Basic Course Information

Semester:	**SPRING 2021**	Instructor Name:	**Mary Courtney**
Course Title & #:	**CDEV 100**	Email:	**mary.courtney@imperial.edu**
CRN #:	**20656**	Webpage (optional):	
Classroom:	**TOTALLY ONLINE**	Office #:	
Class Dates:	**2/16/2021-6/11/21**	Office Hours:	**Online**
Class Days:	**Online**	Office Phone #:	
Class Times:	Online	Emergency Contact:	
Units:	3	Class Format:	FULLY ONLINE

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, career pathways, ethics and professional standards. (C-ID ECE 120)

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies. (ISLO2 and ISLO5)
2. Describe the role of the early childhood educator, including ethical conduct, and professional pathways. (ISLO1 and ISLO3)
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies, including play as a vehicle for developing skills. (ISLO2)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

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

Textbooks & Other Resources or Links

Stephanie Feeney, Eva Moravcik, Sherry Nolte and Doris Christensen 2019. *Who Am I in the Lives of Children? An Introduction to Early Childhood Education* 11th. Prentice Hall ISBN: 9780133987881.

Course Requirements and Instructional Methods

Description of Assignments:

ZOOM Intro Conference: Students are encouraged to set up a conference with the instructor online using ZOOM. The ZOOM Conference will include the instructor and 4-7 students. The Conference will take place during the first week of the course. The Conference will be online for approximately 60 minutes. Please check the ZOOM Conference in CANVAS. Students who are not able to participate in the ZOOM Intro Conference online may view the recorded presentation of the information, and responding to the question on the last slide, in CANVAS.

How to Be Successful in CDEV 100: This assignment provides information on the course and strategies for student success.

How to Upload Assignments in CANVAS: This assignment provides detailed directions on the required strategy for uploading written assignments into CANVAS.

How to Write Response to Questions: This assignment provides directions and examples on how to write responses as required in assignments and quizzes.

Lecture & Response: Each week "Lectures and Response" assignments are provided in one or two parts to allow students flexibility-students may be watch all at once, or each section at a different time during the week. Each part will cover part of the information about the topic for the week. Students will log into CANVAS, click on the link, and then watch, listen to the lecture and respond to questions.

Journal Paper assignments require students to read text material and articles provided or that are accessible on the internet, reflect on topic questions, and write thoughtful responses. The instructor will provide detailed directions.

Education Plan requires students to meet with an IVC guidance counselor who will assist the student in creating an education plan designed for a Child Development major. A copy of the education plan must be submitted to the instructor. An appointment on Zoom, or other strategy provided by the guidance counselor due to the restrictions of Covid-19.

Lab Hours: generally, this course requires students to spend 6 hours of volunteer time observing an early childhood classroom at the IVC Child Development Center- Students were required to visit on three separate occasions, for two hours each visit.*(*Students must first demonstrate proof that they have received current vaccines and health tests required by the State of California).* Students are also required to submit a Reflection paper with a series of reflection questions pertaining to each visit to the IVC Child Development Center. ==**SPRING 2021: Due to Covid-19 – all observations will be done online with video provided by the instructor.**==

 Observation & Reflection assignments: Teacher's Plan assignments: The purpose of the "Observation & Reflection" assignments is to help students develop skills in unbiased observation of young children and how observations are used to support children's learning. Detailed directions will be provided in CANVAS.

Teacher's See – Teacher's Plan: Teachers of young children observe children engaging in activities in the classroom and use the information from their observations to plan activities or enhance the classroom environment. These assignments will provide students the opportunity to develop the skills needed as a teacher of young children.

Curriculum Planning Project: requires students to create planned possibilities (lesson plans) for different learning areas, based on specific California Foundations. Detailed directions will be provided by the instructor.

Quizzes/Tests: There will be a Chapter Quiz for each of the 14 chapters in the textbook. All quizzes will be completed online in CANVAS.

FINAL PROJECT: Philosophy Statement of Early Childhood Education requires students to formulate their philosophy of education. Areas to be addressed include: best practices, delivery systems, quality in programs, value of play as a vehicle for learning, theories of how children learn, diversity of families, building of relationships, curriculum planning and observation. Students are to submit the assignment in written form, utilizing professional sources to support APA style in citing references. The instructor will provide additional specific directions.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and

two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

TOTAL POSSIBLE POINTS FOR COMPLETED COURSE	730

Keeping Track of Your Points: **GRADING:**

Required Assignments & Tests	Possible Score	Your Score
ZOOM Intro Conference	20	
Lecture & Response (10 pts./ weekly responses)	150	
Assignment: What is Studio?	5	
Assignment: How to Be Successful in CDEV 100	5	
Assignment: How to Upload Assignments in CANVAS	5	
How to Write Responses to Questions	5	
Assignment: Differentiating Observation & Interpretation	10	
Education Plan with Counselor	10	
Journals (5 @ 10pts)	50	
Observation & Reflection Assignments (2 @ 30 pts)	60	
Teacher's See – Teacher's Plan Assignments (2 @ 10)	20	
Curriculum Planning Project - Part 1	20	
Curriculum Planning Project - Part 2	10	
Curriculum Planning Project - Part 3	20	

