



Guidance for Young Children
ECE 11 – 55808, Online
Spring 2022

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Office hours by appointment

Course Description

3 units, 3 lecture hours ADVISORIES: English 1A or 1AH.

This course explores effective strategies for guiding children’s behavior in the Early Care and Education environment. Study will include the characteristics of pro-social learning environments, how to establish positive relationships, and how to create a healthy schedule for the benefit of all children. Attention will be given to effective classroom environments that will support all behaviors and the teacher’s role in the guidance of young children.

Course Goals

Students who complete this course successfully will be able to:

- Define the characteristics of high-quality early education environments
- Understand the role of the teacher in establishing and maintaining environments that promote developmentally appropriate experiences that facilitate pro-social behaviors.
- Engage in relationship building with families and children in order to establish a positive classroom community.
- Identify and understand the complexities of trauma and how to establish trauma-informed classroom pedagogies.

Required Texts, Materials, or Equipment

- There is not a text-book associated with this course; all course academic material will be provided through Open Educational Resources and will be available on the course Canvas.
- Students will need access to a working computer or tablet that allows for access to Canvas, Microsoft Word or another word processing program, and other online technology tools.
- Students will need access to a working internet connection in order to access the course.

Weekly Module Work & Class Participation

Students must log on to Canvas each week to engage in assigned topics and activities. Students who do not log in a week are considered absent for that week. Students should plan to engage in reading assignments, online discussion with peers, and independent work in order to demonstrate mastery of weekly topics. Weekly Canvas Module Activities are as follows:

Weekly Community Discussions: Students will engage in discussions with peers about a range of topics. Discussions will take place on discussion boards through different technology types, including Canvas discussion boards, FlipGrid, Line App, in addition to other modalities. These discussions should be thoughtful, well-organized, and inclusive of all student voices. More details will be provided in the weekly modules.

Weekly Independent Work: Students will have the opportunity to engage in activities that demonstrate their understanding of each weekly module. These assignments will occur in a range of modalities, including written narratives, recordings, quizzes, or other creative means of interpretation of course content. More details will be provided in the weekly modules.

Major Assignments

There will be three major assignments in addition to weekly Canvas assignments. They are as follows:

Parent Letter: Students will write a parent letter as an early childhood educator. The purpose of the assignment is to facilitate the building of relationships with the parenting community as a vehicle to support young children in the classroom. Details of this assignment will be included on Canvas. A rubric will be provided to support mastery of the content required.

Classroom Community Project: Students will create a classroom community project that will highlight their knowledge about classroom environments, relationships, schedules, routines, family engagement, and classroom management. This project will represent the students' cumulative knowledge about the course. Details of this assignment will be included on Canvas. A rubric will be provided to support mastery of the content and expectations of the assignment.

Classroom Management Research: Students will engage in research to support their growing understanding of classroom management in early childhood education. Topics will be provided to serve as a starting point on this research. A written paper will document the knowledge acquired through academic research on the assigned topics. Details of this assignment will be included on Canvas. A rubric will be provided to support mastery of the content and the written assignment.

Course Grading

Explanation of Grading System: Our course will incur a total of 410 points. Assignments will be graded using rubric to define a range of mastery on each item.

- Weekly Community Discussions = 5 points per week x 14 weeks = 70 points
- Weekly Independent Work = 10 points per week x 14 weeks = 140 points
- Parent Letter = 50 Points
- Classroom Management Research = 50 Points
- Classroom Community Project = 100 points

Total Course Points = 410 Points

Course Grading Scale

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

Course Policies

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. All course participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

ATTENDANCE POLICY

Students must log on to Canvas every week. A new module will be assigned every Monday by 12 pm. Students are expected to spend time working on the module throughout the week. This work will include reading and assignments and must not be delayed until the end of the week. ***Students who do not log on for the week will be documented as being absent for the week. If a student does not turn in the Canvas modules during the weekly due date, they will be documented as being absent. Students who miss three weekly modules may be dropped from the course.***

LATE WORK

All work must be submitted by the documented due dates for full credit. Weekly module activities that are late will incur a **10% point deduction per day**. Work will not be accepted after 7 days beyond the due date. Students who are experiencing ***serious and documented circumstances*** must reach out to the instructor as soon as they are able to discuss options. Major assignments **will not be accepted late** without serious and documented circumstances. Students **MUST** discuss this with the instructor.

TECHNOLOGY POLICIES

Students are required to use Canvas to access this course. As such, students should have access to working technology that allows for weekly work on Canvas. It is highly recommended that students use computer, laptop, or tablet for optimal course experience. It is not recommended that students use a cellular phone for course work as many assignments will require the use of Word Documents. Students in need of technology support should utilize the following campus resources:

- **DEVICE SUPPORT**
If you need help with a computer, Internet access, or other accessories, reach out to the [RC Technology Department](#). Comcast is also providing low-cost Internet service through their [Internet Essentials Program](#). Students are also encouraged to come to campus, park and use the college Wi-Fi from their cars (Parking Lots B & D).
- **STUDENT SYSTEMS SUPPORT CALL CENTER (HELP DESK)**
If you need help with your passwords or logging on to Canvas, WebAdvisor, or you Email, call the Student Systems Support Call Center. Need your password reset, we are here to help and are available 24/7. **Phone:** [1.844.887.2223](tel:1.844.887.2223) **Website:** [District Online Support Center](#)
- **RC TECHNOLOGY SUPPORT SERVICES HELP DESK**
Need help **connecting your computer to the WiFi**, visit the Technology Support Services Help Desk. **Phone:** [559-637-2555](tel:559-637-2555)
RC HelpDesk: [Technology Support Services Helpdesk](#)

ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the College’s academic integrity policy. Penalties for violating the policy can include failure of the assignment, failure of the course, suspension or expulsion from the College. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

Resources for Students

1. **DISABILITY RESOURCES:** DSP&S provides services and accommodations to assist students who have temporary or permanent disabilities that affect academic functioning. Visit our [DSP&S Eligibility & Disability Verification](#) webpage for more information.
2. **WRITING ASSISTANCE:** The RWC has embedded a tutor in every ENGL 1A COURSE. You can meet with your Embedded Tutor/ or another available tutor, either for One-on-One appointments or you can sign up to be in weekly Small Group Tutoring. Join the Reading/Writing Center Canvas Resource Page and get connected to a tutor in Zoom. *If you have questions, contact The Reading Writing Center Coordinator, Dr. Deb Borofka. deb.borofka@reedleycollege.edu 559-638-0300 ext. 3160*
3. **FOOD SECURITY:** The Tiger Pantry offers non-perishable food items, personal hygiene products, fresh produce, and vegetables. This is made possible by donations and collaboration with Central California Food Bank. It is available to all currently enrolled Reedley College students. **Location:** Student Center Room 103 (former Game Room)
4. **HEALTH SERVICES:** The [Reedley College Health Services Office](#) is available to help with many health related questions you may have.

Disclaimer: The instructor reserves the right to make modifications to this information throughout the semester.

Preliminary Schedule of Topics, Readings, and Assignments

Date	Topics/Assigned Readings/Homework	Major Assignments and Deadlines
Week of 1/10/22	Course Introduction Syllabus Introductory Assignments: Community Discussion & Course Survey	Module work due Sunday, January 16 at 11:59 PM
Week of 1/17/22	Early Childhood Education Introduction to NAEYC Diversity & Inclusion Anti-bias Education Community Discussion & Independent Work	Module work due Sunday, January 23 by 11:59 pm
Week of 1/24/22	The Role of the Teacher in the Early Childhood Education Classroom Community Discussion & Independent Work	Module work due Sunday, January 30 by 11:59pm
Week of 1/31/22	Relationships <ul style="list-style-type: none"> • Teachers & Children • Families 	Module work due Sunday, February 6 by 11:59 pm

	<ul style="list-style-type: none"> Communities Community Discussion & Independent Work	
Week of 2/7/22	Developmentally Appropriate Practices Community Discussion & Independent Work	Module work due Sunday, February 13, 2022 Parent Letter Due Sunday, February 13
Week of 2/14/22	Trauma-Informed Classrooms Community Discussion & Independent Work	Module work due Sunday, February 13 at 11:59 pm
Week of 2/21/22 No School Monday	Environments <ul style="list-style-type: none"> Indoor Outdoor Community Discussion & Independent Work	Module work due Sunday, February 27 by 11:59 pm
Week of 2/28/22	Schedules and Routines <ul style="list-style-type: none"> Health & Safety Rules & Procedures Community Discussion & Independent Work	Module work due Sunday, March 6 by 11:59 pm
Week of 3/7/22	Schedules & Routines <ul style="list-style-type: none"> Schedules Routines Transitions Community Discussion & Independent Work	Module work due Sunday, March 13 by 11:59 pm
Week of 3/14/22	Classroom Management <ul style="list-style-type: none"> Social & Emotional Development Community Discussion & Independent Work	Module work due Sunday, March 20 by 11:59 pm
Week of 3/21/22	Classroom Management <ul style="list-style-type: none"> Guidance vs. Discipline Community Discussion & Independent Work	Module work due Sunday, March 27 by 11:59 pm
Week of 3/28/22	Culturally Responsive Strategies to Support Young Children	Module work due Sunday, April 3 by 11:59 pm
Week of 4/4/22	Working with Children of all Abilities	Classroom Community Project Due Sunday, April 10 by 11:59 pm
Week of 4/11 – 4/15	SPRING BREAK NO CLASSES	NO WORK DUE
Week of 4/18/22	Classroom Management Research Introduction	Module Work due by Sunday, April 24 by 11:59 pm
Week of 4/25/22	Classroom Management Research Writing	Module work due by Sunday, May 1 by 11:59 pm
Week of 5/2/22	TBD	
Week of 5/9/22	TBD	
Week of 5/16/22	Finals	Classroom Management Research Paper Due on Monday, May 16 by 11:59 pm

Important Dates

DATE	EVENT / DEADLINE
January 10	Start of Spring 2022 semester
January 17	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 21	Last day to drop a Spring 2022 full-term class for full refund
January 28	Last day to register for a Spring 2022 full-term class in person w/ authorization code
January 28	Last day to drop a Spring 2022 full-term class to avoid a "W" in person
January 30	Last day to drop a Spring 2022 full-term class to avoid a "W" on WebAdvisor
January 30	Last day to add a Spring 2022 full-term class with an authorization code on WebAdvisor
February 18	Lincoln Day observance (no classes held, campus closed)
February 21	Washington Day observance (no classes held, campus closed)
February 11	Last day to change a Spring 2022 class to/from Pass/No-Pass grading basis
March 11	Last Day to drop a full-term class (letter grades assigned after this date)
Apr 11 – April 15	Spring recess (no classes held, campus open)
April 15	Good Friday observance (no classes held, campus closed) (classes reconvene April 18)
May 16-20	Spring 2022 final exams week
May 20	End of Spring 2022 semester/commencement