

Reedley College
Department of Child Development
ECE 3 Introduction to Curriculum Spring 2022
Section 54791- 3 units –**WEB** LAB Hours: In-Person
Instructor: Richell Swallow, M.A.Eds. (ECE) Office: CDC Office Phone: 559-494-3000 ext. 3660
E-mail: In Box through CANVAS (**Best way to reach me!**)
Office Hours: See Canvas Calendar or Homepage for Zoom links

Course Description:

Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings.

Text:

Developmentally Appropriate Practices in Early Childhood Programs, Bredekamp & Copple: NAEYC (this text will be utilized in ECE 3, 5, 8, 10, 13, 20, 21 & ECE 70-81)
This textbook may be checked out of the library for the semester. All other readings materials and course content will be on Canvas.

Suggested Materials:

Knowledge of Microsoft Documents (including PowerPoint).
Laptop or tablet.
Stable internet service.
Knowledge of video recording & photography (this will be used to demonstrate teaching)

Course Outcomes:

Upon completion of this course the student will be able to:

1. Apply elements of various curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan curriculum for children ages birth through eight.
2. Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
3. Develop curriculum for all content areas to support children's learning and developmental
4. needs.

This course requires 3 hours of lecture/assignments and 2 hours of lab per week (in-person). 36 Lab hours are required and are in-person.) Students have a choice of one of the following: worksite, mentor site, or RC Child Lab on campus.

Course Objectives:

In the process of completing this course, students will:

1. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
2. Explain how the curriculum is integrated across all developmental domains and content areas.
3. Observe and evaluate teaching strategies and environmental designs.
4. Observe children in various early childhood settings as a basis for planning curriculum and environments.
5. Apply knowledge of academic discipline content and children's growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive

learning experiences.

6. Develop plans for environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
7. Explain how different teaching strategies could be used for a variety of curriculum goals.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. Describe how specific learning experiences could be adapted to address individual children's learning and development needs.

Course Information & Policies:

LAB requirement – 2 hours per week as assigned (36 hours total) Lab Hours will be in-person, at one of the following: RC Child Lab School, Mentor Site or Worksite (instructor approval needed)

1. This course requires full participation in a lab setting and a satisfactory evaluation of lab performance.
2. Lab placements are done in conjunction with your instructor and the on-campus RC Child Lab, worksite, or mentor site.
3. A lab contract is required and must be completed by the student and mentor teacher/lab teacher. This contract dictates your scheduled lab time. **Students may not deviate from the hours on the contract without permission from the lab site.**
4. Students must submit written proof of completion of lab hours (timesheet).
5. Lab activities are to be pre-approved by your instructor and mentor teacher.
6. All lab requirements for each lab/mentor site must be followed including all required paperwork and timelines for activities.
7. A minimum of 36 hours of the lab must be completed in a mentor site, campus lab school, or worksite to receive a course grade (see grade information for details of lab points available).
8. All lab students must have an updated TB test (available with Health Services) and verification of immunizations including measles and pertussis vaccination, COVID-19, freedom of tuberculosis, and verification of flu vaccination within the past 12 months, and complete any required paperwork from the lab site before the start of lab time. If you have tested positive for TB, take your most recent chest x-rays to the Reedley College nurse for clearance. For questions regarding immunizations, see the college nurse.
9. Lab placements must be completed as assigned. Absence from the lab may result in a lower grade or course failure. If students are placed in the lab to complete on a day when the campus is closed, the student does not have to make up those hours, however, does need to complete the lab assignment for that week. Example: Student is scheduled to attend lab on President's day. The lab on campus is closed due to the holiday. The student does not need to make up the time missed but will still need to complete the lab observation/teaching experiences assigned. The student will need to arrange a time to complete those with the mentor site within one week of the original lab date.

Assignments/Requirements:

Assignments will vary daily/weekly. This may include written work, individual and group activities, article reports, or curriculum assignments. Students are expected to attend class prepared to discuss/present assignments. Remember that your performance in class is directly related to how much time and effort you put into the class material. For every hour in class, expect you will estimate spending one to two hours studying outside of class.

- All **assignments are to be typed** unless otherwise specified by the instructor.
- All assignments must be **neat and clearly labeled with student name, date, the title of the assignment, and class day/time.**
- Papers should be double-spaced, 12-point font, spell-checked, one-inch margins in an easy to read font.

