Basic Course Information

Semester:	**SPRING 2020**	Instructor Name:	**Mary Courtney**
Course Title & #:	**CDEV 100: Principles & Practices of Teaching Young Children**	Email:	**mary.courtney@imperial.edu**
CRN #:	**20662**	Webpage (optional):	
Classroom:	**Rm. 202**	Office #:	**Child Development Center**
Class Dates:	**2/17 – 6/12/2020**	Office Hours:	**5:00-6:00pm M, W**
Class Days:	**Monday**	Office Phone #:	**760-355-6232**
Class Times:	6:00-9:10pm	Emergency Contact:	**760-355-6232**
Units:	3		

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) (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 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* 10th. Prentice Hall ISBN: 9780133987881.

Course Requirements and Instructional Methods

Ways to be successful in Child Development 100

You must be responsible for you own learning. Here's how:

- *Be here*: Attendance is essential to your success and to the class as a whole. When you are in class, allow yourself to be completely here. Turn off and put away cell phones, iPods and other electronic devices.
- *Be prepared*: Having your assignments completed makes you ready to participate effectively in class. You will be able to contribute, teach, and learn from others. Plan on spending at least one to two hours studying outside of class for each hour you are in the classroom. I will prepare for you each week as well.
- *Complete assignments*: Each assignment has been carefully selected as a means of reinforcing the knowledge gleaned throughout the course. If the instructor determines that work turned in is not your own, or that you did not participate fully in group efforts, you may be given a zero with no opportunity for make-up.
- *Be organized*: Keep your syllabus, notes, and handouts in a binder for easy   access and review.
- *Be engaged*: Ask questions … of the instructor and the other students. When you have an opinion, express it. Listen to your classmates and to the professor. You may learn something, and you may teach someone something, including the instructor.
- *Be respectful.* Students are expected to show respect for the instructor and classmates by arriving on time, participating in class activities, and leaving after the instructor has dismissed the class. Please remember to turn off all cell phones and all other electronic devices. Texting in class will not be tolerated. If an emergency situation arises, please inform the instructor before class begins so arrangements can be made.
- *Collaboration* is an important component of a respectful work environment. There will be many opportunities to work collaboratively with classroom colleagues. All participants are encouraged to remain open to something new that might happen as the activity progresses. There will be lots of group activities in this class. All group members need a voice in these activities. It is your responsibility to participate and to see to it that others can get their say as well. Monitor who is taking the airtime and see that it is distributed evenly.

- *Flexibility.* The Spring Semester flow of topics and assignments is described on the calendar. However, the instructor may adjust the class to reflect the requirements of time. Therefore, listed topics of discussion or due dates of assignments may change. If you miss class, please check with a classroom colleague and on CANVAS for any changes.

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.

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.

- **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)

Description of Assignments:

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 Development 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 Reflection paper with a series of reflection questions pertaining to each visit to the IVC Child Development 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. The instructor will provide additional guidelines

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

Foundation Activities require students to create planned possibilities for three different learning areas, based on specific California Foundations. Detailed directions will be provided by the instructor.

In-class assignments: During class, the instructor will provide a individual or group learning activity related to the topic of discussion. This activity is completed on-campus during class. (If a student did not attend class, this assignment cannot be made up.)

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

Required Assignments & Tests	Possible Score	Your Score
Education Plan with Counselor	10	
Journals (5 @ 10pts)	50	
In Class Activities	65	
Lab Reflections (3 @ 20 pts)	60	
Foundations Assignments (3 @ 20pts)	60	
Philosophy of Education Paper	30	
Quiz 1.	30	
Quiz 2.	30	
Quiz 3.	30	
FINAL	50	
Total points	**415**	

Final Grade:				
A 415-373	**B 372-332**	**C 331-290**	**D 289-249**	**F 248-or lower**

You can view your total points in CANVAS.

(*Note: To pass the class with C or better, students must show proof of vaccination requirements, and must <u>complete all</u> Lab Hours and <u>complete all</u> related Reflection Questions- Failure to complete the Lab Hour Assignment will result in the student receiving a course grade below a C<u>, regardless of total points earned.</u>

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)*

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, only students enrolled in the class may attend; children are not allowed.

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.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

 To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

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	Topic	Assignment
February 17	Holiday – No Class	
February 24	*Welcome! Who do you wish to be in the lives of children?* Image of the Teacher	*READ: Chapter 1
March 2	The Field of ECE The History of ECE	*READ: Chapter 2 & 3
March 9	Child Development Image of the Child Foundation of Planning: Philosophy	**DUE**: Journal 1 *READ: Chapter 4
March 16	Observation & Assessment -Getting to Know Your Children	**DUE**: Vaccination Records due Journal 2 *READ: Chapter 5
March 23	Building Relationships Positive Guidance	**DUE:** Quiz 1 *Lab Hours May Begin* *READ: Chapter 6
March 30	Health, safety and Well-Being	**DUE**: Journal 3 *READ: Chapter 7
April 6	Setting the Stage: *TIME*	**DUE:** Lab Reflection 1

	Setting the Stage: *Environment*	*READ: Chapter 8
April 13	SPRING BREAK!	
April 20	Understanding and Supporting Play Intentional & Reflective Teaching	**DUE**: Quiz 2 Lab Reflection 2 *READ: Chapter 9
April 27	Foundation of Planning: Observation Learning to Listen & Look	**DUE:** Foundation Assignment *READ Chapter 10
May 4	Developing Curriculum	**DUE**: Journal 4 Foundation Assignment *READ: Chapter 11
May 11	Creating a Nourishing Classroom Culture Including All Children Cultural Relevancy: Opening our Eyes to Diversity	**DUE:** Quiz 3 Foundation Assignment *READ: Chapter 12
May 18	Foundation of Planning: Families Developing a Sense of Belonging	DUE: Journal 5 Lab Reflection 3 *READ: Chapter 13 & 14
May 25	Memorial Day – Holiday!	
June 1	Teacher as Decision Maker Facing Barriers & Change	**DUE**: Educational Philosophy
June 8	Final	

Tentative, subject to change without prior notice