



Syllabus for ECE 7

Course Information

Semester & Year: Fall 2021

Course ID & Section #: ECE-7-E1941

Instructors' names: Chris Titus, Lecture
Wendy Hill, Lab

Delivery Modality: Weekly Zoom Meeting for Lecture - Mandatory

Delivery Method: CDC or Community Program for Lab Hours

Course Units: 3 Semester Units

Instructor Contact Information

Office location or *Online: Online by Appointment

Office hours: By appointment

Phone number: Chris 382-7908 / Wendy 476-4537

Email address: chris-titus@redwoods.edu or wendy-hill@redwoods.edu

Catalog Description

Developmentally appropriate curriculum and environments for your children. Explores teaching strategies and curriculum development based on theoretical frameworks, observations, and assessment. Emphasizes the Teacher's role in supporting development and learning across the curriculum, including all content areas.

Note: This course includes four hours of field experience per week (54 hours total) at a site approved by faculty member. Specific criteria will be required for site approval. Students enrolled in ECE 7 will require proof of immunizations or immunity for: Measles Pertussis, and Influenza

Course Student Learning Outcomes *(from course outline of record)*

1. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)
2. Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)
3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)

Prerequisites/co-requisites/ recommended preparation

None

Textbook & Other Materials

Textbook provided in canvas as Open Source

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19—DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Material Technology Requirements (computer, other hardware, and software)

You don't have to be a computer wizard to enroll and succeed in online courses, but should have up to date computer skills which include the ability to create and edit files in Microsoft word and PowerPoint, navigate the Internet to read text and watch videos and be able to communicate effectively in discussion forums.

You should have access to a newer computer (PC or Mac) with a fast, reliable Internet connection and adequate up-to-date software (Microsoft Word, Adobe Acrobat, Mozilla Firefox or Internet Explorer).

Word Processing and Graphing Software - You may need Microsoft Word (or a compatible word processing program) for writing assignments in the class. You might also need Microsoft Excel (or a compatible spreadsheet program) to create graphs in this class. But we have good news! All students at CR have access to Office 365 (Word, PowerPoint, Excel, and OneNote) free with a valid @mycr.redwoods.edu email account. Go to <https://office.com/getoffice365> (Links to an external site.) to get started. (There are also free options for tools like this, such as Google docs (Links to an external site.) or OfficeLibre. (Links to an external site.) Google docs requires a gmail account, which your mycr email actually IS.)

You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are videos that require this speed. You need to have reliable access to the internet for the duration of the course.

Portable Devices vs. Computers: Although you can use late-model portable devices (such as Android or iOS phones & tablets) for some things, you should plan on doing the majority of your work (especially exams and assignments) from a reasonably late-model notebook or desktop computer (Mac or PC). Do NOT plan to participate in this class solely from a portable device. If you do decide to use your portable device for some of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android). Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.

Webcam: You may need to be able to record photos/videos of yourself or your work for this class. Many computers have a built in webcam. If yours does not, you will need to purchase (or borrow) a webcam. There are inexpensive options available that plug into a USB port. (You may also be able to use your tablet/phone for this.)

Netiquette

Please be Polite. In an online environment, this is called netiquette. Sometimes it is difficult to convey nuance or humor through written (electronic) communication. Just be respectful to your classmates and be kind, considerate, and forgiving in all of your posts in the discussion forums. Adhere to the same standards of behavior online that you follow in

real life, because you don't want to forget: Real humans read your posts. After all, our Canvas space is our classroom, and we want to create a positive, collaborative, interesting community. To learn more about netiquette, read 10 Netiquette Guidelines Online Students Need to Know (Links to an external site)

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

Evaluation & Grading Policy

Assignment	Points	Description	Details	SLO	Due Dates
Weekly Discussions	15x2=30pts	Post each (and every week) and reply to at least 2 students each week	<p>Post your response to the prompt.</p> <p>Weekly postings are a minimum of 250 to 350 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views (text, articles, lectures). You must cite from the readings (not just the lecture) in your initial weekly post. You will provide page numbers and author's name in your citations.) You must also relate the readings to your personal life and work experiences.</p> <p>Reply to at least 2 other students Responses are a minimum of 100 words and must thoughtfully discuss the ideas presented in the post to which you are responding.</p>		See Weekly Modules
Quiz # 1	Not Graded	Quiz on Canvas and course content	The 1st Quiz is about Canvas and the syllabus and you can take it many times.		1/24/21
Mini Lessons	5x3=15pts	Development of Lessons to do with children	These are lessons that you will work with your Master/Mentor Teacher to develop and implement in the classroom or playground with the children. Using the form provided work with the classroom teacher to develop mini lessons or activities for the children to complete.	SLO #3 Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (LAB)	MLesson 1 2/28/21 MLesson 2 MLesson 3 4/18

