



**Reedley College  
ECE 1 (59096) Online  
Principles and Practices of Teaching Young Children  
Fall 2023**

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*INSTRUCTOR: AMY CARNAHAN-COOK*

*EMAIL: INBOX THROUGH CANVAS (BEST WAY TO REACH ME)*

*VIRTUAL ZOOM OFFICE HOUR: MUST EMAIL TO SCHEDULE APPOINTMENT TIME*

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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

*Upon satisfactory completion of this course, the student should be prepared 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..

### **Course Objectives:**

Upon satisfactory completion of this course, the student should be prepared to:

1. Describe historical and current issues and global approaches for early care and education.
2. Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.
3. Identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
4. Identify and compare the developmental stages and needs of children, birth through age eight.
5. Describe Developmentally Appropriate Practice.
6. Explain the role and value of play.
7. Compare and contrast principles of positive guidance and interactions.
8. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.
9. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
10. Identify supports for first and dual language learners in developing English language and literacy skills including support for the home language.
11. Develop an initial personal philosophy of early childhood teaching.

including how play contributes to children's learning, growth, and development.

### **Course Learning Outcomes (CLO's)Required Textbook and Materials:**

1. **This course is a ZTC (Zero Textbook Cost) and OER (Open Educational Resources).Open Education Resources will be provided to you by the Instructor in Canvas as PDF, Doc, etc.,**
2. Regular Use of Course Management System: Canvas
3. Regular use of Modesto Junior College issued Email

## **Canvas Companion Course:**

Canvas is a Course Management System which is a **companion** component of this course. This course syllabus as well as course calendar, announcements, assignments, quizzes and more will be available to you via Canvas for your review. **Canvas will also be used to post reminders and notifications of class cancelations, and Quizzes unless otherwise discussed with the instructor. As a student of the campus you have access to computers in a variety of campus locations including the Library and Learning Center.**

\*Please note that ONLY your Reedley College email address will be recognized with Canvas. You are responsible for information disseminated through email. Canvas is available at <http://reedleycollege.edu>. You will use your RC username and password to log in.

## **Accommodations:**

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 ASAP. I am happy to work with students to ensure and support your academic success. 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) 494-3032 or TTY (559) 638-0382.

## **Academic Success**

In order 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. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

## **Attendance and Participation:**

In order to be considered present for attendance during the First week of the online course; students **MUST** complete the “Start Here” Module, Syllabus Quiz, and Week 1 Discussion Board: Introductions.

Federal and state regulations require online students to participate regularly. Logging in by itself is not sufficient. It is suggested to login and participate at least three (3) times per week. If you miss three (3) consecutive assignments, you may be dropped. Please contact me in advance should any issue arise, that may require your inability to participate. Participation is for the benefit of you and your classmates. Participation includes:

- Posting to discussion boards
- Submitting assignments
- Taking quizzes and exams

## **Regular Effective Contact**

Like you, I'm juggling many responsibilities every day, so I have limited availability during traditional business/college hours, but I want to help you succeed in this course. Here is my plan for maintaining Regular Effective Contact with you throughout the term:

- I will usually post at least one announcement per week with reminders and other notifications about what is happening in the course and/or on campus.
- I may occasionally participate in discussion board assignments with you.

- I will provide you with feedback to your assignments. My goal is to do this within one week, but sometimes it takes a little longer. Check the gradebook for my feedback.
- I may message you if I see that you are falling behind. Please try to let me know if you run into difficulties that prevent you from submitting in a timely fashion.
- I may reach out to you in other ways as well, including phone messages and email.

Here are the best ways to contact me...

## Contacting Me:

I want you to be successful in this class! Communication is the key to success in any course and must be handled with care! The following are tips and guidelines to follow to ensure efficient communication and successful interaction of thoughts and ideas:

### Email:

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This the best and quickest method of communication for this course via CANVAS. I will respond to Reedley College email addresses only. Emails are answered Monday through Friday with a 24 – 48 hour turnaround for replies. Expect email replies only on the days and times that the college is open for business operation. When emailing, please follow this example: **Jane Doe, ECE 1 section-59096 Online**

### Student Virtual Office Hours:

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I will be available as needed to schedule individual meetings for support. I will work with you to schedule a time to meet by Appointment Only. **Grades are confidential and will ONLY be discussed during office hours.**

## Drop Policy

If you stop participating, you may be dropped from the course. If you are ill or have a family emergency that prevents you from participating for more than a week, contact your instructor. If you miss (3) consecutive assignments, you may be dropped. Please contact me in advance should any issue arise that may require your inability to participate.

## Submitting Assignments:

**ALL Assignments will be submitted through Canvas**, and must be typed, black ink only, size 12 font, Times New Roman font, and doubled spaced. ALL Assignments must have a heading of the Student's Full name, class with section number, and indicate the course is Online. Assignments with NO NAME will receive a reduction of points. **No emailed assignments will be accepted unless otherwise discussed with the instructor.**

## Late Work:

**All assignments must be submitted by the due date for full credit.** Late assignments must be turned in within one (1) week of the due date and will automatically lose 3% per day of the available points for the assignment *unless otherwise discussed with the instructor on a case by case base.* Assignments longer than one (1) week after the due date will **not** be accepted. *Assignments can always be submitted before the due date.*

## Academic Integrity:

The following are violations of academic integrity:

### Cheating:

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Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.  
**Plagiarism:**

The deliberate adoption or reproduction of ideas, words or statements of another person as one's own, without acknowledgement. This includes all group work and written assignments.