- All lesson plans and forms are available on Canvas. No handouts will be given in class. All assignments are to be submitted through Canvas, ONLY.
- Always **make a copy** of your work.
- Take responsibility to present completed, polished college-level work on time.
- All papers must be **corrected for proper punctuation, grammar, and spelling**.
- Out of class assignments on torn pieces of binder paper will not be accepted.
- Late assignments – Students are allowed **ONE late assignment up to 7 days late with instructor permission**. Assignments are assigned well in advance and must be submitted on time. If you know you will be unable to turn in your work by the due date, you must contact the instructor. After one late assignment, no late work will be accepted.

Assignments:

1. Classroom Observations– (10x 10 points= 100 points) Various classroom observations will be completed throughout the semester. These observations will be directly connected to the DAP textbook and reading topics. These observations will be done in a preschool classroom in a lab setting. SLO #1 - #3
2. Curriculum Lesson Plans 4x25pts = 100points Through the course of the semester student will create and write four lesson plans to be implemented in the classroom at their lab site. All lesson plans will be based on virtual observations. SLO #1-3
3. Discussion Boards/Short Assignments/Reflections (8x 5 points = 40 points) – Throughout the semester opportunities for discussions, activities, reflections, and responses to the course material will be given. It is expected that all students will participate in these activities as the semester goes. All DB, reflection, and quick assignments are to be submitted at college-level writing and fully complete. This means proper college writing, grammar, writing structure, etc. All Discussion Boards and quicks assignments will be at least 1/2 page in length, cited appropriately (APA), AND respond to two (2) other classmates' posts. Failure to complete these weekly/bi-weekly assignments fully will result in a significant point deduction or a possible score of zero. Once a discussion question/assignment closes, you will miss these opportunities and not receive points. DBs will not be unlocked on Canvas after the due date – no exceptions. These points cannot be made up. SLOs: #1-3
4. Dramatic Play Presentation & Prop Box (40 points)–Students will create a presentation containing all materials necessary for a topic-based dramatic play experience. Students are responsible for the development of all prop box materials and equipment. Following the assignment guidelines posted on Canvas. The student will videotape or create a PowerPoint presentation of their Prop Box. SLO # 2 - # 3
5. Storytelling Demonstration (25 points) – Students will choose a story, to create story props for to present to the class and implement at their lab site. Students will supply all flannel pieces, props, and accessories. Students will submit the written lesson plan WITH a video or PowerPoint of them demonstrating how they will implement their lesson plan (SLO #2 - #3)
6. Curriculum Final Project (100 points) - A complete full curriculum project including all areas discussed in class. This plan should revolve around a topic you wish to investigate further with children. This will include a five-day plan, 10 lesson plans, materials required, and a list of at least ten children's books. SLO #1-# 3
7. Module Quizzes (8x10pts. = 80points) These include information from lectures, in-class assignments, videos, lab assignments, and articles provided. SLO #1 - #3 All quizzes will be

online through Canvas. This means they are open notes, lectures, modules, etc. However, many quizzes will be timed. Once the quiz closes it will not be re-opened. Quizzes cannot be made up.

8. **Teacher Tasks (25 points)** – Randomly throughout the semester students will be assigned typical teacher tasks and duties. These may range from assisting in group time, prepping snacks, leading a table activity, lap reads, classroom chores, yard chores, and more. Students are expected to do these along with all other lab assignments, just as you would in your classroom.

Lab Hours A mandatory of 36 hours of the lab must be completed. MANDATORY completion of these hours is required to complete the class with a passing grade of C or better. This means no matter your point value in the class, if your lab assignments are not completed, you cannot pass the class. No exceptions.

Grades:

	SLOs	Points Possible	
Classroom Observations (10x10 points= 100)	#1-3	100	
Curriculum Lesson Plans 4x25= 100	#1-3	100	
Discussion Boards/Reflections/Short Assignments (8 @ 5 points ea.)	#1-3	40	
Dramatic Play Presentation & Implementation Project	#2-3	30	
Final Curriculum Project	#1-3	100	
Module Quizzes	#1-3	80	
Storytelling Presentation Demonstration	#2-3	25	
Teacher Tasks	#1-3	25	
Lab Hours (complete/Incomplete)	#1-3		
TOTAL POINTS		500	

This class is based on a standard 10% grade scale.

