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| CHDEV 1: Principles and Practices of Teaching Young Children WEB |
| Course Section: 51697 |
| Instructor: Becky Zamora |
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**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:

1. 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.
2. identify the underlying theoretical perspective in forming a professional philosophy.
3. 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.
4. examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
5. examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.
6. analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

**Required Text:**

* Introduction to Early Childhood Education, 7th ed. by Eva L. Essa. Wadsworth Cengage Learning, [www.cengage.com/wadsworth](http://www.cengage.com/wadsworth) ISBN: 978-1-133-58984-6.

**Requirements for assignments**

* Double spaced, 12 point easy to read font, no larger than 1 inch margins
* Make sure all assignments are clearly labeled with your name and course title at the top right hand corner
* All assignments must be submitted using the turn-it-in link. If you are having difficulties with this link please notify me via email immediately before the assignment is due.
* I highly advise always making a copy of your work.
* Make sure to read **ALL OF THE INSTRUCTIONS** for a given assignment. You will lose a significant amount of points for failing to do this.

**Assignments**

Quizzes: There will be a total of 16 quizzes; one quiz per chapter/week. Each multiple choice quiz will be worth a total of 20 points. The content within the quiz relates to the materials read in the chapter as well as any additional information I have directed you to read. Make sure you are studying and reading each week. The quizzes are NOT timed and can be opened and saved for later.

Chapter Assignments: **Each week** (unless otherwise stated in that week) there will be a chapter assignment due based on the readings or other content provided for that week. I will make each assignment available Monday by 8am. These must be completed and submitted by the end of that week, **Sunday 11:55pm**. You can submit these up to one week (7 days) late. Late assignments immediately lose 50% of the points possible. After 7 days they will **NOT** be accepted. This is a firm statement. You will find these assignments in the folder for the week. Some assignments will be reflective in nature and only require your opinion or thoughts on a certain subject. Other assignments will be more in depth and require more research and “work” to finish completely. Whether the assignment requires 15 minutes or an hour, it is worth 15 points. I expect you to put equal thought and effort into the assignment regardless of the time commitment. Typically to receive the full 15 points I expect to see reference to reading for the week (especially if I directly state “using the research presented in the text”.) Once again if the prompt for the assignment indicates it needs to be one full page to receive full credit, it must be one full page.

Class Discussions: You will have 16 opportunities to participate in class discussions by utilizing the Discussion Board on blackboard. Each week there will be a discussion listed which corresponds to the chapter we are studying. Each discussion board post is worth a total of 9 points. **To receive credit you must post *three* times:** one original post answering the question I have given (worth 5pts) and two other posts responding on your peer’s original post (each worth 2pts). This must be completed by the end of the week, Sunday at 11:55 pm. **No late discussion board posts accepted**.

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**Class Policies and Procedures:**

**(The statements below are taken directly from the Reedley College Catalog)**

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. 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.*



***Cheating***

*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***

*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 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.*

***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**

***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.

***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 semester. 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 about the changes and adhere to them.

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

* This syllabus as a contract outlining the student’s responsibilities to complete all required assignments by the due dates
* The policy that late assignments will not be accepted
* The changing syllabus statement
* The expectations of this course as outlined in this syllabus
* That final grades are determined on the basis of accumulated points from required assignments
* The policy that students are responsible for supplying evidence of any discrepancy in grades as determined by returned/graded assignments.

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

**Important Dates:**

January 11-Spring 2016 instruction begins

January 18-Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 22-Last day to request an Enrollment Fee Refund

**January 29-Last day to add a full-term class for Spring 2016**

**January 29-Last day to drop a full-term class to avoid a “W” (in person) for Spring 2016**

**January 31-Last day to drop a full-term class to avoid a “W” (on WebAdvisor) for Spring 2016**

February 12-Lincoln Day observed (no classes held, campus closed)

February 15-Washington Day observed (no classes held, campus closed)

**March 11- Last day to drop a full-term class (in person) (letter grades assigned after this date)**

March 21-25-Spring Recess (classes reconvene March 28)

