

Course Syllabus

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Syllabus for [ECE 10 Field Experience] – **Del Norte Site**

Semester & Year Spring 2022

Course ID and Section # ECE 10 D2963

Instructor's Name Freneau

Day/Time W 3:50-4:40

Location DN 29

Number of Credits/Units 3

Contact Information	<i>Office location</i>	E8
	<i>Office hours</i>	By Appointment
	<i>Phone number</i>	707-465-2334
	<i>Email address</i>	Phil-freneau@redwoods.edu
Textbook Information	<i>Title & Edition</i>	Creative curriculum 4 th ed
	<i>Author</i>	Dodge
	<i>ISBN</i>	1-401-82024-7

Course Description

Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.

Student Learning Outcomes

1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.

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3. Design, implement and evaluate curriculum activities based on observation and assessment of young children.

4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.

5. Evaluate how teachers involve families in their children's development and learning.

Critically assess one's own teaching experiences to guide and inform practice.

Special Accommodations

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact [Disabled Students Programs and Services \(Links to an external site.\)](#). Students may make requests for alternative media by contacting DSPS at 707-464-2352.

Academic Support

Academic support is available at [Counseling and Advising \(Links to an external site.\)](#) and includes academic advising and educational planning, [Academic Support Center \(Links to an external site.\)](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services \(Links to an external site.\)](#), for eligible students, with advising, assistance, tutoring, and more.

Academic Honesty

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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 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

at: www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf (Links to an external site.) 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 Classroom 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; 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, he or she may be reported the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf (Links to an external site.)

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.

Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/District/Maps/dnmap.asp> (Links to an external site.)). For more

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information on Public Safety, go to <http://redwoods.edu/safety/> (Links to an external site.) In an emergency that requires an evacuation of the building:

- 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.

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your personal email, and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> (Links to an external site.) and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu (Links to an external site.)”. Please contact Public Safety, 707-476-4112, security@redwoods.edu, if you have any questions.

ECE 10

Field Experience in Early Childhood Education

Dr. Phil Freneau Message phone: 465-2334

Office hours: see web page: <http://www.redwoods.edu/delnorte> ([Links to an external site.](#))

Class time: See catalogue Student conduct: See catalogue.

COURSE SYLLABUS

Note: This syllabus may be modified by the instructor at any time during the semester to accommodate the learning process.

Course Description:

Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families; developmentally appropriate, child-centered, play-oriented approaches to teaching and learning; and

knowledge of curriculum content areas. They design, implement and evaluate experiences that promote positive development and learning for all young children. Students become informed advocates for high-quality and appropriate educational practices and policies.

Course Objectives:

- 1. Integrate understandings of children's characteristics and needs to develop healthy, safe, respectful, supportive and challenging learning environments for all children**
- 2. Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve teaching practices.**
- 3. Design, implement and evaluate curriculum activities based on observation and assessment of young children**
- 4. Apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues.**
- 5. Evaluate how teachers involve families in their children's development and learning.**
- 6. Critically assess one's own teaching experiences to guide and inform practice.**

READINGS

Developmentally Appropriate Practice, revised ed. Bredekamp, ed. (Washington: NAEYC, 1997).

The Creative Curriculum. Dodge & Colker. (Washington: Teaching Strategies, 1992)

Through the Looking Glass, Observations in the Early Childhood Classroom, 2nd ed. S. Nicolson

& S.G. Shipstead. (New York: Merrill, 1993)

ASSIGNMENTS

Field Work: Two 3-hr. sessions a week for 15 weeks. 90 points

After visiting three mentor sites, you will select a mentor with whom you will work throughout the semester. You will sign the Student Teacher – Mentor Teacher Agreement with the mentor teacher and return one copy to the instructor. (90 hrs. @ 1 point each)

You will work with children in your mentor's classroom. You will also have a variety of assignments in the classroom during the semester. Regular attendance at your fieldwork site is crucial. You may be dropped from the class if you miss more than three consecutive fieldwork sessions.

Prior to beginning your fieldwork, you must provide to the center with all items necessary to work with the children. It is your responsibility to check with the center and submit all required items.

Class Participation 15 wks. 150 points

Your active participation during class meetings is an important component of this course. Regular attendance is mandatory for successful course completion. Use class meetings to share and problem solve with peers. At each checkpoint you will be given a competency grade reflecting your overall commitment to your professional growth and development in applying the principles and practices of ECE in your class work and in your field work environment. Your mentor's evaluation, your self-evaluation and the instructor's evaluation of your performance will figure into this grade.

Anecdotal Journal Weekly for 15 weeks: 30 points

Each week you must complete an anecdotal record of a child (use format in Looking Glass – Chapter 5). Try to address different areas of development so that you will have had practice recording many varied aspects of development by the end of the semester. These will be turned in each week in class. After your mentor has reviewed the anecdote, and if she allows, share the anecdote with the parent. Be sure you have discussed the anecdote with the mentor prior to talking to the parent and make sure your mentor is present when you speak to the parent.

Self-Evaluation 3 @ 10 pts. each :30 points

With each checkpoint you will submit a self-evaluation in a format given to you in class. This is an opportunity for you to recognize your strengths and growth areas and identify areas in which you would believe you need additional experience or knowledge. You will be graded on the thought and realistic assessment of your skills and growth. Your mentor will also submit an evaluation.

