

# ECE 1: Principles and Practices of Teaching Young Children

## Course Syllabus Spring 2024

**Course Section:** 53005 **Instructor:** Kendra Mull **Unit Load:** 3

**Email:** kendra.mull@reedleycollege.edu & via Canvas Inbox **Class Meets:** Online 1/08 – 3/08, 2024

**Office Hours:** To be determined **Room:** Online

**Required Texts:** None - *This is an OER (Open Educational Resource) course*

**Required Materials:** Access to print materials as needed, and access to a computer

The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability. If you have a verified need for academic accommodation or materials in alternative media (e.g. Braille, large print, electric text, etc.) per the Americans with Disabilities or Section 504 of Rehabilitation Act, please contact your instructor as soon as possible.

### Course Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. These principles include emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

### Course Outcomes

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

1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies

## Course Objectives

In the process of completing this course, students will:

1. Describe developmentally appropriate practice
2. Identify the historical roots, theories, standard, and approaches in early care and education
3. Compare various program types and philosophies
4. Discuss personal philosophies of teaching, career pathways, ethics, and professionalism
5. Examine the developmental needs of children at various ages
6. Describe characteristics of effective relationships, positive guidance, and teacher-child interactions
7. Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies

## Full Semester Assignment Summary

Please take note this is not a detailed list of assignment requirements. EACH assignment will have VERY specific directions which need to be followed. Please make sure to read each assignment directions individually when the time comes. The course calendar is an EXCELLENT tool to keep track of the assignment due dates!

- Assignment #1: Reflection Questions - Your childhood experiences contribute to your current thinking and attitudes toward children. All our educational experiences, and the environment in which we were raised, contribute to our thoughts, actions, and reactions when interacting with children. This exercise is to make you aware of what effect your past experiences, interests, environment, and education, have on your beliefs now.
- Assignment #2: Compare & Contrast Programs - The student will compare and contrast **two** different types of childcare programs in the community. Compare the philosophies, services, curriculum, characteristics, and purpose of these programs.

- Assignment #3: Community Connections - During the course of your career, you will need to enlist the aid of members of the community. It may be for services, interviews, materials, or advice. This assignment will give you practice asking for help.
- Assignment #4: Professional Teaching Philosophy – A paper through which you will reflection upon:
  - What you've learned
  - What you've experienced
  - What you believe
  - What you think about children's learning
  - Values & beliefs about children
  - You as a future teacher (or whatever field you are going into)
- Assignment #5: Interview Questions – A paper in which you will pretend that you are responding to interview questions. You will write one paragraph for each of 5 questions. Remember: a paragraph should be at least 6 - 8 good sentences. As the article states, this is the opportunity to "sell yourself" and explain why YOU would be the best choice for a teaching position.

### **Weekly Quick Post**

Each week you must "check in" by responding to a Quick Post. It will be a short answer question; no more than a sentence or two will be required. This is due every Wednesday by 11:59 p.m. They will be available to you by each Monday morning, so you will have a few days to answer. Late posts will be worth half points, up until Friday by 11:59 p.m.

### **Weekly Discussion Board**

Each week, you will engage in a discussion with classmates. The topics will vary, but will pertain to the weekly readings, videos or other resources provided. Knowledge gained through the weekly readings must be demonstrated for full points; this will be demonstrated through citation of sources and/or reference to weekly information. To complete the discussion board, you must create an original post by each Friday by 11:59 pm and respond to a peer by each Sunday by 11:59pm. Discussion board posts are worth 15 points; up to 10 points for your original post and up to 2.5 points for each peer response given, up to 2 responses.

## Weekly Quizzes

You will have 2 quizzes each week. These can be found after every lesson to help reinforce the content covered. The content within the quiz relates to the materials read/watched/reviewed in the module, as well as any additional information I have directed you to read. The quiz could be multiple choice, short answer, T/F and/or matching. Make sure you are studying and reading each week. The quizzes are due the week they are assigned. **NO LATE QUIZZES.** The quizzes are NOT timed. Quizzes are worth 10 points apiece. You will have 3 attempts for each quiz.

## Additional Assignments

There will be several additional assignments given throughout the semester. Two assignments will be worth 50 points, one worth 75 points, and two will be worth 100 points. The comprehensive directions for each assignment will be found in the assignment directions, which will be available when each is assigned.

## Grades

<b>Assignment</b>	<b>Possible Points</b>	<b>SLOs</b>
Weekly Quick Post (9@ 3 pts. each)	27	1, 2 & 3
Discussion Boards (10 @ 15 pts. each)	150	1, 2 & 3
Quizzes (16 @ 10 pts. each)	160	1, 2 & 3
Assignments (2 @ 50 pts., 1 @75 pts. & 2 @ 100 pts.)	375	1, 2 & 3
Total Points	712	

<b>Total Percentage</b>	<b>Final Grade</b>
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% and below	F

## Course Calendar

This document will also be provided separately, in Canvas, for printing and ease of use.