**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.**

### **Syllabus Disclaimer Statement:**

This course syllabus is equivalent to a contract between the instructor and the student and is subject to change at any time. All changes will be stated in class and changed in Canvas. Students are responsible for noting changes, and 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.

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

- This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
- **The Attendance Policy**
- The changing syllabus statement, and the expectations of this course as outlined in this syllabus
- *That final grades are determined on the basis of accumulated points from required assignments*

### **ECE 1 Assignments: Fall 2023 Assignment details will be in Canvas**

#### **Introduction Video: (10 points)**

The Ice Breaker activity is designed to introduce ourselves to one another. See Module #1 for directions.

#### **Discussion Questions/Quick Assignments/Reflections (16 x 10 pts. =160 points) – SLOs: 1-3**

Throughout the course of 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 will be substantial in length, AND respond to three (3) other fellow classmates. Failure to complete these 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. Remember to read the directions for the discussion boards closely and read your rubrics. You can always ask questions in advance of posting as well.**

#### **Chapter Quizzes (16 x 10 points =160 points) SLOs: 1-3**

There will be a total of 16 quizzes; one quiz per chapter/week. Each multiple choice/short answer quiz will be worth a total of 10 points. The content within the quiz relates to the materials read in the chapter as well as any additional information I have directed you to read. 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, the course instructor will not remind students. **Quizzes will not be unlocked on Canvas after the due date – no exceptions. Quizzes cannot be made up.**

#### **Chapter Assignments (10 points each – 10 over the semester) SLOs #1-3**

There will be many opportunities to complete weekly chapter assignments based on the readings, videos, etc. Your highest 10 scores will be reflected in your final grade. Read everything carefully and follow all directions. Assignments must be submitted correctly and on time to receive full credit.

#### **Theory Research Presentation (50 points) SLO #1**

You will research an Early Childhood theorist, not previously covered in our weekly modules. Following the

instructions found in Canvas, you will write a two-page summary of the theory you are assigned.

**Initial Early Education Teaching Philosophy (30 points) SLOs: 1-3**

Students will reflect and develop their own teaching philosophy statement. Using the material and content from the course, students will create and develop a teaching philosophy specifically focused on Early Childhood Education. Assignment details are found on Canvas.

**Career Pathways Interview & Presentation (50 points) SLOs: #2 & #3:**

Students will conduct an interview (written paper) with a professional of their chosen occupation in the field of Early Childhood Education Assignment details (ADS) are found on Canvas.

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|---------------------------|--------------------|
| <b>Total Points – 560</b> | <b>Final Grade</b> |
| (90-100%)                 | A                  |
| (80-89%)                  | B                  |
| (70-79%)                  | C                  |
| (60-69%)                  | D                  |
| (0-59%)                   | F                  |

**Fall 2023 Tentative Calendar**

| <b>Week</b>              | <b>Reading</b>   | <b>In-Class/Lecture Topic</b>              | <b>Assignments Due: Details and in Canvas</b> |
|--------------------------|------------------|--|---|
| <b>1 Aug 16 - Aug 20</b> |                  | Intro to course: Syllabus                  | Varying introduction assignments              |
| <b>2 Aug 21 - Aug 27</b> | Assigned         | Historical Foundations                     | Varying weekly Assignments                    |
| <b>3 Aug 28 - Sept 3</b> | Assigned         | Theoretical Perspectives                   | Varying weekly Assignment                     |
| <b>4</b>                 | Assigned         | Prominent Theorists in Depth               | Varying weekly Assignment                     |
| <b>5</b>                 | Assigned         | Prominent Theorists in Depth               | Varying weekly Assignment                     |
| <b>6</b>                 | Assigned         | What is NAEYC/DAP?<br>Importance of Play & | <b>Theorist Research Paper SLO #1</b>         |
| <b>7</b>                 | Assigned         | Types of Programs, Licensing               | Interview Question Due                        |
| <b>8</b>                 | Assigned         | Curriculum Approaches                      | Varying weekly Assignment                     |
| <b>9</b>                 | Assigned         | Professionalism and Ethics                 | Varying weekly Assignment                     |
| <b>10</b>                | Assigned Reading | Observation Assessment Documentation       | Varying weekly Assignment                     |

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|--------------------------|------------------|--|---|
| <b>11</b>                | Assigned Reading | The Intentional Teacher  | Varying weekly Assignment   |
| <b>12</b>                | Assigned Reading | Families and Teachers as Partners                                | Varying weekly Assignment   |
| <b>13</b>                | Assigned Reading | The Infant/ Toddler Years  | <b>Professional Interview SLO #1-3</b><br>Varying weekly Assignment |
| <b>14</b>                | Assigned Reading | The Preschool Years  | <b>Philosophy Statement SLO #2 &amp; 3</b>                          |
| <b>15</b>                | Assigned Reading | California's Preschool Learning System Transitional Kindergarten | Varying weekly Assignment   |
| <b>16</b>                | Assigned Reading | Curriculum- Environments & Visual/Performing Arts                | Varying weekly Assignment   |
| <b>17</b>                | Assigned Reading | Diversity/Inclusion  | Varying weekly Assignment   |
| <b>18 Dec 11 -Dec 15</b> |                  | Final Week   |   |

