**CHDEV 1: Principles and Practices of Teaching Young Children**

**Fall 2016         Course Syllabus**

**Course Section:** 56386**Instructor:**      Kendra Mull

**Unit Load:** 3               **Email:** kendra.mull@reedleycollege.edu

**Class Meets:** T, Th 8:00 - 9:15 a.m.    **Office Hours:** Upon request

**Room:** CCI 205

**Text:**

Required Text:

**Introduction to Early Childhood Education 7th ed., Eva L. Essa**

**Theories of Childhood; An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky, Carol Garhart Mooney**

**Required Materials:**

Large 2-inch binder, divider tabs, access to print materials as needed, and access to a computer

**Recommended Material:**

American Psychological Association (2010).  Publication manual of the American Psychological Association (6th edition).  Washington, DC.

(For writing assignments.  Not required, but highly recommended.  You’ll use this throughout your educational career when writing in APA style.)

**Course Description**

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. These principles include 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.

**This course requires 3 hours of lecture per week.** You will then be expected to study and work on course materials for approximately 6 hours outside of the classroom per week.

**Course Outcomes**

Upon completion of this course the student will be able to:

1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies

**Course Objectives**

**I**n the process of completing this course, students will:

1. Describe developmentally appropriate practice
2. Identify the historical roots, theories, standard, and approaches in early care and education
3. Compare various program types and philosophies
4. Discuss personal philosophies of teaching, career pathways, ethics, and professionalism
5. Examine the developmental needs of children at various ages
6. Describe characteristics of effective relationships, positive guidance, and teacher-child interactions
7. Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies

**Assignments & Requirements**

Assignments will vary daily/weekly.   This may include written work, individual and group activities, article reports, or curriculum assignments.  Students are expected to attend class prepared to discuss/present assignments.  Remember that your performance in class is directly related to how much time and effort you put into the class material.  For every hour in class, expect you will estimate spending one to two hours studying outside of class.

* **All assignments are to be typed**, unless otherwise specified by the instructor.
* All assignments must be **neat and clearly labeled with student name, date,**

**title of the assignment, and class day and time**.

* Papers should be double - spaced, 12-point font, spell – checked, one inch margins in an easy to read font.
* Always make a copy of your work.
* Take responsibility to present completed, polished, college level work, on-time.
* All papers must be corrected for **proper punctuation, grammar and spelling**.
* All assignments are due on, or before, the due date.
* Late assignments – Students are allowed ONE late assignment, due no more than 7 days past the original due date.  The points to be deducted for the late assignments are at the discretion of the instructor.  Assignments are assigned well in advance and must be submitted on time. After one late assignment, no late work will be accepted.
* There will be no extra credit.  Be sure to do the work that is assigned.
* 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 or activity.
* Keep all of your work.  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 and graded assignments and tests until after final grades have been posted.

**Description of Assignments**  More detailed information regarding each assignment will be given as it is assigned.  Assessment procedures are posted on Canvas.

**In Class Activities, Small Group Work & Quick Writes**(130 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, arrive late or leave early, you will miss these opportunities and not receive points. **These points cannot be made up.**

**Chapter Quizzes** (160 points)

There will be a total of 16 quizzes; one quiz, based on the assigned readings (articles & textbooks), per week.  Each multiple choice quiz will be worth a total of 10 points.

**Theory Presentations**  (100 points)

Using the Theories of Childhood textbook, and one additional source, students will work in groups to create a presentation and handout for their classmates.  The presentation shall include some biographical information of the theorist, information on the theory, practical use, and how it would be applied in the early childhood education environment.

In addition, a handout must be provided to the class (and instructor), which will provide details about the theory and will be used as a take-away for fellow students.  Creativity is encouraged.

**Professional Portfolios** (80 points)

You will begin the creation of a professional portfolio, reflecting your educational and career experiences.  This professional portfolio will be a living document, detailing your philosophy, knowledge, experiences, and professional development.  Some documents for this will be handed out in class and available to you on Canvas.

* **Personal Teaching Philosophy** (10 points)

At the close of the semester, students develop their own teaching philosophy.  This philosophy will be no more than 2 pages in length and will reflect on what you, as the student, and you, as the future teacher, have learned.  Additional details will be provided during the semester.

* **Professional Goals** (10 points)

During the course of the semester, students will be asked to create a professional goal for their future career.

* **Professional Plan**  (10 points)

This plan will comprise of educational and career goals.  Students will include information on two opportunities for professional development.

