

# Reedley College

Department of Child Development

CHDEV 1: Principles and Practices of Teaching Young Children  
Section 55078 – WEB

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E-mail: [In Box through Canvas](#) (Best way to reach me!)

Spring 2018 Office Hour: Tuesday CANVAS Pages

## Course Description:

Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards

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

- ✓ American Psychological Association (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> edition)*. Washington, DC.

## Required Textbook and Materials:

- ✓ Feeney, S., Moravick, E., & Nolte, S. (2016) *Who Am I in the Lives of Children? An Introduction to Early Childhood Education, 10<sup>th</sup> ed.* Pearson Education Boston, MA.
- ✓ [Regular Use of CANVAS](#)
- ✓ [Regular Use of RC email.](#)

## Student Learning Outcomes: Upon successful completion of this course, students 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:

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

## **Class Performance Expectations:**

You will be expected to participate in 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 (me!) to gain the most from our time together. Reading the assigned materials prior to coursework 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.

## **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.

## **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, 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 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 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:**

Utilizing Canvas is a **REQUIRED** component of this course. All course correspondence and material including (but not limited to) syllabus, assignments, and reading requirements will only be available through Canvas. All assignments must be completed within the Canvas system.

You should expect to spend 6+ hours a week working on our course. Since ALL course content is only available online in Canvas this means you will spend 6+ hours LOGGED in working on content.

Students must contribute to the course weekly through participation in weekly discussion boards (more on this in a few pages).

If you are having difficulty navigating Canvas the [Student Guides \(Links to an external site.\)](#)[Links to an external site.](#) provides information on almost anything you might need a little extra support with!

The instructor of this course believes that, though not always measurable, much important learning occurs when we are engaged in discussions about course content. Because of this belief, the instructor has a policy that **any student who misses three (3) or more consecutive weeks, for any reason, will be dropped from 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 online 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).

## **Weekend/Holiday Hours:**

As online students, most of you are taking an online course because of 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 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. Monday-Thursday all communication stops at 4:00 p.m. All of my contact email can be found on the front of this syllabus.

## **Participation and Accountability:**

We have a lot to learn from each other, so individual contributions to discussions are encouraged and individual contributions are required. When not speaking to the class through the discussion boards or other means, students are expected to participate. This includes alert and respectful attention to anyone asking questions, discussing a topic etc. 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 and kind manner; it is never ok to disrespect or condescend another student or instructor for expressing his/her views. As a fully online course we will be respectful to others thoughts and opinions and respond as such.

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.

## 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 Discussion Questions/Reflections, Quizzes, Teaching Philosophy and Weekly Assignments. Of the remaining assignments, which include Professional Growth Plan and article reviews, **ONE** assignment per student will be accepted up to **ONE WEEK** late. Since this course is fully online, any student who turns in an assignment late will need to directly contact the instructor prior to turning the assignment.

## Writing Expectations:

You will see in the various assignment guidelines on Canvas 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](mailto: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.

## 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 assignment turned in not typed will result in a score of 0 and will not be eligible to be redone. (*Most assignments will be turned in through Turn-It In on Canvas*).
- ✓ I highly advise always making a copy and save 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:

### Discussion Questions/Quick Writes/Reflections (15 x 8 pts.=120 points) – SLOs: 1-3

Throughout the course of the semester opportunities discussions, activities, reflections and responses to course material will be given. It is expected that all students will participate in these activities as the semester goes. Once a discussion question/activity closes, you will miss these opportunities and not receive points. **These points cannot be made up.**

### Chapter Quizzes (14 x 20 points =280 points) SLOs: 1-3

There will be a total of 16 quizzes; one quiz per chapter/week. Each multiple choice/short answer 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. All quizzes are on Canvas. It is the student's responsibility to take the quizzes on time before the due dates, the course instructor will not remind students. **Quizzes will not be unlocked on Canvas after the due date – no exceptions. Quizzes cannot be made up.**

### Article Reviews (2 x 25 points= 50 points) SLOs: 1-3

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. Assignment details to be posted on Canvas.

### **Personal Teaching Philosophy (30 points) SLOs: 1-3**

At the close of the semester students develop their own teaching philosophy. This philosophy will be no more than 2-3 pages in length and will reflect on what you as the student and future teacher have learned. The student will describe the role of an early childhood educator including ethical conduct and professionalism as it is to them. Details to be posted onto Canvas.

### **Career Pathways Interview (50 points) SLOs: 1, 3:**

Students will conduct an interview of their chosen occupation. See ADS on CANVAS.

### **Professional Goals/Statement Plan (30 points) SLOs: 1-3**

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. Details and forms to be posted on Canvas.

### **Grading:**

<b>Assignments</b>	<b>Possible Points</b>	<b>SLOs</b>
Discussion Questions/Quick Writes/Reflections (15 x 8 pts=120)	<b>120</b>	1-3
Chapter Quizzes (14 x 20 pts= 280)	<b>280</b>	1-3
Article Reviews (2x 25 pts =50)	<b>50</b>	1-3
Professional Goals Statement/Plan	<b>30</b>	1-3
Career Pathways Interview	<b>50</b>	1, 3
Personal Teaching Philosophy	<b>30</b>	1-3
<b>Total Points</b>	<b>560</b>	

### **Grading Scale:**

560-504=A  
503-453=B  
452-407=C  
406-366=D  
365 and Below F

### **Important Dates:**

January 8 <sup>th</sup>	Instruction Begins
January 15 <sup>th</sup>	Holiday - no classes
January 19 <sup>th</sup>	Last day for student add a class/Drop without a "W"
February 16 <sup>th</sup>	President's Day(Campus Closed)
February 19 <sup>th</sup>	President's Day (Campus Closed)
March 26-29 <sup>th</sup>	Spring Break
May 18 <sup>th</sup>	Last Day of Semester & Graduation
May 14-18 <sup>th</sup>	Finals Week (Check the Finals 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, including assignment due 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