

### Basic Course Information

Semester	<b>FALL 2024</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>11150</b>	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	<b>203-J</b>
Class Dates:	<b>9/12-10/4 ( Fast Track)</b>	Office Hours:	<b>10:00-11:00 M,W, T,R (available both in my office, or on Zoom)</b>
Class Days:	<b>N/A</b>	Office Phone #:	<b>(760) 919-2377</b>
Class Times:	<b>N/A</b>	Emergency Contact:	<b>Alexiss Castorena 760-355-6232</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

**Measurable 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, 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, 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**

The textbook for this course is available for FREE online. Text material will be posted chapter by chapter in the modules in Canvas. *Note: Aspects of the text will be substituted to accommodate IVC CDEV Program information*  
[https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Principles\\_and\\_Practices\\_of\\_Teaching\\_Young\\_Children\\_\(Stephens\\_et\\_al.\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Principles_and_Practices_of_Teaching_Young_Children_(Stephens_et_al.))

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).

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

Open Educational Resources (OER) Support Equity and Flexibility by OER Commons is licensed under CCBY-NC-SA 4.0

## 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.

**Child center Video Observation and Reflection-** Requires students to observe and reflect on videos content featuring early childhood educators interacting with students within an early childhood classroom setting- One focus will be on the teacher- A second focus will be on the environment as a “the third teacher”-,

**Early Childhood Classroom Visit:** This Assignment requires students to spend 2 hours consecutive hours of volunteer time observing an early childhood classroom at the IVC Child Center ( Visits to alternate preschool sites must be approved by the instructor, and only with prior permission of the alternate site director).

Students are required to submit supplied Reflection Questions related to the students’ Child Center visit.

\*\*\*Students must first demonstrate proof that they have received current vaccines and health tests required by the State of California

**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.

**Reflections** requires students to read text material and to reflect on topic questions, with focus on personal experiences, attitudes, and goals. Reflections will be typed and submitted on our course Canvas webpage.

**Discussions:** Student will respond to prompts presented by the instructor related to class topic areas. Students are required to respond to responses posted by fellow students.

**NAEYC Code of Ethic Application:** Students apply the NAEYC Code of Ethics to an early childhood education scenario depicting an ethical dilemma

**Supporting Learning Through Play-** requires students to identify and describe and apply aspects of an early education environment that support learning through play across physical, cognitive, language, social and emotional development- Students will create play experiences that support learning in each of the major areas of development

**Observation:** Student will view videos, in class, that depict early childhood settings and situations- Students will record objective observations related to the video, and provide reflective comments.

### Course Grading Based on Course Objectives

**Class Assignments:**

<b>Introduction Practice Discussion</b>		<b>1</b>
<b>Introduction, Assignment, and Quiz</b>	<b>1 pt each =</b>	<b>2</b>
Education Plan with Counselor		5
*Philosophy of Education Paper (PLO 1, 4, 7)		30
8 Chapter Quizzes @ 5 point		40
Supporting play Assignment (PLO 2, 6)		15
Reflection questions/ journal (PLO 2, 6) 3 @ 10 pts		30
3 Discussions 5 pts each		15
*Preschool video reflection/observations		10
NAEYC Code of Ethics Application		

**= 143 total possible points**

### 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

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>

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 Fall 24 Fast Track

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/12-18	Syllabus & Introduction Chapter 1- History of Early Childhood Education View additional written and video material posted in the Unit	Discussion 1 due 8/14 Assignment 1 due 8/14 Quiz 1 due 8/14  Historical Figure Reflection 1 due 8/18
Week 2 8/19-8/25	Chapter2- Developmental and Learning Theories	QZ-2 due 8/25 Discussion 2
Week 2 8/26-9/1	Chap. 3 – The Early Childhood Teaching Profession	Reflection 2 Assignment due 9/8 (Viewing yourself as an ECE teacher) Quiz 3
Week 3 9/2-9/8	Chap. 4 -4 Observation, Documentation, Assessment	Quiz 4 Video Observation due
Week 4 9/9-9/15	Chap. 5- Developmental Ages and Stages	Qz-5 Reflection 3 due ( Ethics) 10/22
Week 5 9/16-9/22	Chap. 6 -Curriculum Basics	*Supporting learning through play/Reflection3 Due Quiz 6
Week 6 9/23-29	Chapter 7- Learning Environments	<b>Last day to complete vaccinations:9/25</b>  <b>Preschool visit and related Reflection Questions</b>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		<b>Due 9/29</b>
Week 7 9/30-10/4	Chap. 8- Partnering with Families	Discussion 3 <b>Philosophy Paper due 9/30</b>  <b>Education Plan due 10/3</b> Final/Quiz 7/-8 Due 10/4

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