



## Child Development 1: Principles and Practices of Teaching Young Children

Term: Spring 2021 (100% ONLINE & Asynchronous)

Section: 54000

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### Course Description

Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development.

### Canvas and Technology Requirements

This course utilizes CANVAS for all reading materials, assignments, and quizzes. You will also use Canvas to check your grades online. Students enrolled in this class need to have regular access to a computer with internet, as well as audio and video capabilities.

#### Technical Requirements

- Fairly recent Mac or PC with a current operating system.
- Current browser (Firefox, or Chrome are preferable). Do not use internet explorer.
- Internet connection, preferably broadband (DSL speeds) -- for viewing online videos.

Students enrolled in online courses are expected to be comfortable navigating through the Canvas environment, submitting assignments online, and participating in online discussions. Students are expected to regularly check and use Reedley College (RC) email. In addition, online resources are available through [www.reedleycollege.edu](http://www.reedleycollege.edu). 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.

**There is no traditional textbook.** This course utilizes Open Educational Resources (OER). This means that all the assigned readings and videos for this course will be provided to you through Canvas.

## Student Learning Outcomes (SLO's)

Upon successful completion of this course, students will be able to...

1. Compare and contrast historical and current early childhood education settings, issues, and perspectives.
2. Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
3. Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.

*Student Learning Outcomes are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to do these things lies with you, the student. In addition, the assessment of Student Learning Outcomes is done by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.*

## Course Objectives

1. Describe historical and current issues and approaches for early care and education.
2. Differentiate between various types of programs in relation to the ages served, regulations, and teacher requirements
3. Identify the role of an early childhood educator including intentional teaching, ethics, personal philosophy, and professionalism.
4. Identify and compare the developmental stages and needs of children birth through age eight.
5. Describe developmentally appropriate practices and the value of play.
6. Compare and contrast principles of positive guidance and interactions.
7. Connect theories of learning and development to early childhood environment design, curriculum, and teaching strategies.
8. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
9. Identify supports for dual language learners in developing English language and literacy skills for children birth through age eight including support for the home language.

## Students with Disabilities

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. The Disabled Student Programs & Services office can help in getting the Assistive Technologies that you may need to be a successful online student. For more information, contact the DSP&S office on our campus: (559) 638-0332 or TTY (559) 638-0382.

Here is their page on Reedley College's website: <https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html>

## Communication Policy

If you feel that you are struggling or have any questions or concerns, please contact me ASAP. Always contact me by Canvas In-Box if you have any specific questions or concerns; all course communications must come to me through the Canvas messaging system. I do my best to respond within 24-48 hours! If for some reason you have not heard from me, please send me a friendly 'reminder email'. Every now and then I may answer a few questions on weekends, however, this does

not mean I am constantly available on weekends. I encourage you to use the Coffee Shop Q & A discussion boards (your classmates are a great resource!) - or message me by Friday afternoon.

**Virtual Office Hour** - I will hold a Virtual Office hour via Zoom once a week where students can jump in and out of the room with any questions they may have. If you would like to meet with me one-on-one, I would be more than happy to schedule an appointment with you via Zoom.

## Attendance and Drop Policy

In order to avoid being dropped from the course, students must contribute to the "Introductions" discussion post the first week of class and complete Quiz #1. Participating and engaging in weekly activities (e.g. discussion boards, quizzes) will count toward your weekly attendance. I will contact you if I notice that you are not participating or engaging in weekly activities for 2 consecutive weeks. If you do not contact me or respond to my attempts to contact you within 48 hours, **you will be dropped from the course.**

**There are TWO important checkpoints for all Reedley College courses:** end of week 3 and end of week 9. Students who drop (or are dropped by instructor) by the end of week 3 will have no grade mark of any kind on their transcript. Students who drop by the end of week 9 will get a W on their transcript. After that, students will get letter grades. (please see the *Important Dates* section below)

## Late Work Policy

All work must be completed by the due date and time. Turning in assignments on time is very important and enables me to return graded assignments more quickly. ONE assignment per student will be accepted up to ONE WEEK late with prior notice to the instructor before the due date. Any other late assignments will only be accepted **with prior notice to the instructor before the due date\*** and the late assignment will be dropped one letter grade. **Please note that Quizzes will not be accepted as late and cannot be made-up.**

## Study Expectations

An online course is unique in that you are somewhat able to work at your own pace, however, students are expected to adhere to stated deadlines for submission of assignments and taking quizzes. This is a 3-unit course and it is usually expected that students will spend approximately 2-3 hours of study time for every 1 unit; equating to 6-9 hours per week for a 3-unit course. Some students may need more, or less, study time than others.

