

## Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Marixol Garcia</b>
Course Title & #:	<b>CDEV 100 Principles and Practices of Teaching Young Children</b>	Email:	<b>marixol.garcia@imperial.edu</b>
CRN #:	<b>20342</b>	Webpage (optional):	
Classroom:	<b>206</b>	Office #:	<b>203 C</b>
Class Dates:	<b>2-10-2025 to 6-6-2025</b>	Office Hours:	<b>Tuesday/Thursday 2:30 pm-4:30 pm</b>
Class Days:	<b>Monday &amp; Wednesday</b>	Office Phone #:	<b>(760) 355-6460</b>
Class Times:	<b>11:20 am-12:45 pm</b>	Emergency Contact:	<b>Alexiss (760) 355-6232</b>
Units:	<b>3.0</b>	<b>Class Format/Modality:</b>	<b>In Person</b>

## Course Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, and 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 professional practices promoting advocacy, ethics, and professional identity. (C-ID ECE 120) (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

None required

## 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 settings, issues and perspectives.
2. Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
3. Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.

## Course Objectives

Measurable Course Objectives and Minimum Standards for grade of "C"

- Describe the historical and current issues and approaches for early childhood education.
- Differentiate between program types, delivery systems, teacher requirements, and licensing and regulation structures in relation to ages served.
- Identify and compare the developmental stages and needs of children, birth through age eight.
- Describe developmentally, culturally and linguistically appropriate practice and the value of play.
- Explain how effective home-school relationships and interactions support children's developmental learning.
- Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
- Compare and contrast principles of positive guidance and interactions identifying strategies for different ages.

- Connect theories of learning and development to early childhood environment design, curriculum, and teaching strategies.
- Identify supports for first and dual language learners in developing English language and literacy skills for children birth through age eight including support for the home language.
- Identify the role of an early childhood educator including intentional teaching, ethics, personal philosophy, and professionalism.

### Textbooks & Other Resources or Links

The book is an Open Educational Resource (OER), which means it is available for FREE online. 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. You can print the textbook yourself. If you need a printed copy and cannot access a place to print it, reach out to me.

[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.))

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

### Course Requirements and Instructional Methods

#### Grading Policy

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 black ink.

No assignments, notes, tests or projects will be accepted late. 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 the midterm and final. If you miss a test or assignment, and have extra time to study, it is unfair to those students who took the time to complete the assignment. To make up a test, 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 test, it 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 the 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, and Influenza.
- A negative result of a recent 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)

"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. No set number or percentage 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 a semester.

### Basic Description of Assessments

Journal Reflection 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.

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

Class notes: Instead of small quizzes, students will take class notes throughout the week, on both days, and submit the chapter notes on Sunday, by 11:59 pm. Sometimes I will provide a worksheet to fill out, and other times you will write your notes freely. To receive full credit, you must include a header with your name, Chapter title, the date, and 15-20 bullet points.

Education Plan: Students must meet with an IVC guidance counselor (via Zoom or in person) to create an education plan designed for a Child Development major. A copy of the plan must be submitted to Canvas.

Center Visit 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 on each visit to the IVC Child Development Center.

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

Participation: This course incorporates in-class collaboration activities. Contact the instructor if you are not able to participate in class. We can work together to find an alternative solution for special needs.

### 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, the value of play as a vehicle for learning, theories of how children learn, diversity of families, the 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.

### Course Grading Based on Course Objectives

Assignment	Points
Baseline Assessment	10
GRO Module 1	20
Discussion Boards 11 @ 20 points	180
Class Notes 8 @ 5 points	40
Journal Reflections 7 @ 20 points	160
Midway and Final Reflection 2 @ 10	20
Lab Experience (packet @20 points+ 4 hours of observation @10 points/ 1 hour	60



Participation	32
Extra Credit Module 2 and/or Module 3 or Getting Ready for Online 2@10 points	0 (20 possible)
Midterm Exam	40
Final Exam	40
<b>Grand Total</b>	<b>602</b>

#### Final Grade

A+ 622-603	A 602-542	B 543-489	C 488-439	D 438- 394	F 393- or lower
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### Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

### Course Policies

**Attendance:** A student who fails to attend the first meeting of a class or does not complete the first mandatory activity 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. 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.

**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 importance 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.

### 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 (!!!!)].

### Financial Aid

Your Grades Matter! To continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you maintain a 2.0 GPA, have successfully completed 67% of your coursework, and will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please get in touch with financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

### 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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 0</b> Getting Started	Introduction: Welcome! 1. Review Module 0 2. Read the Syllabus 3. Video: Watch the Course Introduction	Assignment: Getting Ready for Online (GRO) Module 1 due Sunday week 2 at 11:59 pm

