

Course Syllabus

Child Development 1 – Principles and Practice of Teaching Young Children - 52127

Spring 2018 Wednesday 6:00 p.m. – 8:50 p.m. CCI Room 205

Instructor: Alyssa Verburg

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Appointment Only Before Class Hours: 5:30pm-5:50pm CCI Room 205

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 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 (SLO's)

Upon completion of this course, students will be able to:

1. Compare and contrast historical and current early childhood education perspectives, theories, and programs 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.

Required Textbook and Materials:

- ✓ Introduction to Early Childhood Education, 7th ed. by Eva L. Essa. Wadsworth Cengage Learning, www.cengage.com/wadsworth ISBN: 978-1-133-58984-6.
- ✓ Regular Use of Course Management System: **Canvas**
- ✓ Regular use of Reedley College issued Email

Canvas Companion Course:

Information about this course will be available on Canvas. Canvas is available through the main Reedley College home page. You will use your RC username and password to login. Through Canvas you will be able to access the syllabus, Power Point presentations, assignment guidelines, and any other handouts that will supplement the texts and/or lectures. **Canvas will also be used to post reminders and notifications of class session cancellations. As a student of the campus you have access to use the on campus computer center.**

Accommodations:

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 ASAP. I am happy to work with students to ensure and support your academic success. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

Having Problems? If at any time you find you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don't understand about the material, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework.

Class Policies and Procedures:

Attendance:

Learning through sharing and classroom activities is a **VERY large part of this class**. You will not pass this class if you do not attend regularly. **Regular attendance is EXPECTED**. If you stop coming to class after the deadline, you will get an "F." **If you choose to be dropped from this course it is YOUR responsibility to notify the records office by the drop deadline**. If you miss more than 2 consecutive class lectures within the first 4 weeks of class you **MAY** be dropped from the course. **A roll sheet will be distributed at every class meeting, 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. Late arrivals and early departures will have a negative effect on your grade.

It is your responsibility to respect the requirements and rules of this course. You will be held accountable for all announcements made in class whether you are present or not. If you are absent you may contact me to make an appointment and collect any handouts given during class. I will not bring extra handouts to class the next lecture. You need to get the phone number or email address of a fellow student(s) in order to get information in case of your absence.

No Late Work: All assignments must be typed and be turned in on the due date for full credit
Assignments can always be submitted Before the due date.

Syllabus Disclaimer 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 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 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 and depending on

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

Important Dates:

January 8
January 19
January 26
January 28
March 26-30
May 14-18

Start of Spring 2018 Semester
Last day to drop a Spring 2018 full-term class for full refund
Last day to register for a full-term class and avoid a "W" in person
Last day to drop a full-term class to avoid a "W" on WebAdvisor
Spring recess (no classes held, campus open)
Spring 2018 final exams week

Assignments:

In-Class Activities/Small Group Work/Quick Writes (10 x 5 points) 50 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 (16 x 20 points) 320 points

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. These quizzes will begin on Week #2. 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.

Article Reviews (2 x 15 points) 30 points

During the semester students will research two different topics of interest to them, source an article and write review of the article. Each review will be 2 pages in length and follow the college level writing in this syllabus. These topics of interest will be a starting point for ECE Topic presentations later in the semester.

ECE Topic Group Presentations 50 points

Students will work in small groups on a topic in ECE of interest to them. Students will create a presentation on their topic and present to the class, essentially teaching their classmates about their topic.

Personal Teaching Philosophy 30 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 future teacher have learned.

Professional Goals/Statement Plan 20 points

During the course of the semester students will be asked to create a professional goal plan/statement. This plan will comprise of education goals, career goal and or future plan for the field of ECE.

Total Points = 500

	Total Points – 500	Final Grade
	(90-100%)	A
	(80-89%)	B
	(70-79%)	C
	(60-69%)	D
	(0-59%)	F

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). They offer 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

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 are to be printed by the students and typed. Any assignments turned in not typed will result in a score of a 0 and will not be eligible to be redone.
- ✓ I highly recommend always making a copy of your work.
- ✓ Make sure to read ALL OF THE INSTRUCTIONS for any given assignment. You will lose a significant amount of points for failing to do this.

Writing Expectations:

Writing quality is taken into consideration on all assignments. Overall writing quality includes: grammar, usage, mechanics, style, as well as following proper APA citing 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.

Writing 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 light 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 that ‘A’ and ‘B’ papers. Each item is addressed fully, but there is 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 the writing mechanics. There may be incomplete sections.

Week # & Date	Readings/Lecture	Assignments
1) January 10 th	Syllabus and Course Requirements	
2) January 17 th	Chapter 1: Scope and Need for Early Childhood Education/ What is Early Childhood Education?	Quiz #1
3) January 24 th	Ch. 2: The Children/ Importance of Play	Quiz #2 Discuss Article Review Assignment
4) January 31 st	Ch. 3: Families/ Family Engagement and Communication	Quiz #3
5) February 7 th	Ch. 4: The Teachers & Caregivers/ The CD Permit Matrix, Courses at Reedley College (Professional Goals)	Quiz #4 Article Review #1 DUE
6) February 14 th	Ch. 5: Rationale Supporting Early Childhood Education/ Child Developmental Theorists	Quiz #5
7) February 21 st	Ch. 6: Accountability, Standards and Assessment/ Observation and Assessment	Quiz #6
8) February 28 th	Ch. 7: The Physical Environment/ The Environment and selection of Materials	Quiz #7 Article Review #2 DUE
9) March 7 th	Ch. 8: Scheduling and Curriculum Planning/ Teacher Directed vs. Emergent Activities	Quiz #8 Discuss ECE Topic Presentation Assignment
10) March 14 th	Ch. 9: Creative Development through the Curriculum/ Why is Creativity so Important? Process vs. Product/Multiple Intelligences	Quiz #9 Professional Goals Statement DUE
11) March 21 st	Ch. 10: Physical Development through the Curriculum/ Physical Development and the Curriculum	Quiz #10
March 28 th	SPRING RECESS	
12) April 4 th	Ch. 11: Cognitive Development through the Curriculum/ Cognitive Development and the Curriculum	Quiz #11
13) April 11 th	Ch. 12: Language Development through the Curriculum/ Books and Language	Quiz #12
14) April 18 th	Ch. 13: Social Development through the Curriculum/ Social Development and the Curriculum	Quiz #13
15) April 25 th	Ch. 14: Guiding Routines and Group Activities/ Guidance, Routines, and Schedules	Quiz #14 Teaching Philosophy DUE
16) May 2 nd	Ch. 15: Guiding Social Behaviors/ Behavior Management	Quiz #15 ECE Topic Presentations
17) May 9 th	Ch. 16: Helping Children Cope with Stress/ Factors in behavior	Quiz #16 ECE Topic Presentations
18) May 16 th	FINALS WEEK	Pick up Assignments & Grade Sign Off