Explorations in Interest Areas: 16 explorations: 90 points total

With your mentor, plan and implement two explorations with children in each of the following areas: art, library, dramatic play, manipulatives, blocks, sand and water, outside, cooking. Submit the exploration proposals to your mentor prior to implementation. Complete a self-evaluation of the activity and get feedback from your mentor. **5 points each.**

Circle / Meeting Time Practice: 12 circle times: 60 points total

You will begin to build confidence in leading circle time by starting with leading just one part of the circle time during the first part of the semester. You will start this process by leading a finger

play, a song with movements, movement exploration, flannel board story, read a book, use instruments, a singing game, group or circle game. Submit circle time activity proposals to your mentor prior to implementation. Complete a self-evaluation of the activity and discuss with your mentor. Begin to build a repertoire of circle time skills. You will be leading circle/meeting time on your own by the end of the semester.

Observation of Teachers & Children 15 points

Based on your observations in your mentor classroom, identify areas of interest or concern in the ways adults and children interact. Select an appropriate observation method, design the tool, collect data and analyze the topic you have selected. Write a summary of the results and of possible adaptations one could make in the program in response sampling results. (Observation text will help you determine the appropriate evaluation tool.)

Two Week Plan of Possibilities (POP) 50 points

You will develop and implement (if possible) a two-week plan of possibilities in your mentor classroom. This means you will, one week at a time, develop possible activities for the entire session (morning or afternoon) in which you do your fieldwork. In addition to submitting the plan of possibilities, you will also submit a documentation of what actually occurred during the two weeks. (This can be done in a different color ink on a copy of your POP.) Along with these two documents you will also write an explanation of why the changes in your POP were made.

Your POP should include plans for individual children. This may include following up on particular children's interests, or specific skills development activities for the children you evaluated or whom were identified by your mentor.

Professional Portfolio: 25 points

You will prepare a professional portfolio including a cover letter, current resume, personal philosophy of early childhood education, and any other materials you think a potential employer you would find interesting.

Professional Growth Activity: 10 points

To encourage you to take advantage of professional growth experiences outside the classroom and to develop your disposition for lifelong learning, you are required to attend one non-college event related to early childhood education during the semester. This could be a Humboldt Association for the Education of Young Children meeting, a workshop, or a conference related to the ECE field. Announcements of upcoming events will be made in class. You will write a summary of the event.

Child Conference Summary: 10 points

In collaboration with your mentor, complete a parent conference summary sheet. (See Observation test, Chapter 9.) (If your mentor allows, sit in on the conference with the parent.) Have your mentor evaluate your summary sheet. **Do not discuss the conference topics with the parent; this is the mentor's job!**

COURSE AGREEMENTS AND PHILOSOPHY

1. Be involved. Celebrate the learning process! This course will involve the active participation of all students in activities and assignments designed to enhance learning in and out of class.
2. Be prepared. Come to class with assignments completed and be ready to share your ideas. Bring textbook, paper and writing implement to each class.
3. Be respectful of others. Give your full attention when anyone is addressing the class as a whole.

Side conversations are distracting and can be interpreted as disrespectful. If you disagree with an idea, do it constructively.

4. We will be following the Humanities Division Statement on Student Responsibility and the C/R Student Discipline Policy. If you are unfamiliar with these guidelines, please read them.
5. Grading policy for this course will follow the College of the Redwoods Grading Policy Guidelines.
6. Work turned in past the due date will lose points and may not be accepted if more than one week late.
7. Be responsible. Take responsibility for your own education and always offer your best effort.
8. Be punctual. Come to class on time and stay until class is dismissed. Three late arrivals or early departures will be the equivalent of one absence.
9. Final grade will be lowered one grade level after two absences from weekly seminar. Absences in excess of this may jeopardize your successful completion of this course.
10. There are 560 points possible in this course. (560-504-A 503-448-B 447-392-C 391-336-D)

DSPS: If you need help with a special need contact DSPS

The above schedule and procedures are subject to change in the event of extenuating circumstances.

Student Teacher/Mentor Teacher Agreement

The following is a list of items that student teachers need to complete with their mentors:

You must sign this student teacher/mentor teacher agreement with the mentor teacher and return one copy to the instructor.

Complete and document two three-hour sessions a week for 15 weeks of fieldwork experience. regular attendance at your fieldwork site is crucial. You may be dropped from the class if you miss more than three consecutive fieldwork sessions.

Provide the mentor with all necessary paperwork to work with children at the center.

Prior to the required three checkpoints you will sit down with your mentor for an overall evaluation of your work. This evaluation as well as your own will be turned in to your instructor.

You are required to document your overall lab experience. Ask permission from your mentor to photograph, video, tape record, etc.

Student teachers are required to keep in anecdotal journal weekly for 15 weeks. After your mentor reviews your anecdotes and if the mentor allows you may share these anecdotes with the parent.

With your mentor, plan and implement to explorations with children in each of the following areas: art, library, dramatic play, manipulatives, blocks, sand and water, outside, and cooking. Submit exploration proposals to your mentor prior to implementation. Your mentor will give you feedback that you will include in your Self-Evaluation.

The student teacher needs to complete 12 circle time activities. The student will submit proposals prior to circle time. The student will Self evaluate these activities and discuss them with their mentor who will also evaluate your work . In the beginning the student may lead just one part of the activities within the circle time. By the end of the semester the student teacher will lead to complete activity.

Student teachers need to develop, with the mentors help, a two-week plan possibilities. If your mentor approves you may implement your two-week plan possibilities and document what actually occurred during the two-week period.

In collaboration with your mentor, you will need to complete parent Conference summary sheet. If your mentor allows, you may participate in the parent conference.

Signature of student teacher_____

Signature of mentor_____

Course Summary:

Date	Details	Due
Assignment	child conference	
Assignment	circle time	
Assignment	class participation	
Assignment	Field work	
Assignment	interest areas	
Assignment	Journal	
Assignment	POP	
Assignment	professional growth	
Assignment	professional portfolio	
Assignment	self evaluation	
Assignment	teacher observation	