

**Reedley College**  
**Department of Early Childhood Education**  
*Early Childhood & Education Pathway*  
ECE 3 Introduction to Curriculum Spring 2024  
Section 55020 (HYBRID)- 3 units – Wednesdays 6:00-7:50 pm CECE 104  
Instructor: Richell Swallow, M.A.Eds. (ECE) Office: CECE 140 Office  
Phone: 559-494-3000 ext. 3660  
E-mail: In Box through CANVAS **(Best way to reach me!)**  
Office Hours: 5:00-6:00 pm  
Also, See the Door Card on the Canvas Homepage

### **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.

### **Textbook:**

Developmentally Appropriate Practices in Early Childhood Programs, Bredekamp & Copple: NAEYC, 4<sup>th</sup>ed. 2022

This text will be utilized in ECE 1, ECE 3, ECE 5, ECE 8, ECE 10, and ECE 20.

*This textbook may be checked out of the Reedley College library for the semester beginning 2<sup>nd</sup> week of the semester or rented from various websites.* All other reading materials and course content will be on Canvas.

### **Materials for Consideration:**

For this course, you may need a variety of recycled/repurposed materials, art supplies (paint, glue, construction paper, watercolor paper, etc), etc. You will be creating and developing your own materials and equipment for all of your lessons and curriculum that you will implement at your lab sites with the children you work with this semester. In other words, you WILL BE teaching young children this semester and you are responsible to have ALL your own materials prepared, organized, and put together in advance of your teaching experiences when the time comes. More on this when we come to the teaching portion of the course. Access to a computer/laptop and a printer for materials/assignments as needed.

### **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 and individualize 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 needs.

**This course requires 2 hours of lecture in-person and one hour of online work per week (2 hours of lab per week (total lab 36 hours).** Lab hours arranged.

### **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: Reedley College Early Childhood Education Center & Child Lab School, Mentor Site or Worksite (instructor approval needed)

This course requires full participation in a lab setting and a satisfactory evaluation

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 Child Development Center 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 and instructor.**
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 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,,) 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 (holiday), the student does not have to make up those hours, however, do 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 on their next lab day. The student will need to arrange a time to complete those with the mentor site within one week of the original lab date.
10. All students are to begin lab hours by the 2<sup>nd</sup> week of the semester. Students not beginning lab hours by the 2<sup>nd</sup> week will be behind in their coursework and may not be allowed to make up the work or lab hours they miss. Be warned NOW.

### ECE Department Equity Statement:

The Early Childhood Education Department carefully considered diversity, equity, inclusion, and anti-racism when developing the student learning outcomes, the outline of coursework, assessments, and textbooks selected for this course. The department has adopted the National Association for the Education of Young SP 2024 (ACC)

Children's (NAEYC) equity position statement which states that "All [students] have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities".

### **Assignments/Requirements:**

Assignments will vary 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 to spend one to two hours studying/doing assignments/projects outside of class.

- All **assignments are to be typed** unless otherwise specified by the instructor.
- All assignments are submitted through CANVAS. No assignments will be handed in unless specified by the instructor.
- All assignments must be **neat and clearly labeled with the student name, date, the title of the assignment, and class day/time.**
- Papers should be double-spaced, in 12-point font, spell-checked, and with 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.
- 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** due no more than 7 days past the original due date. 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 (70 x 10 points= 70 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 the lab setting. These will count towards the required lab hours for the course. SLO #1-3
2. ECE Terminology Quizzes (1 x 25 points= 25 points) At the end of the semester students will be given an ECE Terminology Quiz. This quiz is based on the terms commonly used in our field. More information will be given on this throughout the semester. SLO #1
3. Module Assignments (Complete/Incomplete) These assignments are embedded into each module each week. The assignments may be Padlets, CECO modules, discussion boards, etc. These count towards the HYBRID time of the class(1 hr. per week) and are **REQUIRED** to be completed each and every week. Failure to complete these will result in an **entire grade decrease** at the end of the semester, no matter the grade standing. No exceptions.
4. Checks for Learning (totaling 75 points) Throughout the course of the semester, students will participate in "Checks for Learning..." throughout the modules. These will be embedded into the modules sporadically, multiple times. Each with different due dates throughout the week. These are to support students in pacing themselves with the course readings. All CLs are open content (open

notes). CLs are based on readings, lectures, class activities, discussions, videos, etc., and may take the form of multiple questions, true/false, matching, or short answers. Once CLs close they will not be reopened. (SLOs #1-3)