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	4. Assignment: Getting Ready for Online (GRO) Module 1 due Sunday Week 2	
<b>Week 1</b> February 10-15 *Feb. 14th State Holiday (Campus Closed)	Chapter 1: History of Early Childhood Education <ol style="list-style-type: none"> <li>1. Read Course OER Text 0.1 to 0.4 and 1.1. to 1.10</li> <li>2. Discussion Board 1: Introduction</li> <li>3. Video: Brief History of Early Childhood Education Part 1 and Part 2 (embedded video questions)</li> <li>4. <b>Child Development Baseline Assessment (Credit for completion)</b></li> <li>5. Take notes on the topic</li> </ol>	Module 1 Complete reading and lecture  Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>  Baseline Assessment - due Sunday, 2/16 at 11:59 pm
<b>Week 2</b> February 18-23 *February 17 State Holiday Campus Closed)	(Continued) Chapter 1: History of Early Childhood Education <b>Introduce Observation at the Center project (Vaccination packet)</b> <ol style="list-style-type: none"> <li>1. Read Article</li> <li>2. Discussion Board 2: Historical Timeline of Head Start</li> <li>3. Review of the Education Plan Assignment</li> <li>4. Take notes on the topic</li> </ol>	Module 2 Complete Reading and Lecture Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>  Upload Notes for Chapter 1 Upload GRO Quiz Screenshot - due Sunday 11:59 pm
<b>Week 3</b> February 24-March 1	Chapter 2: Developmental Learning Theories <ol style="list-style-type: none"> <li>1. Read Course Text 2.1. to 2.7</li> <li>2. Discussion Board 3</li> <li>3. Write Journal 1: Pick a Theory</li> <li>4. Take notes on the topic</li> <li>5. <b>Introduce Vaccination Packet and Observation Assignment</b></li> </ol>	Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>  Journal: due next Sunday 11:59 pm
<b>Week 4</b> March 3-8	(Continued) Chapter 2: Developmental Learning Theories <ol style="list-style-type: none"> <li>1. Read Article</li> <li>2. Finish Journal 1: Pick a Theory</li> <li>3. Discussion Board 4 Related to Journal 2</li> <li>4. Video: Developmental Learning Theories</li> <li>6. Take notes on the topic</li> <li>4. <b>Introduce the Philosophy Paper</b></li> </ol>	Journal: due this Sunday 11:59 pm  Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>  Upload Notes for Chapter 2 by Sunday 11:59pm
<b>Week 5</b> March 10-15	Chapter 3: The Early Childhood Teaching Profession <ol style="list-style-type: none"> <li>1. Read Course Text 1.1. to 1.10</li> <li>2. Discussion Board 5</li> <li>3. Journal 2: Education Plan with Counselor</li> <li>4. Video: The Early Childhood Teaching Profession</li> <li>5. <b>Review the Education Plan Assignment</b></li> <li>6. Take notes on the topic</li> </ol>	<b>Education Plan Assignment due Sunday, March 16 at 11:59 pm.</b>  Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>
<b>Week 6</b> March 17-22	(Continued) Chapter 3: The Early Childhood Teaching Profession <ol style="list-style-type: none"> <li>1. Read Article</li> <li>2. Video: The Early Childhood Teaching Profession</li> <li>3. Discussion Board 6</li> <li>4. Journal 3: Teaching Philosophy due April 27th</li> <li>5. Take notes on the topic</li> </ol>	<b>Vaccination Packet due, March 17th begin lab hours. Lab reflection due Sunday, May 11<sup>th</sup> at 11:59pms</b>  Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>  Upload Notes for Chapter 1 by Sunday 11:59 pm
<b>Week 7</b> March 24-29	Chapter 4: Observation and Assessment <ol style="list-style-type: none"> <li>1. Read Course Text 1.1. to 1.10</li> <li>2. Discussion Board 7</li> </ol>	Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<b>3. Review Journal 4 Center visit Reflection due May 4th</b> 4. Video: Observation and Assessment <b>5. Review Study Guide</b> 6. Take notes on the topic	
Week 8 March 31-April 5	(Continued) Chapter 4: Observation and Assessment 1. Collaborative Study Guide 2. Take notes on the topic 3. Journal 5: Practicing Objective Observation	Upload Notes for Chapter 1 by Sunday 11:59 pm Complete discussion post and response. <b>MIDTERM STUDY GUIDE PREP</b>
Week 9 April 7-12	Chapter 5: Developmental Ages and Stages 1. Midway Survey 2. Take notes on the topic 3. Discussion 8	<b>MIDTERM</b> Midway Course Survey due Sunday by 11:59 pm Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b>
Week 10 April 14-19	Continued) Chapter 5: Developmental Ages and Stages 1. Take notes on the topic 2. Journal 5	Upload Notes for Chapter 1 by Sunday 11:59 pm  Philosophy Paper Journal and Center visit should be almost complete
Pause April 20-26	Spring Recess (Campus Closed)	
Week 11 April 28-May 3	Chapter 6: Curriculum Basics 1. Take notes on the topic 2. Finish Center visits 3. Discussion 9	Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59</b>
Week 12 May 5 -10	(Continued) Chapter 6: Curriculum Basics 1. Take notes on the topic 2. Journal 6	<b>All Center visits and Observation Reflections due by May 11<sup>th</sup> at 11:59 pm</b> Upload topic notes by Sunday 11:59 pm
Week 13 May 12-17	Chapter 7: Learning Environments 1. Take notes on the topic 2. Discussion 10	Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59</b>
Week 14 May 19-24	(Continued) Chapter 7: Learning Environments 1. Take notes on the topic 2. Journal 7	Upload topic notes by Sunday 11:59 pm
Week 15 May 27-31 *May 26 Memorial Day (Campus Closed)	Chapter 8: Partnering with Families 1. Take notes on the topic 2. Discussion 11 3. Study for the final	Upload topic notes by Sunday 11:59 pm Discussion Board Post: due <b>Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm</b> <b>FINAL STUDY GUIDE PREP</b>
Week 16 June 1-6	Finals week <b>Final Exam</b> *All assignments must be turned in by June 4 <sup>th</sup> 11:59 pm	Final Reflection due June 4 <sup>th</sup> 11:59pm <b>Final Exam in Class on Monday, regular class time.</b>

\*\*\*Subject to change without prior notice\*\*\*