Week	Dates	Weekly Topic	Assignments & To-Do's
1	Jan. 8 - 14	<ul style="list-style-type: none"> <li>• Getting acquainted, syllabus, course overview and requirements</li> <li>• Early Childhood Theorists</li> </ul>	Discussion Board Week 1 Quiz #1 – Syllabus Quiz Quiz # 2 <i>Assignment #1 Given: Reflection Questions</i>
2	Jan. 15 – 21	<ul style="list-style-type: none"> <li>• Theory Collaborators</li> <li>• Early Childhood History</li> </ul> <p><i>*January 15<sup>th</sup> - Martin Luther King, Jr. Day observed (no classes held, campus closed)</i></p>	Discussion Board Week 2 Quiz # 3 Quiz #4 <p><i>***January 19<sup>th</sup> - Last day to drop a Spring 2024 full-term class for full refund</i></p> <p><b>Assignment #1: Reflection Questions DUE Sunday, Jan. 21<sup>st</sup> by 11:59 p.m.</b></p> <p><i>Assignment #2 Given: Compare &amp; Contrast Programs</i></p>
3	Jan. 22 – 28	<ul style="list-style-type: none"> <li>• Programs in Early Childhood – Beginnings</li> <li>• Programs – Centers</li> </ul>	Discussion Board Week 3 Quiz #5 Quiz #6 <p><i>***January 26<sup>th</sup> - Last day to drop a Spring 2024 full-term class to avoid a "W" in person</i></p> <p><i>***January 28<sup>th</sup> - Last day to drop a Spring 2024 full-term class to avoid a "W" on Self-Service</i></p>
4	Jan. 29 - Feb. 4	<ul style="list-style-type: none"> <li>• Programs – Types</li> <li>• People We Work With</li> </ul>	Discussion Board Week 4 Quiz #7 Quiz #8

5	Feb. 5 – 11	<ul style="list-style-type: none"> <li>• Environments – Indoor</li> <li>• Environments – Outdoor</li> </ul>	<p>Discussion Board Week 5</p> <p>Quiz #9</p> <p>Quiz #10</p> <p><b>Assignment #2 Compare &amp; Contrast Programs DUE Sunday, Feb. 11<sup>th</sup> by 11:59 p.m.</b></p> <p><i>Assignment # 3 Given: Community Connections</i></p>
6	Feb. 12 – 18	<ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Curriculum – Scheduling</li> </ul> <p><i>***February 16<sup>th</sup> - Lincoln Day observance (no classes held; campus closed)</i></p>	<p>Discussion Board Week 6</p> <p>Quiz #11</p> <p>Quiz #12</p> <p><b>Assignment #3: Community Connections DUE Sunday, Feb. 18<sup>th</sup> by 11:59 p.m.</b></p> <p><i>Assignment #4 Given: Professional Teaching Philosophy</i></p>
7	Feb. 19 – 25	<ul style="list-style-type: none"> <li>• Curriculum – Planning</li> <li>• Standards – NAEYC</li> </ul> <p><i>***February 19<sup>th</sup> - Washington Day observance (no classes held; campus closed)</i></p>	<p>Discussion Board Week 7</p> <p>Quiz #13</p> <p>Quiz #14</p> <p><i>Assignment #5 Given: Interview Questions</i></p>
8	Feb. 26 - Mar. 3	<ul style="list-style-type: none"> <li>• Standards - Assessments &amp; DAP</li> <li>• In Practice &amp; Follow-up</li> </ul>	<p>Discussion Board Week 8</p> <p>Quiz #15</p> <p><i>***There is no Quiz #16!</i></p> <p><b>Assignment #4 Professional Teaching Philosophy DUE Sunday, Mar. 3<sup>rd</sup> by 11:59 p.m.</b></p>
9	Mar. 3 - 8	<p><b>Final Week</b></p> <ul style="list-style-type: none"> <li>• Our Region &amp; Follow-up</li> </ul>	<p>Discussion Board Week 9</p> <p>Quiz #17</p> <p><b>Assignment #5 Interview Questions DUE Sunday, Mar. 8<sup>th</sup> by 11:59 p.m.</b></p>

