CDEV 100 – Principles & Practices of Teaching Young Children

Instructor: Fonda Miller
Class Code: CRN:20377- MW-10:15 – 11:40; CRN 20378- TR- 10:15-11:40
Academic Term: Spring, 2014
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Office: 2201
Office Hours: M-R: 12-1

Text: *Who Am I in the Lives of Young Children? An Introduction to Early Childhood Education, Ninth Edition by Stephanie Feeney, Eva Moravcik and Sherry Nolte. California Edition. Pearson, 2013.*

Course Description:
An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult/child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all 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.   (CSU)

Student Learning Outcomes:
1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types, philosophies and ethical standards.
2. Identify the underlying theoretical perspective in forming a professional philosophy.
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
4. Critique a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
5. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
6. Examine the value of play as a vehicle for developing skills, knowledge dispositions, and strengthening relationships.

Course Objectives and Minimum Standards for a Grade of "C":
A. Identify the historical roots of early childhood education.
B. List different program types, delivery systems, and licensing & regulation structures in early childhood settings.
C.   Demonstrate awareness of developmental ages and stages.
D.   Define developmentally, culturally and linguistically appropriate practice.
E.   Describe why access to play is important for all children and ways of using a play based curriculum as a vehicle for developing skills, dispositions and knowledge.
F. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.

G. Identify and compare effective policies, practices, and environments in early childhood settings.

H. Describe the characteristics of effective relationships and interactions between an early childhood professional, children, families and colleagues and examine the importance of collaboration.

I . Describe the relationship of observation, planning, implementation and assessment in effective programming.

J. Compare and contrast principles of positive guidance and identify strategies for different ages.

K. Identify practices promoting positive classroom management, guidance, communication and problem solving

L. Develop strategies to maintain communication and access with English language learning families and children.

M. Demonstrate skills to maintain positive learning relations.

N. Explain child development as a profession, including ethics and professional organizations.

O. Compare and contrast theoretical perspectives.

P. Develop and articulate a professional philosophy.

Disabled Student Programs and Services (DSP&S)
Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs (DSP&S) office as soon as possible.
DSP&S (760) 355-6312
Room 2117
Health Sciences Building

Methods of Evaluation:
Grades will be based upon class participation, attendance and the completion of **assignments,** pop quizzes, quizzes and tests throughout the semester. All material presented in the text, **study** guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned .If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for the effort.

Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctors's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of a mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Attendance and Class Policies

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be disturbing element in class or lab.

The instructor has the right to ask any student to leave class or lab who is disrupting the education of others.

You will be considered tardy to class if roll has already been called and you were not present. Leaving early from class will be counted as an absence. Attendance records, tardiness and leaving early are considered when final grades are determined..

It is the student's responsibility to complete a drop request if they are withdrawing from the class.
It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The use of cellular phones, smart phones, I Pads, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom.

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Course Schedule – MW; TR – 10:15-11:40
Schedule is subject to change at the instructor's discretion. Student is responsible for changes.

Last day to drop with a "W" grade is April 12. 2014

1. 1/20H-21   1/21-23   Introduction/Chap. 1 – The Teacher
2. 1/27-29   1/28-3   Chap. 2 – The Field of ECE
3. 2/3-5   2/4-6   Chap. 3- History and Educational Models TEST, REF ?, Homework
4. 2/10-12   2/11-13   Chap. 4 –Child Development
5. 2/17H-19   2/18-20   Chap. 5 –Observing, Documenting and Assessing Children
                            TEST, REF. ?; Homework
6. 2/24-26   2/25-27   Chap. 6 –Relationships and Guidance
7. 3/3-5   3/ 4-6   Chap. 7 –Health, Safety and Well Being TEST, Ref. ? Homework
8. 3/10-12   3/11-13   Chap. 8 – The Learning Environment
9. 3/17-19   3/18-20   Chap. 9 – Understanding and Supporting Play TEST Ref. ? Home
10. 3/24-26   3/25-27   Chap. 10 – The Curriculum
11. 3/31-4/2   4/1-3   Chap.10 – Curriculum Continued PRSENTATIONS
12. 4/7-9   4/8-10   Chap. 12 –Including Diverse Learners PRESENTATIONS
13. 4/14-16   4/15-17   Chap. 13 – Partnerships with Families TEST, Ref. ? Homework
       Spring Break – April 21-25, 2014
14. 4/28-30   4/29-5/1   Chap. 14 - Becoming an Early Childhood Professional
                            EDUCATION PHILOSOPHY DUE
15. 5/5-7   5/6-8   Chap. 14 and review for Final
16. Final Exam   5/5 or 5/6

Class Assignments:
Education Plan with Counselor	20
Philosophy of Education Paper **PLO 1,4, 7	50
5 tests @ 30 points each	150
DAP activities presentations(3 at 15 points) PLO2,6	50
Reflection questions/Homework PLO2,6	100
Lab Hours (5)	50
Final Exam	50
	470 points to earn

Grade Breakdown:
90-100% = A = 470 - 423
80-89% =   B = 422 - 376
70 – 79% = C = 375 - 329
60 - 69% = D = 328 - 282
59% and below = F = 281