

Reedley College
ECE 1: Principles and Practices of Teaching Young Children
Course Syllabus

Course Information

Section 95020 (Hybrid)
Unit Load: 3
Class Meets: M, W 8:00 – 9:50 am
Room CCI 205

Instructor Information

Nancy Marsh
Phone: 559-494-0300 ext. 3249
nancy.marsh@reedleycollege.edu
Office: LSH 2

Communication Policy:

If you have questions, then you can contact me through a variety of methods:

- Email me at nancy.marsh@reedleycollege.edu
- Voice message at 559-494-0300 x3249
- Message me through Canvas Inbox located on the left of the screen on Canvas
- Zoom meeting during office hours (check Canvas for links)

If you choose to email, voice message or inbox me your questions then please note that I have Weekday 24-hour and Weekend 48-hour return policy. This means that it can take me between 24 hours during the week and 48 hours on the weekends to respond to your question. The reason for this time delay is because I am not always available or online right when you need me.

Office Hours:

DAY	TIME	LOCATION
Tuesday	9:30 – 10:45 am	LSH 2 and Zoom
Wednesday	10:00 – 10:50 am	LSH 2 and Zoom
Thursday	9:30 – 10:45 am	LSH 2 and Zoom
*You can also make an appointment for a time not listed.		

Covid-19 Precautions, Vaccines and Masking:

Please visit the Covid Student Reporting page on Canvas for more information on what to do if you get sick.

- If you feel that you are sick with Covid-19 symptoms, please isolate yourself and get tested.
- If you contract Covid-19 and are having difficulties with completing your assignments, please contact me as soon as possible. It is possible for you to successfully complete the course through a mild illness. I will accommodate you with extended non-penalized due dates.
- We will follow the district mask requirements when necessary.
- If you feel you're getting sick with any illness (Covid-19 or other), then please wear a mask to protect others.
- If you feel more protected from illnesses, then feel free to wear a mask.

Let's stay healthy!

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

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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.

Skill-Based Learning:

This semester we will be using skill-based learning. Your focus is to develop mastery of the skills associated with the three Student Learning Outcomes. You will have multiple opportunities to demonstrate mastery of the skills.

Student Learning Outcomes (SLO) and Mastery Skills:

SLO 1: Compare and contrast historical and current early childhood education setting, issues, and perspectives.

- Skill 1.1: Identify key historical contributors to early education by name and summarize their contribution.
- Skill 1.2: Distinguish types of early childhood programs.
- Skill 1.3: Distinguish how current developmental topics inform early childhood practice.

SLO 2: Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.

- Skill 2.1: Explain Developmentally Appropriate Practice.
- Skill 2.2: Summarize the value of play.
- Skill 2.3: Evaluate the process of observations.
- Skill 2.4: Assess the use of documentation.
- Skill 2.5: Explain the role of the classroom environment.
- Skill 2.6: Summarize the importance of partnering with families.
- Skill 2.7: Explain the ongoing curriculum cycle of observation, planning, implementation, and evaluation.
- Skill 2.8: Summarize the development stages of children served in early childhood programs.
- Skill 2.9: Connect the behavioral side of curriculum.

SLO 3: Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.

- Skill 3.1: Summarize the role of the National Association for the Education of Child Children.
- Skill 3.2: Explain Intentional teaching.
- Skill 3.3: Evaluate the NAEYC code of ethical conduct.
- Skill 3.4: Connect educational career pathways to being an educator.
- Skill 3.5: Describe the Child Development Permit Matrix.
- Skill 3.6: Formulate your educational plan for becoming a teacher.

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Mastery Steps and Mastery Points:

Your goal this semester is to show mastery in all of the skills. Each step in the progression of mastery is scored on a 4-point scale.

Step 4	Step 3	Step 2	Step 1	Step 0
4 points	3 points	2 points	1 point	0 points
Exceeds Mastery	Skill Mastered	Approaching Mastery	Beginning Understanding	No Evidence
Evidence indicates in-depth understanding, demonstration or application of the skill.	Evidence indicates basic understanding, demonstration or application of the skill.	Evidence indicates progression towards understanding, demonstration or application of the skill.	Evidence indicates understanding concepts and ideas necessary for building the skill.	No evidence of understanding, demonstration or application of the skill.

