

Reedley College

Child Development Development
CD 37B – Advanced Early Childhood Practicum
Section 57338 - 3 units – Thursday 4:00-5:50 pm – CCI 205
Instructor: Richell Swallow, MA Office: CDC Office Phone: 559-638-0300 ext. 3730
E-mail: In Box through CANVAS (Best way to reach me!)
Spring 2018 Office Hours: Thursday 6:00-7:00 p.m.
See CANVAS Home Page for other hours.

Course Description:

This course will examine the principles and practices of early care and education programs with an emphasis on Project Approach to curriculum planning. Students will gain supervised teaching experience, applying theory and techniques in the lab school setting or early childhood program with a mentor teacher at an approved site.

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
- ✓ CHDEV 20: Observation & Assessment
- ✓ Child Development 37A: Early Childhood Practicum
- ✓ Child Development 39: Child Growth and Development

Required Textbooks and Materials:

- ✓ Helm Harris, Judy and Lilian Katz. (2016). *Young Investigators: The Project Approach in the Early Years* (3rd edition). New York, NY: NAEYC & Teachers College Press
- ✓ *Children from Birth through Age 8* (3rd edition). Washington, D.C.: NAEYC
- ✓ California Department of Education. (2010). *Early Learning Foundations & Frameworks Vol. 1-3* Sacramento, CA: CDE (pdf format on CANVAS – Do Not Purchase)
- ✓ Regular Use of Blackboard
- ✓ Regular Use of RC email.

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

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

Student Learning Outcomes (SLOs):

 In the process of completing this course, students will...

- A. Design, implement and evaluate an in-depth investigation with children using the project approach.
- B. Use multiple forms of documentation to illustrate the children’s process of investigation

throughout project.

- C. Critically assess one's own teaching practices to guide and inform practice in working with young children
- D. Assess the needs of individual children to create appropriate strategies to support full inclusion
- E. Demonstrate skills in child-centered teaching and developing emergent curriculum as assessed by instructor and mentor through observation of student teaching and review of lesson plans.

LAB Requirement: 3 hour per week (48 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 / lab teacher. 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 45 hours of lab must be completed in order to receive a course grade (see grade information for details of lab points available).
8. All lab students must have an updated TB test (available with Health Services) 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
<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.**
- **Failure to turn in mid-term mentor evaluation will result in a loss of 50% of total points for this assignment at the close of the semester.**

Class Performance Expectations:

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 & Viewing** 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.

TB & Immunization Clearance:

All students must provide documentation of current TB and verification of immunizations from MMR, Pertussis and Flu* before beginning lab hours. TB is available free of charge at the Reedley College Health Services. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance. Once you receive clearance from the school nurse, take a copy of your clearance to Instructor /Coordinators at the Child Development Faculty Office.

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 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 measureable, 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, in a once-a-week class like ours, **any student who misses two or more classes, for any reason, will not receive credit for the class, regardless of scores earned on work completed**. A role sheet will be distributed at the beginning and end of every class, 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.

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.

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 appreciated). Please see the “Pages” tab on canvas for tips on emailing instructors.

Weekend & Holiday 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. 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.

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, not the instructor.

Examinations:

This course does not make use of traditional exams, but instead involves a great deal of individual assignments, group assignments, presentations and other student work. Therefore it is crucial that students keep up on all assignments, attend lab and lecture. See assessment procedures for instructor evaluation of student work.

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: Student Teacher Project & Presentation, Self-Evaluation/Reflections, In Class Assignments, Lab Evaluations and Time Sheets. Of the remaining assignments, which include Project Topic Observations and Professional Teaching Portfolio, **ONE assignment, ONE time, 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.

Assignments:

Class Assignments & Activities (85 points) SLOs: A, C, D, E

During the course of the semester students will complete a variety of in class/on campus assignments. These may include: class demonstrations, discussions, in class research, library work, field site visits, video reviews and such. **Points will assigned randomly throughout the semester and posted on Bb at the end of the semester.**

Lab Participation (48 points +2 hrs with instructor= 50 pts.) SLOs: A, B, C, D, E

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; 1 point will be given for each hour of lab completed. 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.

Lab Evaluation (50 points) SLOs: A, B, C, D, E

During the course of the semester students will be implementing and developing learning experiences to be used during your lab hours at the students chosen site. This portfolio is an accumulation of the students semester work. Details for this assignment will be posted onto Bb.

Self-Evaluation/Reflections (15 entries x 5pts = 75 points) SLOs: C, D, E

Students will be required to complete a journal entry each week. These entries are in response to journal questions that are posted on Bb under the Reflective Journal tab. The journal will be turned in twice during the semester.

Project Topic Observations (3 x 30 pts. = 90 points) SLOs: A, B, C, D, E

Over the course of the first half of the semester you will be required to observe children at your lab site. The purpose of these observations is to help you recognize possible project topics. See Bb for format to be followed. During lecture students will share your observations with the class.

Lab Student In-Depth Project (150 points) SLOs: A, B, C, D, E

This assignment is the long term project. This assignment is required of each teaching team. More information will be provided – See ADS on Bb. Project to begin March 3rd.

Professional Teaching Portfolio (75 points) SLOs: C, E

Student's develop a professional portfolio as the final project in this course. ADS will be posted to Canvas.

Project Presentation (50 points) SLOs: A, B, C, D, E

Each teaching team will be required to present a presentation of their Project. More information will be provided – See ADS on Bb.

Grading

Assignments	Possible Points
Class Assignments & Activities	85
Lab Participation (48 hrs in lab +2hrs with instructor)	50 points
Lab Evaluation	50 points
Reflective Journal (15 entries x 8pts)	125 points
Project Topic Observations (3x 30 pts.)	90 points
Project	150 points
Project Presentation	50 points
Professional Teaching Portfolio	75 points
Total	675

Grading Scale:

675-608 = A

607-547 = B

546-492 = C

441-442 = D

441 and Below=F

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, except assignment due dates, are subject to change. Students will be notified through Blackboard, email or in class.
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 schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements, notes and other materials done while you were absent with a classmate.