Chapter 1 Quiz	20	
Chapter 2 Quiz	20	
Chapter 3 Quiz	20	
Chapter 4 Quiz	20	
Chapter 5 Quiz	20	
Chapter 6 Quiz	20	
Chapter 7 Quiz	20	
Chapter 8 Quiz	20	
Chapter 9 Quiz	20	
Chapter 10 Quiz	20	
Chapter 11 Quiz	20	
Chapter 12 Quiz	20	
Chapter 13 Quiz	20	
Chapter 14 Quiz	20	
FINAL: Philosophy of Early Education Paper	60	
Total points	**730**	

Final Grade:				
A 730-657	**B 656-584**	**C 583-511**	**D 510-438**	**F437 -or lower**

You can view your total points in CANVAS

Course Policies

Attendance:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that

class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - o You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - o When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:
- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

CALENDAR: SPRING 2021

CDEV 100 20656 – TOTALLY ONLINE

Week 1: February 16-February 21	Chapter 1: The Teacher
ALL WORK DUE: Sunday, February 21st , by 11:55pm	

TOPIC: *Welcome! Who do you wish to be in the lives of children?* **READ:** Chapter 1: The Teacher	
ZOOM Intro Conference: Attend an online conference within the first week-see date options in CANVAS	20
What Is "Studio?"	5
Chapter 1- Lecture & Response -Part 1 & Part 2 : Exploring the Role of the Teacher in Early Childhood	10
Assignment: How to Be Successful in CDEV 100	5
Quiz-Chapter 1	20
TOTAL	**60**

Week 2: February 22-February 28	Chapter 2: The Field of Early Childhood Education
ALL WORK DUE: Sunday, February 28th , by 11:55pm	

TOPIC: *Who do you wish to be in the lives of children?* **READ:** Chapter 2:The Field of Early Childhood Education	
Chapter 2 - Lecture & Response-Part 1 & 2: The Field of Early Childhood Education **Portfolio Requirement for IVC: Lecture & Response Part 3**	15
How to Upload Assignments in CANVAS	5
Quiz-Chapter 2	20
TOTAL	**40**

Week 3: March 1 – March 7	Chapter 3: History of Early Childhood Education
ALL WORK DUE: Sunday, March 7th by 11:55pm	

Topic: The History of Early Childhood Education READ: Chapter 3: History of Early Childhood Education	
Chapter 3 - Lecture & Response-Part 1& 2: History of Early Childhood Education	10
Assignment: How to Write Responses to Questions	5
Journal 1: Technology in the Early Years	10
Quiz-Chapter 3	20
TOTAL	**45**

Week 4: March 8 – March 14	Chapter 4: Child Development
ALL WORK DUE: Sunday, March 14th by 11:55pm	

TOPICS: Child Development: * Image of the Child *Foundation of Planning: Philosophy READ: Chapter 4: Child Development	
Chapter 4 - Lecture & Response-Part 1 & 2: Understanding Child Development	10
Upload Education Plan	10
Journal 2: Developing Your Philosophy of Early Childhood Education	10
Quiz-Chapter 4	20
TOTAL	**50**

Week 5: March 15 - March 21	Chapter 5: Observing and Assessing Young Children
ALL WORK DUE: Sunday, March 21st by 11:55pm	

TOPICS: Observation & Assessment -Getting to Know Your Children READ: Chapter 5: Observing and Assessing Young Children	
Chapter 5 - Lecture & Response-Part 1 & 2: Observation & Assessment: Why & How	10
Assignment: Differentiating Observation & Interpretation	10
Quiz-Chapter 5	20
TOTAL	**40**

Week 6: March 22 – March 28	Chapter 6: Relationships and Guidance
ALL WORK DUE: Sunday, March 28th by 11:55pm	

TOPICS: * Building Relationships *Positive Guidance READ: Chapter 6: Relationships and Guidance	
Chapter 6 - Lecture & Response-Part I & 2: Building Relationships & Positive Guidance	10
Observation & Reflection Project 1: Physical Development	30
Quiz-Chapter 6	20
TOTAL	60

Week 7: March 29 – April 4	Chapter 7: Health, Safety and Well Being
ALL WORK DUE: Sunday, April 4th by 11:55 pm	

