



Syllabus for ECE 1 Principles and Practices of Teaching Young Children

Course Information

Semester & Year: Spring 2023

Course ID & Section #: ECE 1-V5516

Instructor's name: Darius Kalvaitis

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: by Virtual Appointment with Zoom or phone

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Catalog Description

Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards.

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

1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Textbook & Other Materials

Textbook title: Principles and Practices of Teaching Young Children

Author: Stephens, Cindy et al.

ISBN:

Textbook available for free through the Open Education Resource (OER) LibreTexts Project (<https://LibreTexts.org>)

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.) (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.) (Links to an external site.) or [OfficeLibre](#). (Links to an external site.) (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.) (Links to an external site.).

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

If you are taking online classes 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.

Evaluation & Grading Policy

| Assignment | Points | Description | Details | SLO |
|-------------------------|-----------|---|--|-----|
| Weekly Discussions (15) | 15x3=45 % | 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</p> <p>Responses are a minimum of 100 words and must thoughtfully discuss the ideas presented in the post to which you are responding.</p> | |

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|-------------------------------------|----------------|---|---|--|
| Quizzes (4) | 5x4=20% | Multiple choice Quizzes covering class material and readings. | The 1 st Quiz is about Canvas and the Syllabus. Quiz # 2-4 are from the readings and class content. Take anytime during the week the Quiz is open. | |
| Essay Program Models and Approaches | 10 Points =10% | Course content and research | In this assignment you will compare the approaches of two different early childhood programs. Research two of the listed types of early childhood programs and compare their characteristics: Montessori, High Scope, Reggio Emilia, Developmental Interaction Approach (Bank Street), Waldorf, and Head Start. This is one of our larger assignments for the class worth 10 points; so please take your time and plan to spend a good portion of effort on this. | SLO #1: Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies |

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|---|-------------------|-----------------------------------|---|---|
| CA ECE Teacher Performance Expectations Essay 1500-2000 Words | 10 Points =10% | Review class assigned information | The objectives of this assignment are to learn about California Teacher Performance Expectations and reflect on your professional goals for early childhood education. | SLO #2: A Describe the role of the early childhood educator, including ethical conduct and professional pathways. |
| Observation and Reflection of Preschool Settings: Environments and Developmentally Appropriate Practice | 10 Points =10% | Class Assignment | In this assignment, you will demonstrate your ability to identify examples of key elements in high-quality early childhood education environments and developmentally appropriate practices. This assignment will also introduce you to a variety of play-based models of curriculum as you are looking for your examples in the video resources. | SLO #3: Identify quality in early childhood programs related to environment, curriculum, and teaching strategies |
| Personal Philosophy of Teaching | 10 Points =10% | | <p>In this assignment you will construct a philosophy of teaching statement that is a narrative that includes:</p> <ul style="list-style-type: none"> • your beliefs about teaching and learning • a description of practices that are valuable to you • your educational and experiential foundations | |
| Total | 100% | | | |

Grade Calculations

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. There will be no extra credit available.

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 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 announcements 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 office hours for video conferencing

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.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Last day to add a class: 01/20/23*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/16/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date (or 20% into class duration): 01/30/23*
- *Last Day to file P/NP (only courses where this is an option) 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *Presidents Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23-03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*

- *Final examinations: 05/06/23-05/12/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

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. This 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://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://instructure.com)

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 emergencies 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 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 services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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