

### Basic Course Information

Semester:	<b>Fall</b>	Instructor Name:	<b>Rebecca Laff</b>
Course Title & #:	<b>CDEV 100</b>	Email:	<b>Rebecca.Laff@imperial.edu</b>
CRN #:	<b>10952</b>	Webpage (optional):	
Classroom:	N/A	Office #:	
Class Dates:	<b>8/16-12/9</b>	Office Hours:	<b>Online</b>
Class Days:	<b>N/A</b>	Office Phone #:	
Class Times:	N/A	Emergency Contact:	
Units:	3	Class Format:	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

### 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

The textbook for this course is available for FREE online. The book will be posted chapter by chapter in the modules in Canvas.

You can print the textbook yourself. If you need a printed copy and cannot access a place to print it, reach out to me.

The book is an Open Educational Resource (OER).

### What is OER and why does it matter?

Open Educational Resources (OER) are teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission. Unlike copyrighted resources, OER have been authored or created by an individual or organization that chooses to retain few, if any, ownership rights.

The worldwide OER movement is rooted in the human right to access high-quality education. This shift in educational practice is not just about cost savings and easy access to openly licensed content; it's about participation and co-creation. Open Educational Resources (OER) offer opportunities for systemic change in teaching and learning content.

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### What is your role?

We need your help to continue to improve the book. Catch a typo or have an idea to make the book better? We want to know. Links to surveys to provide feedback will be provided with each chapter in Canvas.



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## Course Requirements and Instructional Methods

### THE STRUCTURE OF THIS COURSE

This course has been divided into two-week modules. The modules begin on Mondays.

During the first week of the module, you will read the assigned chapter/s, post to the discussion board, complete the parts of the learning activity, and take the quiz over the content. These are due by 11:59 p.m. on the 1<sup>st</sup> Sunday of the module

During the second week of the module, you will reply to two classmates' discussion posts, complete and submit the assignment due during the module, complete the textbook feedback survey, and reflect on the module using the feedback and reflection survey. These are due by 11:59 p.m. on the 2<sup>nd</sup> Sunday of the module.

The deadlines for the modules are stable even when there are school holidays to provide consistency. Please plan to complete your work early if you have travel plans or will not have access to the course on deadlines.

### IMPORTANT EARLY DEADLINES

To ensure that all registered students are going to participate in the class and are fully prepared to succeed (and to clear the roster of non-participating students as required by law, which also allows room for waitlisted students to take the place of non-participating students), please be sure to:

- Log in by **Tuesday, August 17th**
- Complete the Start Here work by **Friday, August 20th**

If you encounter difficulties with this, please contact me immediately.

### TIME COMMITMENT

This course is 3 units. Past students have shared how important time management is to online learning success. To help you manage your time, please understand that this course requires a time commitment of approximately **9 hours per week**.

- 3 hours per week on course materials (the equivalent of being in class)
- 6 hours per week on assignments, homework, reading text, etc. (equivalent of 2 hours of out of class work per hour of class)

### TECHNOLOGY REQUIREMENT

It is expected that you have:

- Regular access to a computer (cell phones and tablets may work well with aspects of Canvas and certain assignments).
- Regular access to the internet.
- The ability to open PDFs. You can download [Adobe Reader](#) for free.
- A word processing program for your assignments.
- You have access to Microsoft Office 365 as part of your student email account.
- You can download free opensource software such as Libre Office

- You can use Google Docs for free (be sure to download work to submit if you use this)
- Give yourself enough time to deal with any technical issues that arise (don't wait until the deadline to complete your work).

## COURSEWORK

Coursework should be submitted by the deadline. Much of this work is collaborative and students contributing late do not get to fully participate in that collaboration. Missing this work will cause you to lose important learning opportunities and/or to fall behind. Students experiencing extenuating circumstances should reach out to me. This work will vary each module, so be sure to look at the specific directions for work due during each module. The coursework includes the following:

### **DISCUSSION POSTS AND REPLIES**

During each module, you will take part in discussions with your peers. This will involve responding to a prompt/question about the course content and by responding to at least two other students' posts. Students often report how much they take from sharing their own experiences and gaining perspective and insight from the experiences of their classmates.