5. Curriculum Lesson Plans (5x25pts = 125 points) Throughout the course of the semester student will write up to four lesson plans, which will be implemented in their lab site. All lesson plans will be based on classroom observations. SLO #1-3
6. In-Class Assignment/Activities – (25 points) In-class activities or short homework assignments may be given throughout the course. The activities are designed to complete individually or in small groups or on canvas. There are NO make-ups for in-class activities. Examples of assignments include video or article reviews, class discussions, small group work, quick writes, reflections, or research information. Each assignment will have a small point value and be posted to Canvas at the end of the semester. SLO #1 - # 3
7. Dramatic Play Project (30 points) A box containing all materials necessary for a topic-based dramatic play experience. Students are responsible for the development of all prop box materials and equipment. SLO # 2 - # 3 (40 points)
8. Curriculum Project (75 points)- A complete weekly plan 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 (75 points)
9. 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.
10. Lab Hours & Evaluation (Mid-Term & Semester Evaluation) A mandatory 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 hours and assignments are not completed, you cannot pass the class. No exceptions. Each Lab Student will also have Semester Lab Evaluations completed on the lab performance by their Instructor and Mentor Teacher at the end of the semester. Students will be required to meet with Mrs. Swallow to review the evaluation.

**Grades:**

Assignments	Possible Points	SLOs
Classroom Observations (10x10 points= 100)	100	SLOs #1-3
Curriculum Lesson Plans (written) 5x 25points	125	SLOs #1-3
Checks for Learning...(CLs) (total 75 points)	75	SLOs #1-3
ECE Terminology Quiz	30	SLO #1
In-Class Assignment/Activities (up to 30 points)	30	SLOs #1-3
Dramatic Play Project	35	SLOs #2-3

Assignments	Possible Points	SLOs
Module Assignments	Complete/Incomplete	SLOs #1-3
Final Project (Team Teacher)(75 points)	75	SLOs #1-3
Teacher Tasks	30	SLOs #1-3
<b>TOTAL POINTS</b>	<b>550</b>	

#### Grade Scale:

100-90% = A (550-495)

89-80% = B (494-445)

79-70% = C (444-400)

69-60% = D (399-360)

59% & below = F (595 & 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 grades or evaluations with each other. Doing so constitutes 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 Americans 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, assignments, 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 use 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, and 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.

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\*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 satisfactorily. However, this paper 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 an understanding of course concepts. There are likely 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 494-3000 ext. 3619 or email [rcwritingcenter@reedleycollege.edu](mailto:rcwritingcenter@reedleycollege.edu). Learning to study more effectively will also help with writing, and The Learning (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 Learning (Tutorial) Center at 559-494-3058.

### **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 559-494-3058.

## Classroom 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 class is IMPORTANT. Being able to critically analyze what you have read and discussed and make connections to real-world settings when applicable are ultimate goals.

## 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) 494-3032 or TTY (559) 638-0382.

## Attendance Policy:

The instructor of this course believes that, though not always measurable, much important learning occurs in the classroom when we are engaged in discussions about the course content. Because of this belief, the instructor has a policy that students who are absent from one-third or more of class meetings, for any reason, cannot receive credit for the class. In this class, **any student who misses three (3) or more classes, for any reason, will not receive credit for the class, regardless of scores earned on work completed.** A roll sheet will be distributed at every class session, and you must sign each time to be considered present for the entire class. Signing for a classmate is cheating, and doing so puts you at risk of receiving a failing grade in the course.

- If you are not present when the roll is taken you will be considered absent. Late arrival may be considered an absence. Three late arrivals equal one absence.
- If you miss more than three days the instructor *may* drop you.
- Dropping after the drop date will result in an “F” grade.
- **It is the student’s responsibility to drop a class if they no longer intend to participate.**

## 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 “Pages” tab on canvas for tips on emailing instructors.

### **Weekend 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 emails can be found on the front of this syllabus.

### **Late Policy:**

Life happens and occasionally arriving late is unavoidable. One of the elements I strongly stress in this course is respect. Arriving late is a great opportunity to demonstrate respect. If you arrive late choose a seat in the row closest to the door. DO NOT CROSS IN FRONT OF THE LECTURE AREA. Doing so is disrespectful to me as your instructor as well as to your peers. Habitually arriving late reveals a deficiency in time management skills; as an instructor, I feel one of my responsibilities is to help guide students in this skill set. After your 2<sup>nd</sup> late arrival, you will need to make an appointment with me to map out some strategies to help build better time management. Failure to schedule a meeting results in a significant point deduction.

### **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.
- No food or drink in the classroom at any time except for water bottles.
- Cell phone usage (calls, text messaging) is allowed during class time. Cell phones must be put away in backpacks or purses and turned to “OFF”.
- 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 – at 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.

### **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.

\*\* The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

