



Basic Course Information

Semester:	SPRING 2021	Instructor Name:	Mary Courtney
Course Title & #:	CDEV 100	Email:	mary.courtney@imperial.edu
CRN #:	20662	Webpage (optional):	
Classroom:	ZOOM & ONLINE	Office #:	
Class Dates:	2/16/2021-6/11/21	Office Hours:	Online
Class Days:	ZOOM Class Meeting: Monday	Office Phone #:	
Class Times:	6:00pm-9:10pm	Emergency Contact:	
Units:	3	Class Format:	ZOOM & 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 practices promoting advocacy, career pathways, ethics and professional standards. (C-ID ECE 120)

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* 11th. Prentice Hall ISBN: 9780133987881.

Course Requirements and Instructional Methods

Description of Assignments:

Lecture & Participation: Each week there will be a Lecture presented in ZOOM (online). Students will log into CANVAS to obtain the link. Student are expected to watch, listen to the lecture and participate.

How to Be Successful in CDEV 100: This assignment provides information on the course and strategies for student success.

How to Upload Assignments in CANVAS: This assignment provides detailed directions on the required strategy for uploading written assignments into CANVAS.

How to Write Response to Questions: This assignment provides directions and examples on how to write responses as required in assignments and quizzes.

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

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. An appointment on Zoom, or other strategy provided by the guidance counselor due to the restrictions of Covid-19.

Lab Hours: generally, this course requires students to spend 6 hours of volunteer time observing an early childhood classroom at the IVC Child Development Center- Students were 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. **SPRING 2021: Due to Covid-19 – all observations will be done online with video provided by the instructor.**

Observation & Reflection assignments: Teacher’s Plan assignments: The purpose of the “Observation & Reflection” assignments is to help students develop skills in unbiased observation of young children and how observations are used to support children’s learning. Detailed directions will be provided in CANVAS.

Teacher’s See – Teacher’s Plan: Teachers of young children observe children engaging in activities in the classroom and use the information from their observations to plan activities or enhance the classroom environment. These assignments will provide students the opportunity to develop the skills needed as a teacher of young children.

Curriculum Planning Project: requires students to create planned possibilities (lesson plans) for different learning areas, based on specific California Foundations. Detailed directions will be provided by the instructor.

Quizzes/Tests: There will be a Chapter Quiz for each of the 14 chapters in the textbook. All quizzes will be completed online in CANVAS.

FINAL PROJECT: Philosophy Statement of Early Childhood Education 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 specific directions.

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

TOTAL POSSIBLE POINTS FOR COMPLETED COURSE	625
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Keeping Track of Your Points: GRADING:

Required Assignments & Tests	Possible Score	Your Score
Lecture & Participation (5 pts./ 13 weeks)	65	
Assignment: What is Studio?	5	
Assignment: How to Be Successful in CDEV 100	5	
Assignment: How to Upload Assignments in CANVAS	5	
How to Write Responses to Questions	5	
<i>Assignment: Differentiating Observation & Interpretation</i>	10	
Education Plan with Counselor	10	
Journals (5 @ 10pts)	50	
Observation & Reflection Assignments (2 @ 30 pts)	60	
Teacher's See – Teacher's Plan Assignments (2 @ 10)	20	
Curriculum Planning Project - Part 1	20	
Curriculum Planning Project - Part 2	10	
Curriculum Planning Project - Part 3	20	
Chapter 1 Quiz	20	
Chapter 2 Quiz	20	
Chapter 3 Quiz	20	
Chapter 4 Quiz	20	

Chapter 5 Quiz	20	
Chapter 6 Quiz	20	
Chapter 7 Quiz	20	
Chapter 8 Quiz	20	
Chapter 9 Quiz	20	
Chapter 10 Quiz	20	
Chapter 11 Quiz	20	
Chapter 12 Quiz	20	
Chapter 13 Quiz	20	
Chapter 14 Quiz	20	
FINAL: Philosophy of Early Education Paper	60	
Total points	625	

FINAL GRADING	
A	625-562
B	561-500
C	499-437
D	436-375
F	374 or less

Course Policies

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.



- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
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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 (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably for your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Focus. Listen and take notes, as you would in a class on campus.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

9) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Logging onto Canvas alone is **NOT** adequate to demonstrate academic attendance by the student.

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.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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

<p>CDEV 100: ZOOM & Online Spring 2021 - 20662</p> 	<p>CALENDAR: CDEV 100 Principles & Practices of Teaching Young Children</p>
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Week 1: February 15th -- HOLIDAY – NO CLASS!

<p>Week 2: ZOOM Monday, February 22, 6:00-9:10pm</p>	<p>Chapter 1: The Teacher</p>
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<p>Topic: Welcome! Who do you wish to be in the lives of children? READ: Chapter 1: The Teacher</p>

Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: History of Early Childhood Education	ZOOM	5
Assignment: <i>What Is "Studio?"</i>	3/1	5
Assignment: <i>How to Be Successful in CDEV 100</i>	3/1	5
Quiz-Chapter 1	3/1	20
TOTAL		35

Week 3: ZOOM Monday, March 1, 6:00-9:10pm	Chapter 2: The Field of Early Childhood Education
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Topic: Opportunities for Teaching in Early Childhood		
READ: Chapter 2: The Field of Early Childhood Education		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: The Field of Early Childhood Education	ZOOM	5
Portfolio – ONLINE: Listen & Respond	3/8	5
How to Upload Assignments in CANVAS	3/8	5
Quiz-Chapter 2	3/8	20
TOTAL		35

Week 4: ZOOM Monday, March 8, 6:00-9:10pm	Chapter 3: History of Early Childhood Education
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Topic: The History of Early Childhood Education		
READ: Chapter 3: History of Early Childhood Education		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: History of Early Childhood Education	ZOOM	5
Assignment: <i>How to Write Responses to Questions</i>	3/15	5
Journal 1: <i>Technology in the Early Years</i>	3/15	10
Quiz-Chapter 3	3/15	20
TOTAL		40



Week 5: ZOOM Monday, March 15, 6:00-9:10pm	Chapter 4: Child Development
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TOPICS: Child Development: * Image of the Child *Foundation of Planning: Philosophy READ: Chapter 4: Child Development		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: Understanding Child Development	ZOOM	5
<i>Upload Education Plan</i>	3/22	10
<i>Journal 2: Developing Your Philosophy of Early Childhood Education</i>	3/22	10
<i>Quiz-Chapter 4</i>	3/22	20
TOTAL		45

Week 6: ZOOM Monday, March 22, 6:00-9:10pm	Chapter 5: Observing and Assessing Young Children
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TOPICS: Observation & Assessment -Getting to Know Your Children READ: Chapter 5: Observing and Assessing Young Children		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: Observation & Assessment: Why & How	ZOOM	5
<i>Assignment: Differentiating Observation & Interpretation</i>	3/29	10
<i>Observation & Reflection Project 1: Physical Development</i>	3/29	30
<i>Quiz-Chapter 5</i>	3/29	20
TOTAL		65

Week 7: ZOOM Monday, March 29, 6:00-9:10pm	Chapter 6: Relationships and Guidance
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TOPICS: * Building Relationships *Positive Guidance READ: Chapter 6: Relationships and Guidance		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: Building Relationships & Positive Guidance	ZOOM	5
<i>Journal 3: Positive Guidance</i>	4/12	10
<i>Observation & Reflection 2: Teachers Providing Positive</i>	4/12	30



Guidance		
Quiz-Chapter 6	4/12	20
TOTAL		65

SPRING BREAK! April 5 - April 11

Week 8: ZOOM Monday, April 12, 6:00-9:10pm	Chapter 7: Health, Safety and Well Being
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TOPICS: *Health, Safety and Well-Being
READ: Chapter 7: Health, Safety and Well-Being

Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: The Teachers Role is Providing for Children's Health, Safety and Well-Being	ZOOM	5
Quiz-Chapter 7	4/19	20
TOTAL		25