8 modules x 5 points = 40 points possible 8% of your grade

### **TEXTBOOK SURVEYS**

During each module, you will provide feedback about the chapter of the OER textbook, using the provided survey

8 modules x 2.5 points = 20 points possible 4% of your grade

### **FEEDBACK AND REFLECTION SURVEYS**

At the end of each module, you will provide reflect on what you learned about and still have questions about during the module, using the provided survey

8 modules x 2.5 points = 20 points possible 4% of your grade

### **LEARNING ACTIVITIES**

During each module, you will be given specific learning activities to complete and questions to respond to that relate to the course content. This work is often collaborative and is the equivalent of what you might be doing in class if you were on campus.

8 modules x 10 points = 80 points possible 16% of your grade

### **EXTRA CREDIT**

You will have limited opportunities throughout the course to earn extra credit. These may include watching webinars, completing supplementary work, and attending workshops/ special events. You may not earn more than 15 points of extra credit and it should not be used to make up a missed assignment

## ASSIGNMENTS

Short descriptions and the point values for assignments are listed below. Evaluation criteria and lengthier descriptions will be available throughout the course for each assignment. Assignments are subject to change to meet the objectives of the courses, needs of the students, or scheduling issues.

Assignments should be submitted by the deadline. Students experiencing extenuating circumstances should reach out to the instructor. Missing assignments will affect your grade and may keep you from earning the grade you would like and you will lose out on valuable opportunities to apply your knowledge and show your understanding.

## **VISUAL AID**

You will create an original visual aid (in the format of a handout) covering a chosen topic appropriate to course content to post (must be in an accessible format). Then you will critically examine five of your classmates' handouts.

50 points possible and 10% of your grade

## **PROGRAM OBSERVATION**

You will observe an early childhood education/child development program you are not familiar with twice.

1<sup>st</sup> visit: Focus on Teacher = 25 points (5%)

2<sup>nd</sup> visit: Focus on Environment and Play = 50 points (10%)

75 points possible and 15% of your grade

## **CHILD OBSERVATION**

You will choose a young child to objectively observe. You will reflect on what you are able to see and hear.

25 total points possible and 5% of your grade

## **TOY AND PRESENTATION**

You will create a toy for an assigned age group. Then you will share it (via photo or video) and how it supports learning and development.

50 points possible and 10% of your grade

## **SIGNATURE ASSIGNMENT**

As you progress through the course you will identify core concepts that you identify with. You will post your own and then reflect on others' core beliefs as each chapter is addressed in the course.

8 core beliefs x 6 points = 48 points possible (10%)

At the end of the course, you will take these Core Beliefs and turn them into an informational resource for a new teacher. What you compile in this assignment will become your personal philosophy at the conclusion of the 8 core ECE classes.

100 total points possible and 20% of your grade



## Course Grading

### KEEPING TRACK OF YOUR GRADE

Grading Scale:	5 Point Assignments	10 Point Assignments	20 Point Assignments	50 Point Assignments	Total Points
A = 90 - 100%	4.5-5 points	9-10 points	18-20 points	45-50 points	450-500 points
B = 80 - 89%	4-4.4 points	8-8.9 points	16-17.9 points	40-44 points	400-449 points
C = 70 – 79%	3.5-3.9 points	7-7.9 points	14-15.9 points	35-39 points	350-399 points
D = 60 – 69%	3-3.4 points	6-6.9 points	12-13.9 points	30-34 points	300-349 points
F = below 60%	0-2.9 points	0-5.9 points	0-12.9 points	0-29 points	0-299 points

\*These point values are approximate, as scores are rounded.

