

Syllabus: Child Development 1 – Principles and Practices of Teaching Young Children

Instructor: Cecil Trinidad
Class Schedule: M/T/F 8:00-8:50

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Class #: 59119

Course Description:

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. These principles include 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.

Course Objectives

Examine the developmental needs of children at various ages
Discuss personal philosophies of teaching, career pathways, ethics, and professionalism
Describe characteristics of effective relationships, positive guidance, and teacher-child interactions
Describe developmentally appropriate practice
Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies
Identify the historical roots, theories, standard, and approaches in early care and education
Compare various program types and philosophies

CSLOs

SLO 1: Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies

Expected SLO Performance: 70

SLO2: Describe the role of the early childhood educator, including ethical conduct and professional pathways

Expected SLO Performance: 70

SLO3: Identify quality in early childhood programs related to environment, curriculum, and teaching strategies

Expected SLO Performance: 70

Course Outline

1. Historical and current approaches
 1. Theories
 2. Program philosophies
 3. Delivery systems and program types
 4. Licensing and regulations
 5. Personnel requirements
 6. Quality Indicators
 7. State and national standards
2. Roles of early childhood teachers
 1. Attributes of effective early childhood teachers
 2. Personal philosophy of teaching
 3. Professionalism and ethics
 4. Career options and professional development
 5. Professional organizations

6. Collaboration
 1. Families
 2. Colleagues
 3. Other professionals
3. Children's development
 1. Physical
 2. Cognitive
 3. Language
 4. Social
 5. Emotional
 6. Influences on development
4. Indicators of developmentally appropriate practices
 1. Curriculum
 1. Interrelationship of planning, observation, and assessment
 2. Planning for individual needs
 2. Environments
 1. Impact on behavior
 2. Indoor and outdoor
 3. Adaptation
 3. Teaching strategies
 1. Communication
 2. Teacher-child interactions
 3. Guidance
 4. Impact of culture and language
 5. Strategies for family involvement

Text: Outside Educational Resources

- 8/19 Course Outline/Course, Syllabus/Expectations, Introduction
 8/20 Early Child Education: The Scope and Need
 8/23 Early Child Education: The Scope and Need (Con't.)
- 8/26 Theories in Child Development
 8/27 Theories in Child Development (Con't.)
 8/30 The Children
- 9/2 Labor Day (no classes held, campus closed)
 9/3 The Children (Con't.)
 9/6 The Children (Con't.)
- 9/9 Families: Where Children Are Nurtured
 9/10 Families: Where Children Are Nurtured (Con't)
 9/13 Teachers/Caregivers: Who Are They?
- 9/16 Teachers/Caregivers: Who Are They? (Con't)
 9/17 Teachers/Caregivers: Who Are They? (Con't)
 Article # 1 Due
 9/20 Exam # 1
- 9/23 Accountability, Standards, and Assessment
 9/24 Accountability, Standards, and Assessment (Con't)
 9/27 The Physical/Classroom Environment
- 9/30 The Physical/Classroom Environment (Con't.)
 10/1 Scheduling, Planning and Classroom Management/Organization
 10/4 Scheduling, Planning and Classroom Management/Organization (Con't)

- 10/7 Developing Creativity and Imagination and the Arts
- 10/8 Developing Creativity and Imagination and the Arts
- 10/11 Developing Creativity and Imagination and the Arts
Lesson Plan Activity Presentations

- 10/14 Physical Development through the Curriculum
- 10/15 Physical Development through the Curriculum
- 10/18 Physical Development through the Curriculum
Lesson Plan Activity Presentations

- 10/21 Cognitive Development through the Curriculum
- 10/22 Cognitive Development through the Curriculum
Article # 2 Due
- 10/25 Exam # 2

- 10/28 Cognitive Development through the Curriculum
Lesson Plan Activity Presentations
- 10/29 Developing Language and Literacy through the Curriculum
- 11/1 Developing Language and Literacy through the Curriculum

- 11/4 Developing Language and Literacy through the Curriculum
Lesson Plan Activity Presentations
- 11/5 Developing Social Competence through the Curriculum
- 11/8 Developing Social Competence through the Curriculum

- 11/11 Veteran's Day (no classes held, campus closed)
- 11/12 Developing Social Competence through the Curriculum
- 11/15 Guiding Individual/Group Activities

- 11/18 Guiding Individual/Group Activities
- 11/19 Guiding Individual/Group Activities
- 11/22 Behavioral/Social Outcomes

- 11/25 Behavioral/Social Outcomes
- 11/26 Behavioral/Social Outcomes
Article # 3 Due

- 11/28-29 Thanksgiving Day Holiday (no class/campus closed)

- 12/2 Mental Health of Children
- 12/3 Mental Health of Children (Con't)
- 12/6 Mental Health of Children (Con't)

- 12/11 Final Exam

Grading Policy:

Three Articles related to Course topics:10 points each	Total:	30 points
Lesson Plan Activity Presentation (Group)		20
Three Examinations	Exam # 1	50 points
	Exam # 2	50 points
	Exam # 3	50 points
	Total:	150 points
	Grand Total:	200 points

A = 180 points and above

- B = 160 points to 179
- C = 140 points to 159
- D = 120 points to 139
- F = 119 points and below

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 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

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 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 withdrawal from this course section and enroll in a section of this course taught by another instructor.

Important Dates

August 12 (M) Start of Fall 2019 semester

August 23 (F) Last day to drop a full-term class for full refund

August 30 (F) Last day to register for full-length class or drop to avoid a "W"

September 2 (M) Labor Day observed (no classes held, campus closed)

September 13 (F) Last day to change a fall class to grading basis to/from a Pass/No-Pass

October 11 (F) Last day to drop a full-term class

November 11 (M) Veterans Day observed (no classes held, campus closed)

November 28-29 (Th-F) Thanksgiving Holiday (no classes held, campus closed)

December 9-13 (M-F) final exams week

December 16 (M) Grades due by noon

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE SCHEDULE AND DATES OF LECTURE MATERIAL, READING, AND ASSIGNMENTS. STUDENTS WILL BE GIVEN REASONABLE NOTICE OF ALL CHANGES

****Students are to take responsibility of dropping this course in the event of non-continuance**