**Grades**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assignment** | **Possible Points** | **SLOs** |  | **Total** **Points** | **Final Grade** |
| In Class Activities, Small Group Work & Quick Writes | 130 | 1, 2 & 3 |  |  |  |
| Chapter Quizzes | 160 | 2 & 3 |  | **450 – 500** | **A** |
| Theory Presentations(60 presentation & 40 handout) | 100 | 1 & 2 |  | **400 – 449** | **B** |
| Professional Portfolios | 80 | 1, 2 & 3 |  | **350 – 399** | **C** |
| Personal Teaching Philosophy | 10 | 1, 2 & 3 |  | **300 – 349** | **D** |
| Professional Goals | 10 | 2 |  | **299 or below** | **F** |
| Professional Plan | 10 | 2 |  |  |  |
| Total Points | **500** |  |  |  |  |

If a problem arises during the semester, please make an appointment with the instructor to discuss how we can best resolve the issue and help you achieve success in class. *Grades are confidential and will not be discussed in the classroom.*

**Course Calendar**

A copy of the course calendar was handed out in class, on the first day.  This information is also available on Canvas.  The discussion topics listed on this syllabus and the course calendar are estimates; topics may change, dependent upon the individual class performance and understanding of the materials.  Due Dates will not change.

Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students.  This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media

(e.g., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA)

or Section 504 or the Rehabilitation Act, please see me as soon as possible.  The instructor

will comply with the requirements of the American’s with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. 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.  It is valuable to you if you are able to communicate through writing and that you use consistent writing mechanics.

All assignments completed in this class are expected to have college level, quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style, where applicable.  All outside classroom assignments are to be typed.  Assignments 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.

 Classroom Expectations

·         Students are expected to attend and actively participate in class discussions and       activities.

·         Students are expected to conduct themselves, according to the Student Conduct Standards.

·         Please be respectful of fellow students and the instructor at all times

·         Cell phones should be in the off or silent mode; not vibrate, as that will still cause disruption.

·     Students are expected to arrive on time.  Late arrival will not be tolerated.

·         Cheating and plagiarism will be cause for disciplinary action.

·         Students are expected to come to class prepared and ready for the day.

·      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, questions, and ideas, as these are what will enable you, your classmates, and your instructor 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.

·    Please be respectful and give your attention to the person who is speaking in class.  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 never acceptable to disrespect or condescend another student or instructor for expressing his/her views.

Attendance

·         If you are not present when roll is taken you will be considered absent.

         Late arrival may be considered an absence. Three late arrivals equal one absence.

·         If you miss more than three days the instructor *may* drop you.

·         Dropping after the drop date will result in an “F” grade.

·         It is the student’s responsibility to drop a class if they no longer intend to participate.

Canceled Class Notification

If a class meeting needs to be canceled, notification will appear in several forms:

·      Official cancel notification from Office of Instruction posted on the door

·      Notification posted on Canvas for the class

·      Notification emailed to students using email addresses from Canvas.

·      If possible, the cancelled class notification will also appear on the Reedley College web page.

Late Policy

Life happens and occasionally arriving late is unavoidable. One of the elements I strongly stress in this course is respect.  Arriving late is a great opportunity to demonstrate respect. If you arrive late choose a seat in the row closest to the door. DO NOT CROSS IN FRONT OF THE LECTURE AREA. Doing so is disrespectful to me as your instructor as well as to your peers. Habitually arriving late reveals a deficiency in time management skills; as an instructor I feel one of my responsibilities is to help guide students in this skill set. After your 2nd late arrival you will need to make an appointment with me to map out some strategies to help build better time management. Failure to schedule a meeting results in the loss of 25 points.

Student Conduct and Cheating

    Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors.  Academic dishonesty in any form is a very serious offense and will incur serious consequences.  (RC Catalog page 45)

·         Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source.  When you incorporate those words or ideas into your own work, you must credit where the source is cited.  Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.

·         No food or drink in the classroom at any time, except for water bottles.

·         Cell phone usage (calls, text messaging) is not allowed during class time. Cell phones must be put away in backpacks or purses and turned to silent or off; not vibrate.

·         Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

Canvas

Information about this course, and resources for it, will be available on Canvas. Canvas is available through the Reedley College home page.  Go to the Canvas Login.  Your user ID will be your 7-digit ID number.  Your password will be the same password you use with your student email. If you have not used Canvas before or need support, please call the SCCCD help desk - 559-499-6070. Through Canvas, 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 Canvas 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.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email.  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.

Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course.  The information in this syllabus is subject to change at any time.  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.  Changes will be posted in Canvas.

The student’s decision to attend the class denotes:

1.       acceptance of this syllabus.

2.       acceptance of the expectations of this course as outlined by this syllabus.

3.       the student’s understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.

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.

\*\* The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

Important Dates to remember

           First Day of Classes                           Monday, August 15, 2016

           Campus Closed – Labor Day             Monday, September 5, 2016

           Last day to drop for refund                 Friday, September 9, 20168

           Campus Closed – Veteran’s Day       Friday, November 11, 2016

           Campus Closed – Thanksgiving        Thursday/Friday, November 24 & 25, 2016

           Last day to drop with a “W”                Friday, October 14, 2016

           Final Exam                                        Tuesday, December 13, 2016 8:00 – 9:50 am