## Course Policies

### DROP POLICY AND IMPORTANT DATES

Your attendance for this course will be evident each time you log in to participate. **If you do not log on AND complete your work for two weeks, the instructor reserves the right to drop you from the course**

**Don't Forget!** - Remember to withdraw or drop the course by the college's deadlines if you choose not to finish the course and/or do not want a failing grade on your transcript.

- **Last day to drop the course with no record of enrollment: Sunday, August 29th**
- **Last day to withdraw from the course with "W" on your transcripts: Saturday, November 6<sup>th</sup>**

**Attention Students Receiving Financial Aid:** If you are receiving financial assistance, please be aware that if you do not complete the course, you will have to pay back unearned financial aid.

### ACADEMIC INTEGRITY POLICY

Ethical behavior is not just critical in the professional world. It is a cornerstone of your academic experience and it ensures that each student gets appropriate credit for the work they complete and have the optimal opportunities to learn. Please become familiar with the academic integrity and plagiarism policy of the College

Here are some helpful guidelines:

- If you use information from any source, online or in print, in your own writing, be sure to acknowledge the source within the content AND in a reference at the end of your work/assignment.
- If you take more than one printed line of words consecutively from the source, put quotation marks around them, put the author's name in the parentheses, and provide a full reference.
- Complete original work for this class. Avoid reusing your own work (without permission) or using the work of another student.

If you are unclear about this, please contact me for clarification. If you submit or post work that violates the academic integrity and plagiarism policy, you will not receive credit for that work. Serious or repeat violations could result in being reported to the college, failing this course, and/or expulsion.

### THE MANY FORMS OF SUCCESS

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at risk, or that we are not capable of online classes. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness. Recognize what success means to you and celebrate your efforts and accomplishments (even when others don't).

### WHAT YOU CAN EXPECT FROM ME

- To prepare the modules and open them by their start date. They will be opened a bit early for those students ready to move on early.
- To create a collaborative environment in which the learning of the group can thrive.
- To stay in regular contact throughout the course by grading, emailing, videos, and announcements.
- To respect your time by having a purpose for all content and work within the course. To be as transparent about the purpose of the work being completed as possible.
- To be clear with expectations and directions. But know some work may be very open-ended, without one "right" way.
- To be approachable, respectful, open-minded, and willing to be called out on my mistakes (I am human, and I do make mistakes).
- To help you develop a plan for your success if you are struggling.
- To grade your work in a timely manner (within the next module, unless otherwise stated).
- To provide constructive feedback and be willing to explain how you earn your points for the class.
- To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.

### MY EXPECTATIONS OF YOU

#### **BE RESPONSIBLE**

Please be responsible for your learning and success by:

- Logging in each week.
- Working through the content and assigned work before the due dates.
- Reaching out to each other and me as needed.

If you fall behind, it may be very difficult for you to catch up and you may not be able to earn enough points to pass the class.

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## COMMIT YOUR TIME AND EFFORT

Time management is going to be vital to your success in this class. Here are some tips:

- You might find it useful to build time to work on the course into your schedule.
- Complete and submit all work.
- Meet (or beat) deadlines and due dates.
- Procrastination is not your friend; don't wait until the last minute.

## SEE ME AS A RESOURCE AND AS A SUPPORTER

I know that life happens and that sometimes it can be a struggle to balance it all.

- If you find yourself falling behind and missing deadlines for your work, reach out to me.
- Don't wait to get in contact with me (or your options may be very limited and have irreversible consequences).
- If the cause of your delays is temporary, you can create a plan to get back on track.
- If you consistently find yourself without enough time (or energy) to complete your work, you may have overextended yourself.

## USE THE TECHNOLOGY

In order to complete your work for this course, you will be using a variety of technologies

- Within Canvas (discussion boards, blogs, assignments, and quizzes).
- Google Docs/Slides/Forms (you do not have to create an account).

Contributions you make to the course (through Discussion Boards, Google Docs, Google Slides, etc.) are not made available to anyone outside of our course. If you ever have concerns about sharing, please contact me directly.

## CREATE A CULTURE OF RESPECT

This course must be a safe place to allow people to fully engage and share.

