

Syllabus for ECE 11

Course Information

Course Title: Infant/Toddler Care and Education

Semester & Year: Summer 2022

Course ID & Section #: ECE-11-V4122-2022X

Instructor's name: Michelle Hancock

Online

3 units

Instructor Contact Information

Available online

Office hours: Monday – Thursday 8:00 a.m. – 10:00 a.m. (Mondays – virtual office hours)

<https://cccconfer.zoom.us/j/9492207244>

Phone number: 707-339-0488

Email address: michelle-hancock@redwoods.edu

Required Materials/Textbooks (All available free-online)

Textbook title: Infant/Toddler Learning & Development Program Guidelines

Edition: 2nd

Author: California Department of Education

ISBN: 978-0-8011-1798-5

<https://www.cde.ca.gov/sp/cd/re/documents/itguidelines2019.pdf>

Textbook title: Infant/Toddler Learning & Development Foundations

Author: California Department of Education

ISBN: 978-0-8011-1693-3

Available here: <https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

Textbook title: California Infant/Toddler Curriculum Framework

Author: California Department of Education

ISBN: 978-0-8011-1723-7

Available here: <http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

Catalog Description

Applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months.

Course Student Learning Outcomes

1. Summarize the essential policies and practices of quality infant and toddler programs.
2. Design strategies to promote healthy relationships in the care and education of infants and toddlers
3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn, all points in the class contribute to the final grade of 100 points possible. A rubric will be provided for each assignment.

89.5% + = A 79.5%-89.4 = B 69.5%-79.4% = C 59.5% - 69.4% = D Below 59.5 = F

Late Work

The following policies applied to late work during our time together:

- 1) One late discussion post will be accepted from each student during the semester for 50% of the original.
- 2) Test/Quizzes cannot be made up past the due date. Don't miss these deadlines!

3) Assignments (other than discussion posts and tests) can be turned in for a reduction of 5% per day, so if you submit 2 days late, the score will be reduced by 10%.

If you know there will be a major event that is going to create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss the situation before it occurs. The late policies still apply, but we can discuss how you can complete your work in advance.

If you have any questions about these policies, please don't hesitate to email and ask!

It is strongly recommended that students needing assistance with writing and reading skills contact the Writing and Reading Center in the Library.

Recommended Preparation

ECE 2 or ECE 31

Special Accommodations Statement

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 accommodations, please see me or contact [Disability Services and Programs for Students](#). 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

Student Feedback Policy

I dedicate as much or more time to this class compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 24 hours Monday – Thursday and 48 hours Friday - Sunday. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and emails/messages to students who fall behind.

Every Saturday the upcoming week's assignments are posted in Modules. The weekly assignments will typically require you to read online lectures and textbook chapters, watch videos, participate in discussions, and complete chapter quizzes.

In almost all cases, grades will be posted within one week of the assignment due date. Please review the rubric and grading comments attached to the grade.

Proctored Exams

This course does not require proctored exams.

Student Accessibility Statement and Academic Support Information

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color.

Students who discover access issues with this class should contact the instructor.

Admissions deadlines & enrollment policies

Summer 2022 Dates

- *Classes begin: 5/31/22*
- *Last day to drop without a W and receive a refund: 6/9/22*
- *Census date: 6/10/22 or 20% into class duration*
- *Last day for student-initiated W (no refund): 7/1/22*
- *Class ends: 7/21/22*

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](#).

People go to college for a variety of reasons, but one of those reasons should be to gain knowledge. With that goal in mind, and to maintain the academic integrity of our course – all students are expected to abide by the guidelines laid out in the college academic honesty policy available at:

<http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf> as well as the following:

- Complete your own work

While it is possible to enlist the help of others when completing an online course, ask yourself what is gained. The information and assignments provided in this course are intended to enrich your understanding of the subject matter.

A) Give credit where credit is due

- Imagine you write an amazing novel, only to find it published as a best-seller under someone else's name! Plagiarism is taken very seriously and could lead to severe academic consequences. Learn the proper way to give

credit to those whose words, ideas, and concepts you use to support your own original thoughts. More information about citing sources is available at: <http://libguides.santarosa.edu/citing>

B) Use the textbook and instructor-provided materials as your main sources of content for the course

- The internet provides us with a wide range of resources at our fingertips. Not all sources are created equal. Our textbook was carefully chosen to provide you with a strong base of knowledge not available on most websites. Don't be try to snatch little bits of information here and there – our textbook and resources provide a framework to build upon. When other sources are needed, use reputable sources. More about determining reputable sources is available at: http://www.santarosa.edu/~kthornle/LIR10/LIR10_EvaluationCriteriaW4.pdf

