and application of course content and problem solving abilities. These will include plans Group Time (2), Visual Arts (1), Science/Math (1), Literacy & Language/ELD (1), and Physical Development (1). Each plan will be worth 25 points, and will include the written plan, implementation evaluation, DRDP measures, collation to DAP and self-reflection. Lesson plan template will be posted on Bb. (25 points each – 150 points total) Lesson plan template will be posted on Bb.

Lab Participation & Mentor Evaluation (100 points)

There are 100 points possible to be earned through your work and participation in the lab. Lab participation is essential to the success of this course. Students must pass the lab portion to pass this course. All students are required to have a total of 45 hours completed over the course of the semester. Students are required to attend lab every week and need to sign in at the beginning of each lab session on their attendance sheet, which will be initialed by the ECE Specialist. More information will be given during the lab orientation.

Theory Based Observations TOB (3 x 25=75 points)

Over the course of the semester you will be required to record 4 child/teacher observations and tie them into major developmental theory. During lecture students will share your observations with the class.

Mini Child Portfolio (75 points)

Each student will select a child to complete a mini portfolio on. Each student will be assigned a portion of the DRDP-PS (approximately half with appropriate documentation/evidence). The purpose of this assignment is to familiarize students with this assessment tool and the process of child portfolio construction. More details will be posted on Bb and discussed in class.

Mid-Term Exam (50 pts.)

There will be two exams in the course of the semester, and all will include a combination of multiple choice, true/false, possible fill-in and short answer questions. These questions will come from your text, lectures and class activities. See course schedule for exam dates.

Final Exam (75 points)

Unlike the mid-term exam, the Final Exam will be cumulative and cover material from the entire semester. The date and time of the Final Exam is indicated in the Schedule.

## Syllabus Disclaimer:

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student’s decision to take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, except assignment dues dates, are subject to change. Students will be notified through Blackboard, email or in class.
4. The student’s understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent with a classmate.