TOPICS: *Health, Safety and Well-Being READ: Chapter 7: Health, Safety and Well-Being	
Chapter 6: Part 1 – Positive Guidance Chapter 7: Lecture & Response-Part 2: The Teachers Role is Providing for Children's Health, Safety and Well-Being	10
Journal 3: Positive Guidance	10
Observation & Reflection 2: Teachers Providing Positive Guidance	30
Quiz-Chapter 7	20
TOTAL	70

SPRING BREAK! April 5 – April 11

Week 8: April 12 – April 18	Chapter 8: The Learning Environment
ALL WORK DUE: Sunday, April 18th by 11:55pm	

TOPIC: Setting the Stage: TIME-Daily Schedule READ: Chapter 8: The Learning Environment	
Chapter 8 - Lecture & Response: Setting the Stage: Designing a Schedule that Reflects How Children Learn	10

Journal 4: The Impact of "Time" and Rigid Schedules on Children's Learning	10
TOTAL	**20**

Week 9: April 19 – April 25	**Chapter 8: The Learning Environment**
ALL WORK DUE: Sunday, April 25th by 11:55pm	

TOPIC: Setting the Stage: *Environment* **READ:** Chapter 8: The Learning Environment	
Chapter 8 - Lecture & Response-Part 1 & 2: What Does an Excellent Early Childhood Environment Look Like?	10
Journal 5: Indoor & Outdoor Learning Environment	10
Quiz-Chapter 8	20
TOTAL	**40**

Week 10: April 26 – May 2	**Chapter 9: Understanding and Supporting Play**
ALL WORK DUE: Sunday, May 2nd by 11:55 pm	

TOPICS: *Understanding and Supporting Play *Intentional & Reflective Teaching **READ:** Chapter 9: Understanding and Supporting Play	
Chapter 9 - Lecture & Response-Part I & 2: Understanding & Supporting Play: Intentional Teaching	10
Assignment: Teacher's See – Teacher's Plan 1	10
Quiz-Chapter 9	20
TOTAL	**40**
Week 11: May 3 – May 9	**Chapter 10: The Curriculum**
ALL WORK DUE: Sunday, May 9th by 11:55pm	

TOPICS: *Foundation of Planning: Observation *Learning to Listen & Look Developing Curriculum **READ**: Chapter 10: The Curriculum	
Chapter 10 - Lecture & Response: What Is Curriculum in Early Childhood?	10
Assignment: Teacher's See – Teacher's Plan 1	10
Quiz-Chapter 10	20
TOTAL	**40**

Week 12: May 10 – May 16	Chapter 11: Curriculum Planning
ALL WORK DUE: Sunday, May 16th by 11:55pm	

TOPICS: **READ:** Chapter 11: Curriculum Planning	
Chapter 11 - Lecture & Response-Part 1 & 2: Curriculum Planning Based on the Interests & Abilities of the Children	10
Curriculum Planning Assignment Part 1	20
Quiz-Chapter 11	20
TOTAL	**50**

Week 13: May 17 – May 23	Chapter 12: Including All Children
ALL WORK DUE: Sunday, May 23rd by 11:55pm	

TOPICS: *Creating a Nourishing Classroom Culture *Including All Children* **Cultural Relevancy: Opening our Eyes to Diversity* **READ:** Chapter 12: Including All Children	
Chapter 12 - Lecture & Response: The Teacher's Role in Creating a Respectful, Inclusive Classroom	10
Curriculum Planning Assignment Part 2	10
Quiz-Chapter 12	20
TOTAL	**40**

Week 14: May 24 – May 30	Chapter 13: Partnerships with Families
ALL WORK DUE: Sunday, May 30th by 11:55pm	

TOPICS: *Foundation of Planning: Families *Developing a Sense of Belonging* **READ:** Chapter 13: Partnerships with Families	
Chapter 13 - Lecture & Response: Working with Families -Cultural Relevancy: Opening Our Eyes to Diversity	10
Curriculum Planning Assignment Part 3	20
Quiz-Chapter 13	20
TOTAL	**50**

Week 15: May 31 – June 6	**Chapter 14: Becoming an Early Childhood Professional**
ALL WORK DUE: Sunday, June 6th by 11:55pm	

TOPICS: *Teacher as Decision Maker   *Facing Barriers & Change **READ:** Chapter 14: Becoming an Early Childhood Professional

Chapter 14 - Lecture & Response-Part 1 Exploring the Role of Teacher as a Professional	5
Lecture & Response-Part 2: IVC Child Development Program Information	5
Quiz-Chapter 14	20
TOTAL	**30**

Final Paper: Early Childhood Philosophy - Due June 11, 11:55pm	**60**

Subject to change without prior notice