

Reedley College

Department of Child Development
CD 37A – Early Childhood Practicum

Section 55013 - 3 units – Tuesday & Thursday 12:30-1:20 p.m.– CCI 205

Instructor: Richell Swallow, MA Office: CDC Office Phone: 559-638-0300 ext. 3730

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Fall 2018 Office Hours: Monday & Thursday 1:30-2:30 p.m. Fridays 8:30-10:45 a.m.

Course Description:

Under guided supervision, 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. Reflective practice will be emphasized as students design, implement and evaluate approaches and strategies and techniques that promote development and learning.

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 20: Observation & Assessment

Child Development 39: Child Growth and Development

Student Learning Outcomes (SLOs): In the process of completing this course, students will...

- A. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom.
- B. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.
- C. Analyze personal teaching experiences to guide and inform practice.

Course Objectives:

1. Apply understanding of current research and developmental theories to planning experiences for young children.
2. Demonstrate developmentally appropriate practices in supervised early childhood classrooms.
3. Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
4. Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
5. Perform teaching and non-teaching responsibilities.
6. Demonstrate professional and ethical behaviors.
7. Describe various family involvement strategies.
8. Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.
9. Analyze student teaching experiences to inform and guide future teaching and collaborative practices.
10. Utilize effective record keeping systems to document, assess, and track children’s progress.

Required Textbooks:

- ✓ 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 Canvas

Regular Use of RC email.

Regular use of computers, printers & programs

Open Educational Resources (OER):

This course is an Open Educational Resource (OER) course. This means that ALL readings materials and texts are online in PDF format FREE to students. The required textbook above is available at the Reedley College Library for semester check out in LIMITED quantities, or it may be purchased from the campus bookstore.

Recommended Materials:

Digital Camera or other photo taking device - No cell phones for photography.

Clipboard

Post-Its or small notebook.

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/ECE Specialist and instructor. This contract 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 51 hours of lab must be completed in order to receive a course grade, 3 hours additional for a total of 54 hours for the semester (see grade information for details of lab points available).
8. All lab students must have an updated TB test (available with Health Services) and ALL other immunizations prior to beginning lab 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
<u>4</u>	Consistently exhibits at exemplary professional level

	Grading Rubric
<u>3</u>	Usually exhibits at exemplary or satisfactory professional level
<u>2</u>	Acceptably exhibits at professional level
<u>1</u>	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, regardless of point standing.**

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.

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.

Canvas:

Information about this course, and resources for it, will be available on Canvas. Canvas is available at <http://reedleycollege.edu>. You will use your RC username and password to login. Through Canvas, you will be able to access the syllabus, assignment guidelines, reading materials, textbooks 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 BCanvas 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 Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC email address. I will not respond to personal emails due to spam and other computer viruses, this means 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 measurable, 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 are absent one-third or more of class meetings, for any reason, cannot receive credit for the class. In this class, **any student who misses three (3) or more classes, for any reason, will not receive credit for the class, regardless of scores earned on work completed**. A roll sheet will be distributed at every class session, 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.

Communication:

All course communications MUST come to me through the Canvas messaging system. I teach a full load of courses and have other responsibilities on campus, because of this I receive a vast amount of emails each day. I do my best to respond in a timely manner, however, that being said, if you email me, I will ignore the email. Always contact me by Canvas In-Box. If you are uncertain or have questions about how to use any part of the Canvas system use the help guides.

As students, sometimes it is difficult to understand an instructor is not available to answer communications at all hours of the day and night. All communications will be answered within a 24-48 hours. If, for some reason you have not heard from me, please send me a respectful, kind reminder (those are greatly appreciate). Please see the “Pages” tab on canvas for tips on emailing instructors.

Weekend Hours:

As students, most of you are taking more than one course and have the demands and enjoyments of life. We, instructors also have those same demands and enjoyments, for this reason I am not available during the weekend/holiday hours. I will check on the class on Fridays at around 1:00 p.m. and most of the time not be available again until Monday morning at 8:00 a.m. Every now and again, you MIGHT find me online on the weekend and I MIGHT answer a question or two. However, this does not mean I am constantly available during these hours. I will NEVER answer on Sundays or holidays. I encourage you to use the Q & A discussion boards or In-Box me by Friday at 1:00 p.m. Your classmates are a great resource! Monday-Thursday all communication stops at 4:00 p.m. All of my contact email can be found on the front of this syllabus.

Leaving Early & Arriving Late Policy:

As a college student who has enrolled in a class, you are aware well in advance the time that each class starts at the time you register. Therefore, being late or leaving early to/from class is **NOT EXCEPTABLE**. It is disrespectful to the learning environment of the classroom, your fellow classmates and your instructor. If you are late or leave early you will not receive points for any in

class assignments or activities that may occur. Leaving early or arriving late will affect your grade as well as your learning of the material presented in class. If you are late do not come to class.