Mastery Scores and Final Grades

The highest score you receive for a skill will be your Skill Score. Skill Scores will be averaged to make up the SLO Mastery Score. Mastery Scores will be totaled to determine your Final Grade for the course.

Grading Scale

Grade	Mastery Score Total	Percentage
A	10.50 – 12.00	87.5 – 100
B	8.25 – 10.40	68.75 – 87.4
C	6.00 – 8.24	50 – 68.74
D	3.75 – 5.99	31.25 – 49.9
F	0.00 – 3.74	0 – 31.24

Assignments and Homework

Every activity given in this class can be viewed as both homework and scored (graded) assignments.

Homework: Activities are homework in that you practice the skills when completing the activities. I will review every submitted activity and provide you with feedback on your mastery of the skills. The more activities you complete, the better your understanding of the skills necessary to master this course.

Scored Assignments: Activities are scored assignments (graded work) in that you can show you've mastered the skills when completing the activities. I will review every activity and give you a skill score which will be used to determine your grade in this course.

Activities: Every activity is tied to one or more of the SLO skills. Completing the activities gives you the opportunity to show that you are mastering the skills.

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Activity Types: Observation notes, interpretation of behaviors, discussions, theory reviews, and SLO questions.

You choose which assignments to complete!

Completion Styles: I want to work with your academic style and abilities. Some people are better at writing, some are better at talking, some are better at taking quizzes, and some are more creative in getting their thoughts across. You get to choose how you show mastery of the SLO skills.

Submission Types: Essays, term papers, typed work, classroom presentations, discussions, conversations with me, quizzes, exams, posters, videos, just about anything! The rubric provided for each assignment will be used for grading regardless of the submission type.

You choose how to present your work!

Due Dates: For my own sanity and your learning progress, we need to have due dates. You should be working on mastering the SLO skills at your pace. If you miss a due date, don't worry. Everything can be turned in late without penalty. ***The absolute last day to submit activities is the Thursday of final's week. Check the calendar for exact date.***

Learning from Your Mistakes: As you are building an understanding of the SLO skills, you will naturally progress through the mastery steps. There are things that we can do to help you move from a lower step to a higher step that shows higher level mastery.

What I will do: In addition to providing you with learning materials and guidance, I will thoroughly assess your work and give you feedback for improving your mastery of the skills.

What you should do: You need to read the feedback I give you, review the learning materials, and either re-submit your activity or complete another activity associated with those mastery skills. This is the beauty of Skill-Based Learning!

Required Text:

This is an Zero Textbook Cost (ZTC) course and the textbook will be provided to you as a file that you download and view from your device. It is provided to you for free!

Course Details:

1. There are 9 weeks in this short-term class running from August 8 thru October 7, 2022. The last week is Final's Week.
2. There are two parts to every course you take: 1) in-class meetings and 2) out of class study time and completion of assignments. This course is worth 3 units, which means that you should expect spend between 6 - 9 hours a week working on this course both in and out of the classroom
3. **Canvas:**
 1. All of the course information to help you master this course can be accessed on Canvas.
 2. If you do not have a home computer or device for accessing Canvas, you need to contact the technology department at 559-637-2555. The College has a limited number of laptops and accessories available to loan to students.
 3. There is a difference between Canvas using a browser and the Canvas App.

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1. The app may not show all of the photos that accompany the Canvas pages.
2. The app may not provide spell check or may auto-correct what you're typing. Once your work is submitted it is considered a complete and final draft. Points will be deducted for incorrect spelling, improper grammar and text-writing. If you struggle with these areas, then please use a computer to spell-check and proofread your work before submitting it.

Attendance Policy:

Attendance is taken in class at the beginning of every class meeting. Your attendance record is submitted as part of your final grade. You must be in the classroom when roll is taken to be counted as present. If you miss class or arrive late, you will be marked as absent.