Grade Scale:

100-90% = A (500-450)

89-80%= B (449-404)

79-70% = C (403-363)

69-60% = D (362-326)

59% & below = F (325 & Below)

If a problem arises during the semester, please make an appointment with the instructor or come during office hours to discuss how we can best resolve the issue and help you achieve success in class. **Grades are confidential and will not be discussed in the classroom between students or the instructor. Students are NOT to discuss their own grades or evaluations with each other. Doing so constitutes as cheating.**

Academic Success

To succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

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 see me as soon as possible. The instructor

will comply with the requirements of the American's with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability

Confidentiality:

All students are expected to comply with confidentiality within this course. This means that students are not to discuss their grades, points, assignment, or any other personal documents with each other. Failure to comply with this policy will result in immediate disciplinary action by the instructor.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate crucial information, including the rationale for continued funding for your job and the children and families you serve. It is valuable to you if you can communicate through writing and that you used 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 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.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every 1 hour in class. Some students may need more outside study time and some less.

How much time is needed to be a successful college student?

Attending/Going to class and studying takes more time than you may think.

For an 18-week class:

- 1 Class = 9+ Hours per week
- 2 Classes = 18+ Hours per week
- 3 Classes = 27+ Hours per week
- 4 classes = 36+ Hours per week

Even more, hours are required if you are in a short-term class! Share this information with family and friends and get their support.

Class Expectations

- Students are expected to attend and actively participate in class discussions and activities.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor at all times
- Students are expected to arrive on time. Late arrival will not be tolerated.
- Cheating and plagiarism will be cause for disciplinary action.
- Students are expected to come to class prepared and ready for the day.
 - You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials before completing the assignments is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real-world settings when applicable, are ultimate goals.

TB & Immunization Clearance:

All students must provide documentation of current TB and verification of immunizations from MMR, Pertussis, COVID-19, and Flu* before beginning lab hours. TB is available free of charge at Reedley College Health Services. If you have tested positive for TB, take your most recent chest x-rays to the Reedley College nurse for clearance. Once you receive clearance from the

school nurse, take a copy of your clearance to the Instructor /Coordinators at the Child Development Faculty Office.

Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

Attendance Policy:

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 4+hours a week working on our course. Because every student is different, time spent on the course content will depend on the following: student's learning disposition, study skills, time management, and other factors. Since ALL course content is only available online in Canvas this means you will spend 4+ hours LOGGED in working on content. Students must contribute to the course weekly through participation in weekly discussion boards and quizzes(more on this in a few pages). If you are having difficulty navigating Canvas, [Student Guides \(Links to an external site.\)](#) [Links to an external site](#) Links to an external site provide information on almost anything you might need a little extra support with! The instructor of this course believes that, though not always measurable, much important learning occurs when we are engaged in active participation and discussions about the course content. Because of this belief, the instructor has a policy that any student who misses three (3) or more consecutive weeks, for any reason, will be dropped from the course.

Communication:

All course communications MUST come to me through the Canvas messaging system. I teach a full load of courses and have other responsibilities on campus, because of this I receive a vast amount of emails each day. I do my best to respond promptly, however, that being said, if you email me, I will ignore the email. Always contact me by Canvas In-Box. If you are uncertain or have questions about how to use any part of the Canvas system use the help guides.

As students, sometimes it is difficult to understand an instructor is not available to answer communications at all hours of the day and night. All communications will be answered within 24-48 hours. If, for some reason you have not heard from me, please send me a respectful, kind reminder (those are greatly appreciated). Please see the "Goodie Bag" in Module #1 on canvas for tips on emailing instructors.

Weekend/Holiday Hours:

As students, most of you are taking more than one course and have the demands and enjoyments of life. We, instructors also have those same demands and enjoyments, for this reason, I am not available during the weekend/holiday hours. I will check on the class on Fridays at around 1:00 p.m. and most of the time not be available again until Monday at 8:00 a.m. Now and again, you MIGHT find me online on the weekend and I MIGHT answer a question or two. However, this does not mean I am constantly available during these hours. I will NEVER answer on Sundays or holidays. I encourage you to use the Q & A discussion boards or In-Box me by Friday at 1:00 p.m. Your classmates are a great resource! Monday-Thursday all communication stops at 4:00 p.m. All of my contact information can be found on the front of this syllabus, the homepage, and my door card.

Student Conduct and Cheating

- Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words or ideas into your work, you must credit where the sources

are cited. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated.

- Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

Canvas

Information about this course, and resources for it, will be available on Canvas. Canvas is available through the Reedley College home page. Go to the Canvas Login. Your user ID will be your 7 digit ID number. Your password will be the same password you use with your student email. If you have not used Canvas before or need support, please call the SCCCD help desk - 559-499-6070. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send emails to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance ("I didn't check my email," "My e-mail isn't working," "I don't have access to a computer," etc.) is not an acceptable excuse, especially in an online course.

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 attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlined by this syllabus.
3. the student's understanding that the course schedule outline in this syllabus, except assignment dues dates, is subject to change without notification to the student.
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.
5. The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