Course Schedule

	Topic	Readings	Assignments Due
Week 1 5/31	Introductions	Overview of 3 Textbooks – Familiarize yourself with all 3	Intro Forum – Wed/Sun Note to Michelle – Wed Introduction Quiz – Sun
Week 2 6/6	Regulations/Standards: Licensing and Teacher Qualifications	Licensing Regulations (See Classroom)	Discussion Forum – Fri/Sun Content - Sun
Week 3 6/13	Regulations/Standards: NAEYC & Quality Indicators	NAEYC Program Standards (See Classroom) I/T L & D Program Guidelines 2-5	Discussion Forum – Fri/Sun Teacher Interview – Sun Content Quiz - Sun
Week 4 6/20	Relationships – The Key	I/T L & D Program Guidelines 41-44, 66-70 ECE Competencies 29-36 I/T Foundations 7-13 I/T Curriculum Framework 89-93, 68-74, 110-115, 132-137	Discussion Forum – Fri/Sun Content Quiz - Sun
Week 5 6/27	Schedules and Routines An overview of Infant/ Toddler Development	Virtual Lab School (See Classroom) I/T Foundations pages 43-46, 59-64	Discussion Forum – Fri/Sun Content Quiz – Sun Classroom Observation/ Assessment - Sun
Week 6 7/4	Classroom Environment/Space & Design	ECE Competencies Pages 72-74 Supplemental: Infant/Toddler Spaces	Discussion Forum – Fri/Sun Content Quiz - Sun
Week 7 7/11	Materials and Equipment Aesthetics/Adult Spaces	I/T Curriculum Framework 67-68, 88-89, 107-110, 130-132 Supplemental Reading	Discussion Forum – Fri/Sun Classroom Design -Sun Content Quiz - Sun
Week 8 7/18	Curriculum/Planning/ Assessment	I/T Curriculum Framework Pages 19-48	Discussion Forum - Thurs Content Quiz - Thurs Essay - Thurs

Assignment Specifics

Introduction Quiz	5
Discussions – 8 weeks at 4 points each	32
Weekly Quiz – 8 weeks at 4 points each	32
Infant/Toddler Teacher Interview	15
Classroom Observation/Assessment	15
Classroom Designs	15
Essay	<u>15</u>
Total Points Available:	129

Classroom Discussion entries:

You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum. *Postings* are a minimum of 250 to 300 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. You must cite/quote from the readings in your initial weekly post. Try to relate the readings to your personal life and work experiences. An example of a weekly quote in proper format would be:

According to our text, “insert comment from text here.” (Author’s last name, page number)

OR “insert comment from text here.” (Author’s last name, page number)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. “I agree” does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below.

Credit is not given for blank initial posts so be careful that you don’t accidentally submit before you are ready!

Weekly Posting Grading Rubric

Possible Points	Grading Criteria
1.0	Initial post includes a properly cited quote from week’s readings
1.0	Initial Post by Friday
1.0	Response to a minimum of 3 peers and respond to questions asked by the instructor or classmates in your original post.
1.0	Quality of initial post

Weekly Quizzes

Quizzes to demonstrate your understanding of the weekly material.

Infant/Toddler Teacher Interview

For this assignment, you will be interviewing an infant/toddler teacher. For summer semester this will be done via zoom unless you have someone you can interview on your own. Watch the classroom for more information. You will write a minimum of 12 questions to ask –two from each of the following areas: 1) classroom design, 2) building child/teacher relationships, 3) building teacher/parent relationships, 4) schedules/routines, and 5) licensing, and 6) curriculum. Integrate information about the ECE Competencies and NAEYC program standards in the summary. *More details and a rubric are available in the modules area.*

Classroom Observation/Assessment

You will receive links to participate in a walk-through of an infant/toddler classroom. Based on the “tour” you will respond to questions from a checklist and then write a summary of the experience *More details and a rubric are available in the modules area.*

Classroom Design

Design an infant and a toddler room (1 of each). Rationale must be given for the placement of all areas. Must include a list of sample furniture/equipment purchases. Must include references to licensing regulations related to your classroom design. *More details and a rubric are available in the modules area.*

Final Essay

Write a 750-1000-word essay summarizing the essential policies and practices of high quality infant and toddler programs. *More details and a rubric are available in the modules area.*

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](#).

Class participation and Attendance policy

Student-initiated withdrawal may occur through the second week of class with nothing recorded in the student transcripts and from week’s 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation for two weeks of assignments may result in the instructor dropping you from the course. No course withdrawal is allowed after the 10th week of class.

Basically, if you stop participating in class, you risk being dropped and this may cause a significant problem for your financial aid.

Communication Guidelines

Communication is critical to the success of our class! You need answers to your questions in a timely manner to do your best on assignments and meet deadlines. Don't hesitate to contact me if you can't find the answer to your question after reviewing our class syllabus, postings, or announcements. The best way to contact me is to either 1) send me an email, or 2) text me. I check email *at least* once a day, (usually more) except Sundays. If you have not received a response in 24 hours, assume I have not received it, confirm the email address you used and try again, and/or a different method.

Very important: In all forms of communication, be sure to include your full name and the class you are enrolled in prior to asking your question.

Remember, good communication is a two-way street. We will all need to work at it to make sure we communicate well during the semester. When we do, everyone benefits!

Regular effective contact

Students should expect to receive weekly communication from the instructor via grading, email messages, and/or course announcements.

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>

Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials. Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills - Most computers and internet providers are adequate. You should have high-speed internet service (such as broadband) from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the Internet at least 3-4 times a week for the duration of the course. Anticipate problems, do not wait until the last minute to submit assignments. It is your responsibility to meet the class deadlines. Portable Devices vs. Computers: Although you can use late-model portable devices (such as Android or iOS phones and 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 online classes solely from a portable device. Use the free Canvas app (called "Canvas by Instructure") available in iTunes (for iOS) and the Google Play Store (for Android) for the best experience.

Technology Requirements (computer, other hardware, and software) - [instructor: identify the computer requirements and any hardware or software necessary for students to succeed in your class.]

Technology Support – As your instructor, I am able to help with minor issues, but I am not a technology expert so my first recommendation when things aren't working, is to suggest you try restarting your computer. 😊

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Gender-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 gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

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](#).

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.

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 and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing 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
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.