



Spring 2019

CD 1  
Principles and Practices of Teaching Young Children  
Syllabus

**Course Name:** CHDEV 1

**Section Number:** 59603

**Units:** 03

**Total Contact hours:** 54.00

**Instructor:** Ruby Sanchez

**E-mail:** ruby.sanchez@dinuba.k12.ca.us

**Office Hours:** By appointment only

**Class Meeting:** M- F 10:15AM-11:05 AM

**Location:** Dinuba Community Center

**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 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 Goals and Student Learning Outcomes:**

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

- 🔥 interpret best and promising teaching and care practices as defined within the field of early care and education including an historic overview, range of delivery systems, program philosophies, and ethical standards.
- 🔥 identify the underlying theoretical perspective in forming a professional philosophy.
- 🔥 assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- 🔥 examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- 🔥 examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- 🔥 analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

**Objectives:**

*In the process of completing this course, students will:*

- 🔥 Describe developmentally appropriate practice
- 🔥 Identify the historical roots, theories, standard, and approaches in early care and education
- 🔥 Compare various program types and philosophies

- 🔥 Discuss personal philosophies of teaching, career pathways, ethics, and professionalism
- 🔥 Examine the developmental needs of children at various ages
- 🔥 Describe characteristics of effective relationships, positive guidance, and teacher-child interactions
- 🔥 Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies

## Required Text:

## Assignments

**Quizzes:** 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. 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. The quizzes are NOT timed and can be opened and saved for later.

**Chapter Assignments:** Each week (unless otherwise stated in that week) there will be a chapter assignment due based on the readings or other content provided for that week. I will make each assignment available Monday by 8am. These must be completed and submitted by the end of that week, Sunday 11:55pm. You can submit these up to one week (7 days) late. Late assignments immediately lose 50% of the points possible. After 7 days they will NOT be accepted. This is a firm statement. You will find these assignments in the folder for the week. Some assignments will be reflective in nature and only require your opinion or thoughts on a certain subject. Other assignments will be more in depth and require more research and “work” to finish completely. Whether the assignment requires 15 minutes or an hour, it is worth 15 points. I expect you to put equal thought and effort into the assignment regardless of the time commitment. Typically to receive the full 15 points I expect to see reference to reading for the week (especially if I directly state “using the research presented in the text”.) Once again if the prompt for the assignment indicates it needs to be one full page to receive full credit, it must be one full page.

**Class Discussions:** You will have 17 opportunities to participate in class discussions by utilizing the Discussion Board on blackboard. Each week there will be a discussion listed which corresponds to the chapter we are studying. Each discussion board post is worth a total of 9 points. To receive credit you must post *three* times: one original post answering the question I have given (worth 5pts) and two other posts responding on your peer’s original post (each worth 2pts). This must be completed by the end of the week, Sunday at 11:55 pm. No late discussion board posts accepted.

**Professional Growth Assignment:** This assignment will be detailed on Canvas

## Evaluation:

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale.

Your grade in this course will be based on the following scale:



- A – 90 – 100%
- B – 80 – 89%
- C – 70 – 79%
- D – 60 – 69%
- F – 59% and below

Final Exam = 10% - Exams = 35% - Projects = 35% - Written Assignments=20%

## Lecture Content:

- 🔥 Historical and current approaches
  - Theories
  - Program philosophies
  - Delivery systems and program types
  - Licensing and regulations
  - Personnel requirements
  - Quality Indicators
  - State and national standards
- 🔥 Roles of early childhood teachers
  - Attributes of effective early childhood teachers
  - Personal philosophy of teaching
  - Professionalism and ethics
  - Career options and professional development
  - Professional organizations
  - Collaboration
    - Families
    - Colleagues
    - Other professionals
- 🔥 Children's development
  - Physical
  - Cognitive
  - Language
  - Social
  - Emotional
  - Influences on development
- 🔥 Indicators of developmentally appropriate practices
  - Curriculum
    - Interrelationship of planning, observation, and assessment
    - Planning for individual needs
  - Environments
    - Impact on behavior
    - Indoor and outdoor
    - Adaptation
  - Teaching strategies
    - Communication
    - Teacher-child interactions
    - Guidance
  - Impact of culture and language
  - Strategies for family involvement

## Tentative Schedule:

	Topic/Unit
 Week 1-	
 Week 2-	
 Week 3-	
 Week 4-	
 Week 5-	
 Week 6-	
 Week 7-	
 Week 8-	
 Week 9-	
 Week 10-	
 Week 11-	
 Week 12-	
 Week 13-	
 Week 14-	
 Week 15-	
 Week 16-	
 Week 17-	
 Week 18-	

### Subject to Change:

This syllabus and schedule are subject to change. If you are absent from class, it is your responsibility to check on any changes made while you were absent.

### Evaluation:

Students will be evaluated on the basis of their performance on quizzes (announced and unannounced), written assignments, unit tests, lab projects and final examination according to the following scale. The instructor reserves the right to adjust scores as it may be required throughout the semester.

Unit Assignments	10%
Tests & Quizzes	20%
Projects	40%
Final Exam	20%

Your grade in this course will be based on the following scale:

- A – 90 – 100%
- B – 80 – 89%
- C – 70 – 79%
- D – 60 – 69%
- F – 59% and below

## **Attendance**

Lecture: Attendance is required and roll will be taken at each class meeting. There is no difference between an “excused” or “unexcused” absence. A “tardy” is considered an absence unless the student contacts the instructor at the end of class to change the status from absent to tardy. Two tardies will count as an absence. Any student who misses more than two weeks of class meetings within the first 9 weeks of class may be dropped from the class by the instructor (i.e., class meets two times per week, 4 absences; class meets 1 time per week, 2 absences).