Course Schedule:

You can view and print a copy of our course schedule on Canvas. The discussion topics and poster presentation dates are listed on the schedule.

Having Problems?

If at any time you find that you are having trouble succeeding in this course, whether because of a change in your life circumstances or because of something you don't understand about the materials, please see the instructor. There are a number of services available to assist Reedley College students in succeeding in their coursework.

Important Information:

1. **Syllabus and Class Policies:** These, and other important documents for our course, can be accessed on Canvas. It is your responsibility to read and understand all of the important documents on Canvas.
2. **Phone No-Nos:** Avoid using your phone to complete Canvas assignments. Sometimes Canvas does not work well for completing and submitting assignments. If an assignment is submitted with your phone and it cannot be opened to be graded then you will receive zero (0) points for that assignment.
3. **Attendance:** Past student performance has indicated that your successful completion of this course is impacted by daily attendance. If you miss a class meeting then you will miss important grade determining information.
4. **Grades:** We will be using the Learning Mastery gradebook. **If you have any questions about your grade during the semester, please see me during my office hours. Grades will not be discussed over the phone or through email.**
5. **Mastery Grading:** All assignments will be graded as quickly as possible, but can take two weeks or more. Please be patient.
6. **Cheating/Plagiarism:** Cheating and/or plagiarism will not be tolerated. Check the RC college catalog for a definition of plagiarism.
7. **Working Together:** You can work together with others to complete assignments. However, you **MUST** submit your own work **IN YOUR OWN WORDS**. If your work matches too closely to other students' work, then **ALL** matching students will receive scores of zero (0).

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8. **Student Drop and F grades:** It is YOUR responsibility for dropping the course if you choose. You must drop using the proper procedures through Reedley College Admissions and Records office. If you choose to stop attending class, make sure that you do an official drop, otherwise you might end up with an “F” grade for the course.
9. **Instructor Drops:** You will be dropped from the class if you miss more than four class sessions in the first 9 weeks.
10. **Canceled Class Notification:** From time to time a class meeting may need to be canceled. Notification of canceled class will appear in several forms: 1—Official cancel notification from Office of Instruction posted on the door, 2—Notification posted on Canvas site for the class, 3—Notification emailed to students using email addresses from Canvas. If possible, the canceled class notification will also appear on the Reedley College Web page.
11. **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.
I sometimes use Red or Green pens/writing to grade your assignments or highlight important information on Canvas. Please tell me IMMEDIATELY if you have difficulties seeing these colors. I will use alternate colors **if you let me know of your color distinguishing difficulties.

Important Dates:

1. **August 8, 2022:** Semester begins
2. **August 19, 2022:** Last day to register for a 1st 9-week, short-term class
3. **August 26, 2022:** Last day to register for class
4. **September 2, 2022:** Last day to drop a 1st 9-week, short-term class (letter grade assigned after date)
5. **September 5, 2022: Holiday—No classes held and the campus is closed**
6. **October 3-7, 2022:** 1st 9-week, short term Final Exam Week
7. **October 6, 2022: Last day to submit assignments for 1st 9-week, short term class**
8. **October 7, 2022:** Grades submitted to Admissions and Records for 1st 9-week, short term class
9. **October 7, 2022:** Last day to drop full-term class (letter grade assigned after date)
10. **December 9, 2022:** 1st 9-week, short-term ends

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 term. 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.

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The student's decision to attend the class denotes acceptance of:

1. This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
2. The policy that late assignments will have some or all of the points deducted
3. The changing syllabus statement
4. The expectations of this course as outlined in this syllabus
5. That final grades are determined on the basis of accumulated points from required assignments
6. That grades will be submitted on the date and time indicated in the course calendar and discrepancies need to be addressed before this time, preferably during the final class meeting
7. Calendar due dates do not change.

Students disagreeing with the above statements should withdrawal from this course section and enroll in a section of this course taught by another instructor.