Department of Early Childhood Education
ECE 1: Principles and Practices of Teaching Young Children
Online
Instructor: Eric Mendoza
E-mail: In Box through Canvas
Office Hours: By Appt only

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

Textbook and Materials:

- ✓ This course is designated OER (open educational resources) and ZTC (Zero Textbook Cost materials. This means that I will provide you with everything you'll need to read. NO TEXTBOOK IS REQUIRED! All the readings will be provided in the course modules.
- ✓ Regular Use of CANVAS
- ✓ Regular Use of RC email.

Student Learning Outcomes: Upon successful completion of this course, students will be able 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:

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.

Class Performance Expectations:
You will be expected to participate in 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 own reactions to course materials, questions, and ideas, as these are what will enable you, your classmates, and your instructor (me!) to gain the most from our time together. Reading the assigned materials prior to coursework 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.

Students with Disabilities, Variabilities, and Neuro Diversity:
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:
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.

CANVAS:
Information about this course, and resources for it, will be available on Canvas. Canvas is available at http://reedleycollege.edu. You will use your RC username and password to log in. 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 if I make a recording error.

Please note that ONLY your RC email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC email address. 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.

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.

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 the Student Guides (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 <mark>any</mark> reason, will be dropped from the course.**

Communication:

All course communications MUST come to me through the Canvas messaging system.

As online 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).

Weekend/Holiday Hours:

As online students, most of you are taking an online course because of 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 hours. All my contact information can be found on the front of this syllabus and on the course home page. If you have any questions, please do not hesitate to contact me at any time.

Participation and Accountability:

We have a lot to learn from each other, so individual contributions to discussions are encouraged and individual contributions are required. When not speaking to the class through the discussion boards or other means, students are expected to participate. This includes alert and respectful attention to anyone asking questions, discussing a topic, etc. Disrespectful behavior to peers and/or the instructor will be dealt with on a case-by-case basis and may result in the loss of points or, in extreme circumstances, dismissal from the course. While it is acceptable to express disagreement with the views of others, including mine, this must always be done in a calm, respectful and kind manner; it is never ok to disrespect or condescend to another student or the instructor for expressing his/her views. As a fully online course, we will be respectful of others' thoughts and opinions and respond as such.

Late Assignments:

Turning assignments in on time is very important and enables the instructor to return graded assignments more quickly. Students may turn in late assignment (without penalty) during the semester, WITH prior notification to the instructor. Since this course is fully online, any student who turns in an assignment late will need to directly contact the instructor prior to turning in the assignment.

Writing Expectations:

You will see in the various assignment guidelines on Canvas as well as in the Assessment Procedures below that writing quality is taken into consideration on all assignments. Overall writing quality includes grammar, usage, mechanics, and style, as well as following proper APA citing style where applicable. All outside assignments are to be typed, 12 point font; any assignment turned in handwritten will result in a score of zero. Assignments, projects, etc. are NOT accepted hand-written, scanned, screenshot, or photographed. Students are expected to read and follow all directions and rubrics on the required course assignments and projects and submit these in the requested required format. Google Docs, Google Slides, and Apple applications are NOT compatible with the Canvas LMS system and will not upload correctly. Be sure that you have saved and uploaded your assignments in the correct format.

The Reading &Writing Center (Library) offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 494-3000 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 559-494-3000 ext. 3058.

Proper writing is a basic expectation when someone has earned a college degree, and writing quality really does matter; it matters here, and <u>it will matter in your profession</u>. We often are required to communicate through our writing, and without good, consistent writing mechanics, it is difficult to communicate effectively.

Assessment Procedures:
 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 and 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 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.

Honor Code:
 As a community of learners together we will adhere to principles of academic integrity and mutual respect while engaged in college work and related activities. You should:
   a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
   b) Neither gives nor receives unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
   c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating:
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, 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 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 (Reedley College Catalog, 2022-2023, pg. 47).

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 examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents (.(Reedley College, 2022-2023, pg. 48).

Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination, or project, to an F for the course, at the discretion of the instructor. For more information on the college's policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2022-2023 pages 47-48.

Disruptive Classroom Behavior:
The online classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms that are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, share of themselves without losing their identities, and develop an understanding of the community in which they live. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

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. For on-campus tutoring, contact the Tutorial Center (Library Building LRC 111) a variety of services to help you succeed in college through more effective learning strategies are offered. For more information call the Tutorial Center at 559-494-3000.

Requirements for Assignments (basics):
- ✓ Double spaced, properly indented paragraphs, 12-point easy-to-read font, no larger than 1-inch margins.
- ✓ Make sure all assignments are clearly labeled with your name and course title at the top right-hand corner.
- ✓ All assignments are submitted by the students, typed with ALL directions followed as specified by each assignment. Any assignment turned in not type will result in a score of 0 and will not be eligible to be redone. *ALL assignments will be turned in through Canvas.*
- ✓ All assignments are to be submitted in the form of word documents or PDFs. Google doc and Apple applications are not accepted. Google docs do not save and upload into Canvas or the Turn It In

programs used for this course correctly. Assignments not submitted in the correct format will receive a zero (0). No exceptions.

✓ Assignments will not be submitted through email/inbox to the instructor for any reason. All assignments are to be submitted on Canvas.
✓ Students are strongly advised to save a copy of your work.
✓ Make sure to read **ALL OF THE INSTRUCTIONS** for a given assignment. You will lose a significant number of points for failing to do this.

Assignments:

Introduction Video: (10 points)
The Ice Breaker activity is designed to introduce ourselves to one another. See Module #1 for directions.

Discussion Questions/Reflections (16 x 10pts. = 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. **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 20 points =320 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 20 points. *These quizzes will begin on Week #1*. 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.

Ethical Conduct Assignment (25 points) SLOs: #2 & #3
Students will explore the NAEYC Code of Ethical Conduct and Statement of Commitment. For this assignment, students will read and analyze depictions of ethical dilemmas they are likely to encounter within their career. Using the NAEYC Code of Ethical Conduct, students will write a paper describing how they should handle the situation represented. Assignment details are found on Canvas.

ECE Program Observation (2 @ 25 points) SLOs: #1 & #3
For this project, you will observe two different early childhood programs and collect information on these early childhood programs. *Your research will culminate in a 2–3-page paper.* Your grade will be based on the thoroughness of your content in your written report and your references to course materials and readings. You will attach (scan) a signed Verification to your observation form. Assignment details are found on Canvas.

Initial Early Education Teaching Philosophy (25 points) SLOs: 1-3
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 and create a presentation. Assignment details (ADS) are found on Canvas.

Assignments	Possible Points	SLOs
Introduction Video	**10**	
Discussion Questions/Reflections (16 x 10 pts= 160)	**160**	1-3
Chapter Quizzes (16 x 20 pts= 320)	**320**	1-3
Ethical Conduct Assignment	**30**	2 & 3
ECE Program Observation (2 @ 25 pts)	**50**	1 & 3

Assignments	Possible Points	SLOs
ECE Teaching Philosophy	**30**	1-3
Career Pathways Interview & Presentation	**50**	2-3
Total Points	**650**	

Grading Scale:

650-585= A   100-90%= A
584-526= B   89-80%= B
525-473= C   79-70% =C
472-425= D   69-60% = D
424 & Below F   59% & Below F

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 take this course denotes:

1. Acceptance of this syllabus.
2. Acceptance of the expectations of this course as outlined by this syllabus.
3. The student understands that the course schedule outline in this syllabus, including assignment dues dates, are subject to change. Students will be notified through Blackboard, email or in class of any changes.
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. This syllabus and course calendar are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on Canvas for announcements made while you were absent or with a classmate.