

CHDEV 1: Principles and Practices of Teaching Young Children

Course Syllabus Summer 2021

Course Section: 51001 **Instructor:** Kendra Mull **Unit Load:** 3

Email: kendra.mull@reedleycollege.edu & via Canvas Inbox **Class Meets:** Online 6/21 – 7/30, 2021

Office Hours: Online, by appointment **Room:** Online

Required Texts: None - *This is an OER (Open Educational Resource) course*

Required Materials: Access to print materials as needed, and access to a computer

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 Outcomes

Upon completion of this course the student 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

In the process of completing this course, students will:

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

Full Semester Assignment Summary

Please take note this is not a detailed list of assignment requirements. EACH assignment will have VERY specific directions which need to be followed. Please make sure to read each assignment directions individually when the time comes. The course calendar is an EXCELLENT tool to keep track of the assignment due dates!

Weekly Quick Post

Each week you must "check in" by responding to a Quick Post. It will be a short answer question; no more than a sentence or two will be required. This is due every Wednesday by 11:59 p.m. They will be available to you by each Monday morning, so you will have a few days to answer. Late posts will be worth half points, up until Friday by 11:59 p.m.

Weekly Discussion Board

Each week you will engage in a discussion with classmates. The topics will vary, but will pertain to the weekly readings, videos or other resources provided. Knowledge gained through the weekly readings must be demonstrated for full points; this will be demonstrated through citation of sources and/or reference to weekly information. To complete the discussion board, you must create an original post by

each Friday by 11:59 pm and respond to two peers' posts by each Sunday by 11:59pm. Discussion board posts are worth 30 points; up to 20 points for your original post and 5 points for each detailed peer response given, up to 2 responses.

Weekly Quizzes

You will have several quizzes each week. These can be found after every lesson to help reinforce the content covered. The content within the quiz relates to the materials read/watched/reviewed in the module, as well as any additional information I have directed you to read. The quiz could be multiple choice, short answer, T/F and/or matching. Make sure you are studying and reading each week. The quizzes are due the week they are assigned. **NO LATE QUIZZES.** The quizzes are NOT timed. Quizzes are worth 10 points apiece.

Additional Assignments

There will be several additional assignments given throughout the semester. Two assignments will be worth 50 points, one worth 75 points, and two will be worth 100 points. The comprehensive directions for each assignment will be found in the assignment directions, which will be available when each is assigned.

Grades

Assignment	Possible Points	SLOs
Weekly Quick Post (6 @ 5 pts. each)	30	1, 2 &3
Discussion Boards (8 @ 30 pts. each)	240	1, 2 &3
Quizzes (16 @ 10 pts. each)	160	1, 2 &3
Assignments (2 @ 50 pts., 1 @75 pts. & 2 @ 100 pts.)	375	1, 2 &3
Total Points	805	

Total Percentage	Final Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% and below	F

Course Calendar

This document will also be provided separately, in Canvas, for printing and ease of use.

Week	Dates	Weekly Topics	To Do's & Assignments
1	June 21 -	Getting acquainted, syllabus, course overview and requirements	Log on to Canvas Intro Discussion Board – Required! Discussion Board #1 Quiz #1 – Syllabus Quiz Quiz #2 - Early Childhood Theorists Quiz #3 - Theory Collaborators Quiz #4 - Early Childhood History Assignment #1 Given: Reflection Questions
		Early Childhood Theorists	
	June 27	Theory Collaborators	
		Early Childhood History	
2	June 28 -	Programs in Early Childhood – Beginnings	Discussion Board #2 Quiz #5 - Programs in Early Childhood – Beginnings Quiz #6 - Programs – Centers Quiz #7 - Programs – Types Assignment #1: Reflection Questions DUE Sunday, July 4th by 11:59 p.m. Assignment #2 Given: Compare & Contrast Programs Assignment #3 Given: Community Connections
		Programs – Centers	
	July 4	Programs – Types	
3	July 5 -	People We Work with	Discussion Board #3 Quiz #8 - People We Work with Quiz #9 - Health & Safety Quiz #10 - Environments – Indoor Assignment #3: Community Connections DUE Sunday, July 11th by 11:59 p.m.
		Health & Safety	
	July 11	Environments – Indoor	
4	July 12 -	Environments – Outdoor	Discussion Board #4 Quiz #11 - Environments – Outdoor Quiz #12 - Curriculum – Scheduling Quiz #13 - Curriculum – Planning Assignment #2 Compare & Contrast Programs DUE Sunday, July 18th by 11:59 p.m. Assignment #4 Given: Professional Teaching Philosophy
		Curriculum – Scheduling	
	July 18	Curriculum – Planning	

