

Basic Course Information - CDEV 100 – Principles & Practices of Teaching Young Children

| | | | |
|------------------|---|--|--|
| Semester | Spring, 2016 | Instructor Name | Fonda Miller |
| Course Title & # | CDEV 100 – Principles & Practices of Teaching Young Children | Email | Fonda.miller@imperial.edu |
| CRN # | 20656 - MW @ 9:40 – 11:05 20662 - MW @ 2-3:25 | Webpage (optional) | |
| Room | 202 | Office | 2201 |
| Class Dates | 2/16/2016 – 6/6/2016 | Office Hours | MW: 11:30-12:30; TR: 12:45-1:45 |
| Class Days | MW | Office Phone # | 1-760-355-6233 |
| Class Times | 9:40 – 11:05 2- 3:25 | Office contact if student will be out or emergency | Department Secretary |
| Units | 3 units | | |

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

- 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.

Textbooks & Other Resources or Links

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. ISBN-13 978-1 -256-54704-4

Course Requirements and Instructional Methods

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 your 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.

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

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

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

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.

- 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 taken into consideration 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.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- 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 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 School 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.

Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- Library Services: There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/studenthealth-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/artsandletters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Schedule is subject to change at the instructor’s discretion. Student is responsible for changes.

Last day to drop with a “W” grade is May 14, 2016 Spring Break – March 28 – April 2 – NO CLASS

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------------------|---|--|
| Week 1 2/15HOL – 2/17 | Syllabus & Introduction Chapter 1- The Teacher | Reflection Questions |
| Week 2 2/22 – 2/24 | Chapter 1 & 2 The Field of ECE | In class assign. |
| Week 3 2/29 – 3/2 | Chap. 3 – History and Educational Models | Test on 1&2 Reflections due |
| Week 4 3/7 – 3/9 | Chap. 4 – Child Development | |
| Week 5 3/14 – 3/16 | Chap. 5 – Observing, Documenting and Assessing Behavior | TEST, Reflec. ? due, Lab hours may begin |
| Week 6 3/21 – 3/23 | Chap. 6 Relationships and Guidance | |
| Week 7 4/4 – 4/6 | Chap. 7 Health, Safety and Well Being | TEST. Refl.? due |
| Week 8 4/11 – 4/13 | Chap. 8 – The Learning Environment | |
| Week 9 4/18 – 4/20 | Chap. 8 – The Learning Environment | |

Imperial Valley College Course Syllabus – Course Title and number

| | | |
|------------------------|---|-------------------------|
| Week 10 4/25 – 4/27 | Chap. 9 Understanding & Supporting Play | TEST; REFL. ? due |
| Week 11 5/2 – 5/4 | Chap. 10 – The Curriculum | Prep Presentations, Lab |
| Week 12 5/9 – 5/11 | Chap. 10 The Curriculum Continued | Presentations |

| | | |
|---------------------------|--|-----------------------------|
| Week 13 5/16 – 5/18 | Curriculum | Presentations |
| Week 14 5/23 – 5/25 | Chap. 12 – Including Diverse Learners | Presentations |
| | | |
| Week 15 5/30 HOL – 6/1 | Chap.13 - Partnerships with Families Chap. 14 – Becoming a Professional | EDUCATION PHILOSOPHY DUE |
| Week 16 6/6 | Final Exam | |
| | | |