## Writing Expectations

You will see in the various assignment guidelines on Canvas as well as in the Assessment Procedures section 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 when applicable.

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.

The Reading and Writing Center offers free writing assistance to students. For more information on all they offer, visit or call Writing Center Information at 559-638-0300, extension 3619, or email [rc.writingcenter@reedleycollege.edu](mailto:rc.writingcenter@reedleycollege.edu). Learning to study more effectively will also help with writing, and The Tutorial Center has a variety of services to help you succeed in college through more effective learning strategies. For more information, visit <https://www.reedleycollege.edu/academics/tutoring-services/index.html>.

## 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 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 written assignments.

- 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.

## 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 includes 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, or quiz at the discretion of the instructor. For more information on the college's policy regarding cheating and plagiarism, refer to the Reedley College Catalog (2020-2021).

## 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

## Assignments (brief overview)

### Online Participation/Discussion Boards (40 points) – SLOs: 1-3

Throughout the course of the semester opportunities for online participation in the form of activities, discussion boards, and reflections. *Keep in mind the point value. **These points cannot be made up.***

### Weekly Quizzes (16 x 20 points = 320 points) SLOs: 1-3

There will be one quiz per week. Each multiple choice/short answer quiz will be worth a total of 20 points. These quizzes will begin on Week #1. The content within the quiz relates to the materials read and watched in the corresponding module on Canvas. 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. All quizzes open on Mondays at 8 a.m. and close the following Monday at 11:30 p.m. Quizzes will not be unlocked on Canvas after the due date. **Quizzes cannot be made up.**

### Theory Paper & Infographic (50 points) SLOs: 1 & 2

Research a theorist and his or her theory, write a paper, and create a presentation reflecting what you have discovered about your theorist. The presentation will be posted to a discussion board on Canvas.

### Career Pathway Reflection & Presentation (70 points) SLOs: 1-3

Research a profession in the field of Early Education, this is not limited to teachers. Students have the option to interview a professional in the field (this is not required). You need to research your chosen career, write a reflection, and create a presentation reflecting what is

required for you to begin working in your career. The presentation will be posted to a discussion board on Canvas.

### **ECE Topic Paper & Infographic (50 points) SLOs: 1-3**

Research a topic within the field of Early Childhood Education that interests you. Students will write a reflection, and create a presentation reflecting on what you have learned from your chosen ECE topic. The presentation will be posted to a discussion board on Canvas.

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

Develop a teaching/professional philosophy. This philosophy will reflect on what you as the student and future teacher/professional have learned. The student will describe the role of an early childhood educator including ethical conduct and professionalism as it is to them.

## **Grading**

<b>Assignments</b>	<b>Possible Points</b>	<b>SLOs</b>
Online Participation/Discussion Boards	<b>40</b>	1-3
Weekly Quizzes	<b>320*</b>	1-3
Theory Paper & Infographic	<b>50</b>	1 & 2
Career Pathway Reflection & Presentation	<b>70</b>	1-3
ECE Topic Paper & Infographic	<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**

<i>Spring 2021 Dates</i>	<i>Day</i>	<i>Event</i>
January 11	(M)	First Day of Classes
January 18	(M)	MLK Day – no class/campus closed
January 29	(F)	<a href="#">Last day to add/drop a class</a>
February 12	(F)	Lincoln's Day – no class/campus closed
February 15	(M)	President's Day – no class/campus closed
March 12	(F)	<a href="#">Last day to drop w/ a W</a>
March 29-April 2	(M-F)	Spring Break
May 21	(F)	Last Day of Classes

## **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 CANVAS or email.
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.**