



Basic Course Information

Semester:	Spring 2024	Instructor Name:	Rebecca Laff
Course Title & #:	CDEV 100 Principles & Practices of Teaching Young Children	Email:	Rebecca.Laff@imperial.edu
CRN #:	20348	Webpage:	N/A
Classroom:	N/A	Office #:	203 C
Class Dates:	Feb 12, 2024 - June 7, 2024	Office Hours:	MW 8am-9am TTH 11am-12pm
Class Days:	N/A	Office Phone #:	760-355-6233
Class Times:	N/A	Emergency Contact:	Alexiss Castorena 760-355-6232
Units:	3	Class Format:	ONL

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 professional practices promoting advocacy, career pathways, ethics, and professional standards. (C-ID ECE 120) (CSU)

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 early care and education's historical roots, theories, standards, and approaches.
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 to develop skills, dispositions, and knowledge.
6. Use indicators of quality to analyze various early childhood settings, curricula, 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.

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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 1st 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 2nd 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 **Wednesday, February 14th**
- Complete the Start Here work by **Friday, February 16th**

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. (the equivalent of 2 hours 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 can access 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).



Grading Policy

HOW GRADES ARE EARNED THROUGHOUT THE COURSE

Short descriptions and the point values for the work you will be doing are listed below. There are two types of work: Coursework (which includes discussion boards, learning activities, both independent and interactive, and quizzes) and Assignments (these are instead of exams, and they provide opportunities for you to apply and show what you have learned). While this rarely occurs, if significant changes arise in the course or schedule, assignments may be adjusted/changed. All work must be turned in by the last day of our class.

COURSEWORK

Coursework should be submitted by the due date given in our Canvas course. Much of this work is collaborative, and students contributing late do not get to participate in that collaboration fully. Missing this work will cause you to lose important learning opportunities and/or to fall behind. If you are experiencing extenuating circumstances, please reach out to me as soon as possible.

I work to keep the coursework as consistent as possible, but there may be slight variances within each module. Be sure to look at the specific directions for work due in each module. The coursework includes the following:

Coursework type	Brief description of coursework	Points possible	Percentage of grade
Discussion Posts and Replies to Peers	Involves responding to prompt(s)/question(s) and replying to at least two peers	8 modules X 5 points = 40 points	8%
Learning Activities	These include both interactive and independent opportunities to apply your knowledge and understanding of the course content	8 modules X 10 points = 80 points	16%
Quizzes	These are opportunities to check your understanding of the course content	8 modules X 5 points = 40 points	8 %
Introduction Module Activities	There is a variety of things to complete in this first module	Completion of all activities = 15 points	3%



Assignments

Short descriptions and the point values for the major assignments for this course 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, the needs of the students, or scheduling issues.

Assignments should be submitted by the due date. If you are experiencing extenuating circumstances, please reach out to me immediately. Missing assignments will affect your grade and may keep you from earning the grade you would like, and the valuable opportunities to apply your knowledge and show your understanding will be lost. The assignments include the following:

Assignment Type	Brief Description of Assignment	Points possible	Percentage of grade
Personal Educational Philosophy Statement	You will write a personal educational philosophy statement for early childhood education that defines you as an Educator. It is a statement of reflection about your beliefs that influence your actions as a teacher.	25 points	5%
Child Observation	You will use objective observation to observe a child (virtually) and then create a curriculum plan for the child you observed	40 points	15%
Visual Aid	You will create a visual aid (you may use a variety of modalities to accomplish this) and provide feedback to your peers	50 points	15%
Program Observation	You will observe an early learning/child development program (virtually) with a focus on specific aspects of quality programming.	30 points	12%
Final Assignment - Core Belief/Philosophy of Early Care and Education	This assignment is the culminating assignment that provides you the opportunity to showcase what you have learned this semester.	60 points	18%



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.

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.



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ACADEMIC INTEGRITY POLICY

Ethical behavior is not just critical in the professional world. It is a cornerstone of your academic experience and ensures that each student gets appropriate credit for the work they complete and have optimal learning opportunities. 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 another student's work.

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 ourselves and our families. Success happens when we create new identities for ourselves – those 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 incapable of online classes. Success happens every time we notice a classmate who needs an 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 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 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 earned your points for the class.
- To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.



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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.

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 building time to work on the course into your schedule useful.
- 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 sometimes it can be difficult 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.
- You may have overextended yourself if you consistently find yourself without enough time (or energy) to complete your work.

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 engage and share fully.

- 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.
- 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

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	Topic/Content	Video/Reading	Coursework and Assignments Due
Orientation Module	Welcome to the course - Start Here Syllabus Module	Read and review both the orientation and syllabus module	Start here work Discussion Boards
1	History of Early Childhood Education	Video content Chapter 1 Assorted reading from Professional Articles	Quiz Discussion Board(s) Learning Activity (ies) Personal Educational Philosophy Statement for Early Childhood Education Chapter 1 - Core Belief/Golden Nugget
2	Developmental and Learning Theories	Video Content Chapter 2 Assorted reading from Professional Articles	Quiz Discussion Board(s) Learning Activity (ies) Chapter 2 - Core Belief/Golden Nugget Visual Aid



3	The Early Childhood Teaching Profession	<p>Video Content</p> <p>Chapter 3</p> <p>Assorted reading from Professional Articles</p>	<p>Quiz</p> <p>Discussion Board(s)</p> <p>Learning Activity (ies)</p> <p>Chapter 3 - Core Belief/Golden Nugget</p> <p>Program Observation - Part 1</p>
4	Observation, Documentation, Assessment	<p>Video Content</p> <p>Chapter 4</p> <p>Assorted reading from Professional Articles</p>	<p>Quiz</p> <p>Discussion Board(s)</p> <p>Learning Activity (ies)</p> <p>Chapter 4 - Core Belief/Golden Nugget</p> <p>Child Observation</p>
5	Developmental Ages and Stages	<p>Video Content</p> <p>Chapter 5</p> <p>Assorted reading from Professional Articles</p>	<p>Quiz</p> <p>Discussion Board(s)</p> <p>Learning Activity (ies)</p> <p>Chapter 5 - Core Belief/Golden Nugget</p> <p>Learning Material (Toy)</p>
6	Curriculum Basics	<p>Video Content</p> <p>Chapter 6</p> <p>Assorted reading from Professional Articles</p>	<p>Quiz</p> <p>Discussion Board(s)</p> <p>Learning Activity (ies)</p> <p>Chapter 6 Core Belief/Golden Nugget</p>



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7	Learning Environments	Video Content Chapter 7 Assorted reading from Professional Articles	Quiz Discussion Board(s) Learning Activity (ies) Chapter 7 - Core Belief/Golden Nugget
8	Partnering with Families	Video Content Chapter 8 Assorted reading from Professional Articles	Quiz Discussion Board(s) Learning Activity (ies) Chapter 8 - Core Belief/Golden Nugget Final Assignment - New Teacher Survival Guide

*Coursework is also due during each module - discussion boards, learning activities (both independent and interactive) and quizzes