Cell Phone Policy:

All cell phones are to be turned off at the beginning of each class session. Students **MAY NOT** use cell phones in class for any reason unless specified by the instructor of the course. If a student is caught using a cell phone during the class session the student will be dismissed from that class meeting and will need to meet with the instructor before the next class session.

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/Quizzes:

During the course students will take two (2) exams, one at the middle and another at the end of the semester. These exams will take form in one of the following: short answer, multiple choice, or True/False. The instructor will notify the students in advance which form the exam will take.

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, Quizzes, Mentor Evaluations, Discussion Boards, and the Child Portfolio. Of the remaining assignments, which include Lesson Plans and Classroom 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:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) 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

<u>Assignments</u>	<u>Possible Points</u>	<u>SLOs</u>
In-Class Activities/Small Group Work/Quick Writes	60	SLO: #1-3
Weekly Discussion Boards	170	SLO:#1-3
Curriculum Topic Web & Lesson Plans & Reflective Evaluations (6 lessons x 50 pts.)	300	SLO: #1-3
Lab Participation	45	SLO: #1-3
Mentor Evaluation	55	SLO: #1-3
Child Portfolio	150	SLO: #1-3
Classroom Observations	80	SLO: #1-3
Quizzes (2x 50 points) Syllabus Quiz (20 points)	120	SLO: #1-3
Total	900	

Grading Scale: 10% grade scale

900-810= A

809-728= B

727-654= C

653-588= D

587 and below =F

Assignments:

In-Class Activities/Small Group Work/Quick Writes (60 points) – SLO #1-3

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. These points are given randomly throughout the semester, not at every class session. 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. Points are posted to Canvas at the end of the semester.**

Classroom Observations (4 x 20pts = 80 points)- SLO#1-3

During the first few weeks of the semester student will complete four classroom observations at their chosen lab site. See Canvas modules for details and observations.

Weekly Discussion Boards (17x10 pts =170 pts.) – SLO #1-3

Over the course of the semester students will participate and complete discussion boards. These discussions will be on course topics, readings, lecture, assignments and lab experience. DB's open every Monday and close the following Sunday at 11:59 p.m. Once the DB closes for the week, it will not be reopened. **Discussion Boards cannot be made up.**

Classroom Observations (4x20 points=80) SLO: #1-3

Students will complete 4 classrooms observations prior to implementing and completing lesson plans. These observations will require advanced reading of required articles and other materials. Assignment details (ADS) and accompanying articles on Canvas.

Lesson Plans & Self-Reflection (6 x 50= 300 points) – SLO #1-#3

The purpose of this assignment is to explore developmentally appropriate activities and materials for young children that are integrated into a topic that can be expanded into a long term study. Students will develop a series of 6 lessons based on continual classroom observations. ALL LESSONS WILL BE BASED OFF OF OBSERVATIONS! Students will thoughtfully and meaningfully plan learning experiences for each of the areas of curriculum around this topic, students will then implement and turn in for grading with a self-reflection for each. The following are suggested curriculum areas: Visual Arts (fine arts, dramatic play, puppetry, performing arts, etc.), Sciences, Sensory, Social Studies, Language/ELD/Literacy, Nutrition/Health/Motor, and math. In addition all students will complete 2 partial mini whole group times these count as one lesson and one Large Whole Group (circle time). Each of the 8 plans will be worth 20 points, and will include the completed **typed** plan, implementation evaluation/reflection, DRDP measures, objectives, PELFs and collation to DAP. Lesson plan template and ADS with more details will be posted on Canvas. **All lesson plans will be approved by the student's mentor and instructor – ONE WEEK in advance. See instruction sheet on Canvas.**

Lab Participation (45 pts) & Mentor Evaluation (55 pts) – SLO: #1-3

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.

Child Assessment Portfolio (150 points) – SLO: #1-3

During the course of the semester each student will chose a child at your lab site to observe and complete an assessment portfolio on. Assignment details (ADS) and rubric will be available on Canvas.

Quizzes (2x 50 points) & Syllabus Quiz (20 pts) 120 points – SLO: #1-3

During the course students will take two (2) exams, one at the middle and another at the end of the semester. These exams will take form in the following format: short answer, multiple choice, or True/False. Study guides will not be given for exams in this course. Students are EXPECTED to keep up with all readings, assignments and attend lecture and lab regularly.

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, including assignment dues dates, are subject to change. Students will be notified through Blackboard, email or in class of any changes.
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 course calendar are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on Bb for announcements made while you were absent or with a classmate.