Week 9: ZOOM Monday, April 19, 6:00-9:10pm	Chapter 8: The Learning Environment
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TOPIC: Setting the Stage: *TIME-Daily Schedule & The Learning Enviornment*
READ: Chapter 8: The Learning Environment

Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: <ul style="list-style-type: none"> Setting the Stage: Designing a Schedule that Reflects How Children Learn What Does an Excellent Early Childhood Environment Look Like? 	ZOOM	5
Journal 4: <i>The Impact of "Time" and Rigid Schedules on Children's Learning</i>	4/26	10
Quiz-Chapter 8	4/26	20
TOTAL		35

Week 10: ZOOM Monday, April 26, 6:00-9:10pm	Chapter 9: Understanding and Supporting Play
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TOPICS: *Understanding and Supporting Play *Intentional & Reflective Teaching
READ: Chapter 9: Understanding and Supporting Play

Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: Understanding & Supporting Play: Intentional Teaching	ZOOM	5
<i>Journal 5: Indoor & Outdoor Learning Environment</i>	5/3	5
<i>Assignment: Teacher's See – Teacher's Plan 1</i>	5/3	10
<i>Quiz-Chapter 9</i>	5/3	20
TOTAL		40

Week 11: ZOOM Monday, May 3, 6:00-9:10pm	Chapter 10: The Curriculum
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TOPICS: *Foundation of Planning: Observation *Learning to Listen & Look Developing Curriculum READ: Chapter 10: The Curriculum		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: What Is Curriculum in Early Childhood?	ZOOM	5
<i>Assignment: Teacher's See – Teacher's Plan 1</i>	5/10	10
<i>Quiz-Chapter 10</i>	5/10	20
TOTAL		35

Week 12: ZOOM Monday, May 10, 6:00-9:10pm	Chapter 11: Curriculum Planning
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TOPICS: READ: Chapter 11: Curriculum Planning		
Assignments:	DUE Date	Points
Lecture & Participation-ZOOM: Curriculum Planning Based on the Interests & Abilities of the Children	ZOOM	5
<i>Curriculum Planning Assignment Part 1</i>	5/17	20
<i>Quiz-Chapter 11</i>	5/17	20
TOTAL		45

Week 13: ZOOM Monday, May 17, 6:00-9:10pm	Chapter 12: Including All Children Chapter 13: Partnerships with Families
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TOPICS: *Creating a Nourishing Classroom Culture *Including All Children
 *Cultural Relevancy: Opening our Eyes to Diversity
 Foundation of Planning: Families *Developing a Sense of Belonging
READ: Chapter 12: Including All Children
READ: Chapter 13: Partnerships with Families

Assignments:	DUE Date	Points
Lecture & Participation-ZOOM:	ZOOM	5
<ul style="list-style-type: none"> The Teacher's Role in Creating a Respectful, Inclusive Classroom Working with Families -Cultural Relevancy: Opening Our Eyes to Diversity 		
<i>Curriculum Planning Assignment Part 2</i>	5/24	10
<i>Quiz-Chapter 12</i>	5/24	20
<i>Quiz-Chapter 13</i>	5/24	20
TOTAL		55

Week 14: ZOOM Monday, May 24, 6:00-9:10pm	Chapter 14: Becoming an Early Childhood Professional
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TOPICS: *Teacher as Decision Maker *Facing Barriers & Change
READ: Chapter 14: Becoming an Early Childhood Professional

Assignments:	DUE Date	Points
Lecture & Participation-ZOOM:	ZOOM	5
<ul style="list-style-type: none"> Exploring the Role of Teacher as a Professional 		
<i>Curriculum Planning Assignment Part 3</i>	6/7	20
<i>Quiz-Chapter 14</i>	6/7	20
TOTAL		45

Week 15: May 31 – HOLIDAY – NO CLASS

Final Paper: Early Childhood Philosophy – Due Monday, June 7, 11:55pm	60
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Subject to change without prior notice