Discussion Boards

5	July 19	Standards – NAEYC	Discussion Board #5 Quiz #14 - Standards – NAEYC Quiz #15 - Standards - Assessments & DAP Assignment #4 Professional Teaching Philosophy DUE Sunday, July 25th by 11:59 p.m. <i>Assignment #5 Given: Interview Questions</i>
	-	Standards - Assessments & DAP	
	July 25	In Practice	
6	July 26	Our Region & More Info	Discussion Board #6 Quiz #16 – Our Region Assignment #5 Interview Questions DUE FRIDAY, July 30th by 11:59 p.m.
	-	<i>Enjoy the rest of your summer!</i>	
	July 30		

Each week you will be required to "discuss" a topic related to the lesson for that week. You "discuss" the topic by posting your response to the question or prompt that I have provided, then responding to the reflection posts of at least **2** other students with full, complete sentences (at least 4). This will be the expectation EACH week, unless otherwise noted. If you only have to create an original post I will clearly indicate so. Discussion boards are worth 30 points each; you will receive up to 20 points for your original reflection post and 5 points for each response you post to other students. Do not assume that you will automatically be awarded full points for simply completing the assignment. Make sure your posts are thoughtful and that you answer the questions fully. To answer the question fully, I expect to see evidence you have read and applied the information from the week's readings. It's always best practice to refer to the content from the week. If you are utilizing the information from the text or from resources provided you must cite this information using APA format AND remember to use correct grammar. **If you use "i" instead of "I" you will lose points.**

Each week your original post is due Friday by 11:59 p.m. and your peer responses are due Sunday by 11:59 p.m. You are able to submit original posts late up to 7 days late (with a reduction of 50% points but you are **not** able to reply to peers late). You may not submit late peer responses.

Access to each discussion board is available with the module or you can access through the link on the left-hand navigation menu. Use the guides below for some additional information on creating posts.

Attendance

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 at least 12-18 hours a week working on our course. Since ALL course content is only available online in Canvas this means you will spend 12-18 hours LOGGED in working on content.

Students must contribute to the course weekly through participation in weekly discussion boards. If you fail to log in and participate for 2 consecutive weeks you will be dropped from the course.

If you are having difficulty navigating Canvas the [Student Guides](#) provide information on almost anything you might need a little extra support with!

Communication

In an online course it can be difficult to remember that an instructor is not available to answer email at 1 am. So, what can you expect? Messages to be answered within **24** hours. If you have not heard from me in 24 hours, please send me a respectful reminder. Oftentimes, I will look at my messages without having the time to respond, which marks it as read, which means I forget to respond. I do not mind a **RESPECTFUL, KIND** reminder; in fact, I greatly appreciate it.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree and writing quality does matter as not only a college student, but also as a professional and educator. If you intend to work with

children and families, there will be many times when you need to communicate information that is crucial. This may include a rationale for continued funding for your job and the children and families you serve. It will be valuable to you to be able to communicate through writing and that you utilize consistent writing mechanics.

All assignments completed in this class are expected to have *college level quality writing*, which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style, where applicable. All outside classroom assignments are to be typed. Assignments turned in handwritten will result in a score of zero.

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 discussions, papers, projects, 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.

The Writing Center 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.

Student Conduct and Cheating

Students ... 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 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.

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. If a second violation occurs the student will be reported to the Dean of student services and an F will be issued for the course.

A plethora of resources exist to help students learn how to cite properly. I will provide a few resources for you, if you are not familiar with citing resources in APA format.

Late Work

Oftentimes, student work is submitted at 12:02 a.m., when the due date ended at 11:59 p.m. To combat this occurrence, and the fear of having a 50% reduction of points, there will be a short “grace period” for assignments to be submitted, as students may have internet issues or technology problems. The length of this period will be at the instructor’s discretion. Late assignments will automatically lose 50% of the available points and must be turned in within 7 days after the due date. After 7 days, the assignment will NOT be accepted, as the submission folder will close. Quizzes can NOT be submitted late. Peer replies on discussion board can NOT be submitted late, but original posts can be submitted 7 days late.

Submitting Assignments

All assignments must be submitted in Canvas; No e-mailed assignments will be accepted! All assignments must be submitted electronically using the median specified in each assignment instructions. Make sure to read all directions carefully. ALL assignments must be submitted in the .doc, .docx, or .pdf format. If you submit in another format the assignment will be considered late while you resubmit in the correct format.

Retaining Returned Assignments

Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

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. If you have not yet visited our DSP&S office on campus use the link provided below to obtain more information.

[Disabled Student Programs & Services \(DSP&S\)](#) (Links to an external site.)

Important Dates to Remember

Beginning of 6-week Summer Session	Monday, June 21, 2021
Independence Day observed (campus closed)	Monday, July 5 th , 2021
End of 6-week Summer Session	Friday, July 30 th , 2021