May 16-20 (M-F) Spring 2016 final exams week

**Point Breakdown**

Exams 16 @ 20 points = 320

Discussion Posts 16 @ 9 points = 144

Chapter Assignments 16 @ 15 = 240

Teaching Philosophy = 30 points

PG Assignment = 30 points

Total: 764

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| Grade Points Range |   |
| A | 688-764 |   |
| B | 619-687 |   |
| C | 556-618 |   |
| D | 499-555 |   |
| F | 498 and below |

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| Week # & Date | **Reading**  | **Assignments** |
| 1) Jan 11-Jan 17 | Syllabus and Course Requirements | Log-on - purchase text – Post intro on Discussion Board by **Thursday** January 14th 11:55pm to avoid being dropped from this course.  |
| 2) Jan 18-Jan 24 | Chapter 1: Scope and Need for Early Childhood Education | Chapter 1 Exam, Chapter 1 Assignment, and Chapter 1 Discussion Board post- Due Sunday 11:55 pm |
| 3) Jan 25-Jan 31 | Ch. 2: The Children/Importance of Play | Chapter 2 Exam, Chapter 2 Assignment, and Discussion Board – Due Sunday 11:55 pm |
| 4) Feb 1-Feb 7 | Chapter 3: Families/Family Engagement and Communication | Chapter 3 Exam, Chapter 3 Assignment, and Discussion BoardDue Sunday 11:55 pm |
| 5) Feb 8-Feb 14 | Chapter 4/The Permit Matrix/ Courses at Reedley College(Professional Goals)  | Chapter 4 Exam, Chapter 4 Assignment, and Discussion BoardDue Sunday 11:55pm |
| 6) Feb 15-Feb 21 | Ch. 5 : Child Developmental Theorists  | Ch. 5 Exam, Chapter 5 Assignment, and Discussion Board Due Sunday 11:55pm |
| 7) Feb 22-Feb 28 | Ch. 6: Standards and Assessment/Observation and Assessment | Ch. 6 Exam, and Discussion Board Due Sunday 11:55pmProfessional Goals Statement DUE SUNDAY 11:55 PM |
| 8) Feb 29-Mar 6 | Ch. 7: The Environment and selection of Materials | Chapter 7 Exam, Chapter 7 Assignment, and Discussion Board Due Sunday 11:55pm |
| 9) Mar 7-Mar 13 | Ch. 8: Teacher Directed vs. Emergent Activities | Chapter 8 Exam, Chapter 8 Assignment, and Discussion Board Due Sunday 11:55pm |
| 10) Mar 14-20 | Ch. 9: Why is Creativity so Important? Process vs. Product/Multiple Intelligences | Chapter 9 Exam and Discussion Board Due Sunday 11:55pmTEACHING PHILOSOPHY Due Sunday 11:55 |
| Mar 21-25 | SPRING RECESS |  |
| 11) Mar 28-Apr 3 | Ch. 10: Physical Development and the Curriculum | Chapter 10 Exam, Chapter 10 Assignment, and Discussion Board Due Sunday 11:55pm |
| 12) Apr 4-Apr 10 | Ch. 11: Cognitive Development and the Curriculum | Chapter 11 Exam, Chapter 11 Assignment and Discussion Board Due Sunday 11:55pm |
| 13) Apr 11-Apr 17 | Ch. 12: Books and Language | Chapter 12 Exam, Chapter 12 Assignment, and Discussion Board Due Sunday 11:55pm |
| 14) Apr 18-Apr 24 | Ch. 13: Social Development and the Curriculum | Chapter 13 Exam, Chapter 13 Assignment, and Discussion Board Due Sunday 11:55pm |
| 15) Apr 25-May 1 |  Ch. 14 Guidance, Routines, and Schedules  | Chapter 14 Exam, Chapter 14 Assignment, and Discussion Board Due Sunday 11:55pm  |
| 16) May 2-May 8 | Ch. 15 Behavior Management | Chapter 15 Exam, Chapter 15 Assignment, and Discussion Board Due Sunday 11:55pm |
| 17) May 9-May 15 | Ch. 16 Helping Children Cope with Stress/Factors in behavior | Chapter16 Exam, Chapter 16 Assignment, and Discussion Board Due Sunday 11:55pm |
| 18) May 16-20 | FINALS WEEK |  |