- Please be open-minded, respectful, and non-judgmental of diverse practices and views.
- If you need further guidance, refer to the Ground Rules or reach out to me.
- Please let me know immediately if you see or experience anything that is inappropriate, offensive, or confrontational.

## BE A COURSE QUALITY ADVOCATE

- While I would prefer that my course be error-free and close to perfect, it won't be.
- You may find issues in Canvas that I miss.
- Please contact me when you see an error, or if something is not working correctly.
- If the first student who finds such a thing lets me know, it can be fixed before it affects anyone else.

## YOUR PRESENCE MATTERS

The learning that takes place in this course is a group effort.

- Everyone must be responsible for their actions in the course and recognize their importance and impact on everyone's learning.
- The learning environment for everyone is negatively impacted when students are not participating.
- Your presence is important!

### 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

#### *Fall 2021 CDEV 100 Course Schedule*

THIS SCHEDULE AND ASSIGNMENTS ARE SUBJECT TO CHANGE TO MEET THE NEEDS OF THE COURSE AT THE DISCRETION OF THE INSTRUCTOR

Module	Dates	Topics	Readings	Work Due in First Week of Module	Work Due in Second Week of Module
1	8/16-8/29	Welcome to the Course (Start Here) History of Early Childhood Education	Ch. 1	Start Here work Learning Activity Quiz Discussion Post Chapter 1 Core Belief	Discussion Replies Responses to Core Beliefs Textbook Survey Feedback and Reflection Survey  (this module only Coursework and the Core Belief will be accepted late – by end of 2 <sup>nd</sup> week)
Important Date Reminders:  Log in by <b>Tuesday, August 17th</b> & Complete Start Here work by <b>Friday, August 20th</b>  <b>Drop Deadline is Sunday, August 29th</b>					
2	8/30-9/12	Theoretical Foundations	Ch. 2	Learning Activity Quiz Discussion Post Chapter 2 Core Belief	Visual Aid Discussion Board Replies Responses to Core Beliefs Textbook Survey Feedback and Reflection Survey
3	9/13-9/26	Observation and Assessment	Ch. 3	Learning Activity Quiz Discussion Post Chapter 3 Core Belief	Visual Aid Responses Child Observation Discussion Board Replies Responses to Core Beliefs Textbook Survey Feedback and Reflection Survey



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4	9/27-10/10	The Role of the Teacher	Ch. 4	Learning Activity Quiz Discussion Post Chapter 4 Core Belief	Program Observation Part 1 Discussion Board Replies Responses to Core Beliefs Textbook Survey Feedback and Reflection Survey
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Module	Dates	Topics	Readings	Work Due in First Week of Module	Work Due in Second Week of Module
5	10/11-10/24	Developmental Ages and Stages & Guidance	Ch. 5	Learning Activity Quiz Discussion Post Chapter 5 Core Belief	Toy and Presentations Discussion Board Replies Responses to Core Beliefs Textbook Survey Feedback and Reflection Survey
6	10/25-11/7	Early Childhood Programming	Ch. 6	Learning Activity Quiz Discussion Post Chapter 6 Core Belief	Reflection on Toys Discussion Board Replies Responses to Core Beliefs Textbook Survey Feedback and Reflection Survey
Important Date Reminder: Withdrawal Deadline is <b>Saturday, November 6<sup>th</sup></b>					
7	11/8-11/21	Environments & Play	Ch. 7	Learning Activity Quiz Discussion Post Chapter 7 Core Belief	Program Observation Part 2 Discussion Board Replies Responses to Core Belief Textbook Survey Feedback and Reflection Survey
8	11/22-12/9	Partnering with Families	Ch. 8	Learning Activity Quiz Discussion Post Chapter 8 Core Belief	New Teacher Survival Guide Discussion Board Replies Responses to Core Belief Textbook Survey Feedback and Reflection Survey
Important Date Reminder: The last day to submit work is <b>Thursday, December 9<sup>th</sup></b>					