## Discussion Boards

Each week you will be required to "discuss" a topic related to the lesson for that week. You "discuss" the topic by posting your response to the question I have provided, then responding to the reflection posts of at least **2** other students with full, complete sentences (at least 3-4). This will be the expectation EACH week unless otherwise noted. If you only have to create an original post, I will clearly indicate so. Discussion boards are worth 15 points each; you will receive up to 10 points for your original reflection post and up to 2.5 points for each response you post to other students. Do not assume that you will automatically be awarded full points for simply completing the assignment. Make sure your posts are thoughtful and answer the questions fully. To answer the question fully, I expect to see evidence you have read and applied the information from the week's readings. It's always best practice to refer to the content from the week. If you are utilizing the information from the text or from resources provided you must cite this information using APA format AND remember to use correct grammar. Do not use text language (brb, idk, u, rn, et cetera) in your writing. "lol" is acceptable in discussion posts, as it can be used to soften a message. Please be sure to always capitalize a person's name if you're addressing them. **If you use "i" instead of "I" when referring to yourself, you will lose points.**

Each week your original post is due Friday by 11:59 p.m. and your peer response is due Sunday by 11:59 p.m. You are able to submit original posts late up to 7 days late (with a possible reduction of 50% points but you are **not** able to reply to peers late). You may not submit late peer responses.

Access to each discussion board is available within the module or you can access through the link on the left-hand navigation menu. Use the guides below for some additional information on creating posts.

## Attendance

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 submitted within the Canvas system.



You should expect to spend 9-18 hours a week working on our course. Since ALL course content is only available online in Canvas this means you will spend 9-18 hours LOGGED in working on content.

Students must contribute to the course weekly through participation in weekly discussion boards. If you fail to log in and participate for 2 consecutive weeks, you will be dropped from the course.

If you are having difficulty navigating Canvas the [Student Guides](#) provide information on almost anything you might need a little extra support with!

## **Communication**

In an online course it can be difficult to remember that an instructor is not available to answer email at 1 am. So, what can you expect? Messages to be answered within **24** hours. If you have not heard from me in 24 hours, please send me a respectful reminder. Oftentimes, I will look at my messages without having the time to respond, which marks it as read, which means I forget to respond. I do not mind a RESPECTFUL, KIND reminder; in fact, I greatly appreciate it.

## **Written Work Expectations**

Proper writing is a basic expectation when someone has earned a college degree and writing quality does matter as not only a college student, but also as a professional and educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial. This may include a rationale for continued funding for your job and the children and families you serve. It will be valuable to you to be able to communicate through writing and that you utilize 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 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 for the class. Including discussions, papers, 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](mailto: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.

### **Student Conduct and Cheating**

Students ... are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

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, in an attempt 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, using 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."

## **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 particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor.

**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. If a second violation occurs the student will be reported to the Dean of student services and an F will be issued for the course.

**A plethora of resources exist to help students learn how to cite properly. I will provide a few resources for you if you are not familiar with citing resources in APA format.**

## **Late Work**

Oftentimes, student work is submitted at 12:02 a.m., when the due date ended at 11:59 p.m. To combat this occurrence, and the fear of having a 50% reduction of points, there will be a short "grace period" for assignments to be submitted, as students may have internet issues or technology problems. The length of this period will be at the instructor's discretion. Late assignments have the possibility of losing up to 50% of the available points and must be turned in within 7 days after the due date. After 7 days, the assignment will NOT be accepted, as the submission folder will close. Quizzes can NOT be submitted late. Peer replies on discussion board can NOT be submitted late, but original posts can be submitted 7 days late.

## **Submitting Assignments**

All assignments must be submitted in Canvas; No e-mailed assignments will be accepted! All assignments must be submitted electronically using the median specified in each assignment instructions. Make sure to read all directions carefully. ALL assignments must be submitted in the .doc, .docx, or .pdf format. If you submit in another format the assignment will be considered late while you resubmit in the correct format.

## **Retaining Returned Assignments**

Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after they have signed-out on the final day of class.

## **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. If you have not yet visited our DSP&S office on campus, use the link provided below to obtain more information.

[Disabled Student Programs & Services \(DSP&S\)](#) (Links to an external site.)

## **Important Dates to Remember**

First Day of Classes	Monday, January 8 <sup>th</sup> , 2024
Last day to drop for a full refund & avoid a “W” (WebAdvisor)	Sunday, January 26 <sup>th</sup> , 2024
Lincoln Day observance (no classes held, campus closed)	Friday, February 16 <sup>th</sup> , 2024
Washington Day observance (no classes held, campus closed)	Monday, February 19 <sup>th</sup> , 2024
Last Day to drop a Spring 2024 <i>full-term</i> class	Friday March 8 <sup>th</sup> , 2024

Spring recess (no classes held, campus open Mar 25-28)

Mon., March 25<sup>th</sup> – Fri., March 29<sup>th</sup>, 2024

Spring 2024 final exams week

Mon., May 13 – Fri., May 17<sup>th</sup>, 2024

End of Semester

Friday, May 17<sup>th</sup>, 2024