

### Basic Course Information

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>David Sheppard</b>
Course Title & #:	<b>CDEV 100: Principles and Practices of Teaching Young Children</b>	Email:	<b>david.sheppard@imperial.edu</b>
CRN #:	<b>20656 (M/W) 20662 (T,R)</b>	Webpage (optional):	
Classroom:	<b>202</b>	Office #:	<b>2201</b>
Class Dates:	<b>2/12-6/7</b>	Office Hours:	<b>11:30-12:30 M,W 3:30-4:30: T,R</b>
Class Days:	<b>M/W (20656) T,R(20662)</b>	Office Phone #:	<b>760-355-6397</b>
Class Times:	<b>9:40-11:05 (M/W) 11:20-12:45 (T,R)</b>	Emergency Contact:	<b>nubia.heras@imperial.edu</b>
Units:	<b>3</b>		

### 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. (C-ID ECE 120) (CSU)

### 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

**Measureable Course Objectives and Minimum Standards for grade of "C"**

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

1. Identify the historical roots of early childhood education.
2. List different program types, delivery systems, and licensing and regulation structures in early childhood settings.
3. Demonstrate awareness of developmental 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. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
7. Identify and compare effective policies, practices, and environments in early childhood settings.
8. Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
9. Describe the relationship of observation, planning, implementation, and assessment in effective programming.
10. Compare and contrast principles of positive guidance and identify strategies for different ages.
11. Identify practices promoting positive classroom management, communication and problem solving skills.
12. Develop strategies to maintain communication and access with English language learning families and children.
13. Demonstrate skills to maintain positive team relations.
14. Explain child development as a profession, including ethics and professional organizations.
15. Compare and contrast theoretical perspectives.
16. Develop and articulate a professional philosophy

### **Textbooks & Other Resources or Links**

Stephanie Feeney, Eva Moravcik, Sherry Nolte and Doris Christensen 2013. *Who Am I in the Lives of Children? An Introduction to Early Childhood Education, 9<sup>th</sup> edition*, Pearson, ISBN-13: 97801326657044

### **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 (doctor'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.

- **Please be advised that, as a prerequisite to completing the assigned IVC Child Center Lab hours for the course, the state of California requires that students receive vaccinations for specified illnesses including: Pertussis, Mumps, Measles, Influenza-**
- **A negative result of a resent TB test must also be presented before any Lab hours can begin**

**(your instructor will provide you with further direction regarding where you may go for vaccinations and TB testing)**

### **Grading Policy**

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of 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.

**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

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## Basic Description of Assessments:

**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.

**Lab Hours** requires students to spend 6 hours of volunteer time observing an early childhood classroom at the IVC Child Center- Students are 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 series of reflection questions pertaining to each visit to the IVC Child Center,

**Philosophy** 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.

**Reflection Questions** require students to read text material and to reflect on topic questions with focus on personal experiences, attitudes and goals. A series of questions will be submitted corresponding each test period. Reflections will be typed and submitted on our course Canvas webpage.

**DAP Activities** require students to be placed in small groups and to create basic lesson plans for three different learning areas. Students will present the three activities to the class. Written lesson plans, focusing on learning objectives and procedure for each activity, will be submitted,

## Course Grading Based on Course Objectives

### Class Assignments:

Education Plan with Counselor	10
Philosophy of Education Paper (PLO 1, 4, 7)	50
5 tests @ 30 points each	150
DAP activities presentations (3 at 10 points) (PLO 2, 6)	30
Reflection questions/ journal (PLO 2, 6)	30
Lab Hours (6) and Reflection	50

**= 220 total possible points**

### Grade Breakdown:

90-100% = A = 470 – 423; 80-89% = B = 422 – 376

## 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.

### **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 by the instructor.
- 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.

### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **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.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College’s main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care

for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 2/12-2/15	Syllabus & Introduction Chapter 1-The Teacher	
Week 2 2/19 (off) 2/20-2/22	Chapter 1&2, The Field of ECE	
Week 3 2/26-3/1	Chapter3- History of Educational	
Week 4 3/5-3/8	Chap. 4 – Child Development	
Week 5 3/12-3/15	Chap. 5 – Observing, Documenting and Assessing Behavior	TEST; Reflection Questions due, <b>Lab hours may begin</b>
Week 6 3/19-3/22	Chap. 6 Relationships and Guidance	
Week 7 3/26-3/29	Chap. 7 Health, Safety and Well Being	
4/2-4/5	<b>Spring Break</b>	TEST. Reflect due
Week 8 4/9-4/12	Chap. 8 The Learning Environment	TEST; Reflect due
Week 9 4/16-4/19	Chap. 9 Understanding & Supporting Play	DAP Prep Presentations
Week 10 4/23-4/26	Chap. 10 – The Curriculum	, DAP Presentations
Week 11 4/30-5/3	Chap. 10 The Curriculum Continued	
Week 12 5/7-10	Spring Break	DAP Presentations
Week 13 5/14-5/17	Chap. 12 – Including Diverse Learners	TEST; Reflect Due
Week 14 5/21-5/24	Chap. 13 – Partnerships with Families	EDUCATION PHILOSOPHY DUE



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Lab Hours Due
Week 15 May 28 ( off) 5/29-5/31	Chap. 14 – Becoming an Early Childhood Professional	Reflect questions due
Week 16 6/4 -6/5	Final Exam	Final Exam 6/4 (M) 6/5 (T)

**Schedule is subject to change without prior notice**