Observations 4 total	4x5=20pts	Conduct Observations on children and classroom curriculum and environment	Understanding the teacher's role is an important starting point for curriculum development. For this assignment you will interview your Master/Mentor Teacher and then learn about them by observing them in action with children and notice how they plan, implement curriculum, work with others and assess children's growth.	SLO #2 Identify the teacher's role in early childhood programs, including planning, implementing, and evaluating activities and environments. (LAB)	Obs 1 Obs 2 Obs 3 Obs 4
Teacher's Role	5 pts				2/21/21
Curriculum Models / Curriculum Webbing	20 pts		There are many theories and approaches that guide the Early Childhood environment. In this assignment you will have a chance to learn about the major types of preschool models/curriculums and think about how they impact children and teachers specifically. Develop your own topic of study that you are interested in. Pick a topic that you are interested in and investigate if to learn and be able to bring it to an Early Childhood environment and share it with children.	SLO #1 Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (LEC)	3/28/21
Lab Hours and Evaluation	10 pts	Lab hours totals will be given points	Lab hours will need a minimum to pass the course. They will be broken down as follows: 50-54 hrs = 10 points 46-50 hrs = 8 point 41-45 hrs = 6 points 38-40 hrs = 4 points 33-37 hrs = 2 points		
Total	100%				

Evaluation & Grading Policy

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site. Grading rubrics are available for each weekly forum. (For more refer to the Canvas help menu.)

Points can only be earned by completing the above assignments by the deadline.

A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.

My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the due date given. Late assignments are accepted for up to two weeks after the due date (except assignments due within two weeks of the end of the semester) but will be graded down a full letter grade for each week or portion of a week. After two weeks' assignments, will not be accepted.

Course Grade*

94 to 100 = A

90 to 93.99 = A-

86 to 89.99 = B+

83 to 85.99 = B

80 to 82.99 = B

76 to 79.99 = C+

70 to 75.99 = C

60 to 69.99 = D*

0 to 59.99 = F *

Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty's discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are definitely failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

Regular Effective Contact and Substantive Interaction

As your instructor, I will be communicating with you on a regular basis. This will include providing information and guidance about relevant dates, course schedule, deadlines, instructor expectations for participation and feedback on your progress: •

- Weekly greeting and outline that will update you on the content and process of the class ·
- Weekly threaded discussions will keep our online conversation on point with the week's topic ·
- Weekly feedback on student work will allow you to see how you are doing in the class and can adjust if needed · Weekly posted modules with lectures, readings, instructions and activities ·
- Facilitating student to student contact and interaction about the course material ·
- Online specific hours for zoom/video conferencing (including connecting with each other, questions that need to be answered, and clarification of assignments etc.
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- I will respond to your questions within 24 during the week and within 48 hours during the weekend.
- I will be in regular effective contact with you and know that for you to do well in this class you should put in the needed time to succeed.

Your commitment will require at least as much time as you dedicate to a traditional class. Need skills include:

- carefully read online lectures and textbook chapters ·
- participate in online activities and watch online videos ·
- participate in online discussions, and ·
- complete weekly quizzes. ·
- Complete papers and projects

Conscientiousness, attention to details, and skills in reading and writing are critical for success.

Admissions deadlines & enrollment policies

Spring 2021 Dates

- *Classes begin: 1/16/21*
- *Last day to add a class: 1/22/21*
- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/1/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Last day to petition to graduate or apply for certificate: 3/4/21*
- *Last day for student-initiated W (no refund): 4/2/21*
- *Last day for faculty initiated W (no refund): 4/2/21*
- *Spring break (no classes): 3/14/21-3/21/21*
- *Final examinations: 5/8/21-5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the

College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.

- c. Close all window curtains.
- d. Get all inside to safe location Kitchen area is best internal location.
- e. If a police officer or higher official arrives, they will assume command.
- f. Wait until notice of all is clear before unlocking doors.
- g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821