Lab: Attendance in all labs is mandatory. Students must make prior arrangements with the instructor to be excused from lab. At that time, the instructor will determine, if any, make-up work will be appropriate.

Quizzes: There will be no make-ups for quizzes.

Tests: Make-up tests are limited to students who have made arrangements with the instructor prior to the required testing period or those students who have been excused by High School Attendance Office. Test material is constructed from class discussions, assigned readings, guest lectures, video presentations, and special assignments. Tests will consist of true/false and multiple choice questions. Unless the student receives prior approval from the instructor, no make-up tests will be allowed.

## **Grading Policy/Scales/Evaluation Criteria**

For maximum point consideration, all written assignments and term reports should be typed and double-spaced. Lecture assignments (homework) will be accepted late up to the test for that unit of the course or 2 weeks past the deadline, whichever is sooner; however, late assignments will be penalized 1/5 of the possible points. Late laboratory assignments turned in within one week of the required due date will be accepted with a penalty equal to 1/5 of the maximum points. Any lab assignment turned in after that time up to the last regular class meeting will be accepted with a 50% penalty.

## **College Policies:**

### **Cheating & Plagiarism**

In keeping with the philosophy that students are entitled to the best education available, and in compliance with Board Policy 5410, each student is expected to exert an entirely honest effort toward attaining an education. Violations of this policy will result in disqualification for the course.

#### **Cheating is:**

- A. Copying someone else’s class work or letting someone copy you, when your teacher tells you that the work is to be done on your own (includes asking/telling orally).
- B. Copying answers on a test or letting someone copy from your test (includes asking/telling orally).
- C. Using a cheat sheet or unauthorized notes.
- D. Turning in someone else’s work as your own.
- E. Text messaging and multi-media messaging.

### **Consequences, Per School Year:**

*1st Offense* - The teacher shall send a referral to office. Student shall receive an “F” or zero on the work or the test and a one (1) day suspension or Saturday School, parent contact required.

**2nd Offense** - The teacher shall send a referral to the office. The student shall receive an “F” or zero on the work or the test and a one (1) day suspension with parent contact required. Student placed on honesty contract. A high school student shall be removed to a study hall/or alternative class with a “W/F” for the semester.

**3rd Offense** - Recommendation for transfer.

Instances of cheating need not be confined to one (1) class. Each of the three (3) offenses could happen in a different class. Any student who is transferred to a study hall/or alternative class and then required disciplinary removal from the study hall/or alternative class shall be transferred to an alternative school site/program.

Each student is expected to assist in the overall environment of the classroom making it conducive to learning.

### **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 the instructor as soon as possible.

**Reedley College is committed to creating accessible learning environments consistent with federal and state law. To obtain academic adjustments or auxiliary aids, students must be registered with the DSP&S office on campus. DSP&S can be reached at (559) 638-3332. If you are already registered with the DSP&S office, please provide your Notice of Accommodation form as soon as possible.**

**Work Ethic** - Most students are enrolled in college classes to obtain a quality job or to enhance their skills for advancement with their current employment situation. Employers look for a punctual, responsible individual who is prepared to go to work. Our goal is to replicate the workplace environment where a student can develop and demonstrate these desirable traits.

- Punctual: It is customary to arrive at least 5 minutes before work begins. Individuals will be terminated if they are not punctual.
- Responsible: It is expected that an employee works every scheduled work day. Individuals will be terminated if they are not responsible.
- Prepared: It is expected that an employee be prepared with he/she arrives for work. Students must have work shirts, safety glasses, and appropriate footwear to participate in the laboratory. If a student is not prepared, he/she cannot participate and will receive a zero (see “responsible”).

**Language** - English is expected to be spoken in class for the following reasons:

- All course content and materials are presented in English and class discussions all take place in English.
- All lab activities are conducted in groups and must have effective communication between all group members.
- Activities can be hazardous and it is vital that instructors receive feedback in English to ensure safe practices.
- This policy is designed so that instructors and all students may communicate in a common language.
- All individuals must have freedom of expression and are allowed and encouraged to communicate in the language of their choice outside of class times, including breaks.

### **Behavioral Standards**

- Each student is responsible for his/her own work. Written assignments are not group assignments and no credit will be awarded for students who turn in the same work. Students suspected of cheating on tests and quizzes will receive no credit for that particular assignment and may be removed from the class.
- It is considered polite to turn off cell phones when in the classroom or shop. Please do so.
- There is no smoking, chewing tobacco, alcohol, or drugs allowed in classrooms, shops, or school vehicles.
- This class is set for the semester. All doctor’s appointments, interviews, meetings with counselor, and other types of appointments should be scheduled during your time outside of class.

### **Important Dates Spring 2019**

- January 14                      Start of Spring 2019 semester
- January 14                      Short-term classes, first nine weeks

- January 21 Martin Luther King, Jr. Day observed (college campus closed)
- February 1 Last day to register for a Spring 2019 full-term class in person
- February 2 Last day to drop a Spring 2019 full-term class to avoid a “W”
- February 15 Lincoln Day observance (college campus closed)
- February 18 Washington Day observance (college campus closed)
- March 13 Last Day to drop a full-term class (letter grades assigned after this date)
- March 16 Short-term classes, second nine weeks
- April 14 - 19 Spring recess (college campus open)
- May 20-24 Spring 2019 final exams week
- May 24 End of Spring 2019 semester/commencement

\*\* Withdrawal (W): A student will be assigned a grade of “W” for classes dropped on or after 20 percent of the duration of the class, up to and including 50 percent of the duration of the class. After the 50 percent point, the student must receive a letter grade other than a “W” (i.e., A, B, C, D, F, I, P, NP). Check with your instructor for the deadline applicable to your class.