

Syllabus for ECE 1 Principles and Practices of Teaching Young Children

Course Information

Semester & Year: Spring 2024

Course ID & Section #: ECE-1-E6219

Instructor's name: Dr. Susan Rosen

Day/Time of required meetings: Tuesdays, 1:15-4:25PM

Location: AT-106

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours:

Phone number: 707-267-4933

Email address: susan-rosen@redwoods.edu

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.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury

- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

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.

Evaluation & Grading Policy

Assignment	Points	Description	Details	SLO
Weekly Discussions (15)	15x3=45%	Active participation in class activities and discussion.	Each week we will have discussions and in-class activities. Points will be awarded based on active participation in class.	
Quizzes (4)	5x4=20%	Short answer quizzes covering class material and readings.	Quizzes must be taken during the week they are scheduled unless arrangements are made with the instructor.	
Program Models and Approaches Essay	10 = 10%	Course content and research	<p>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, Anji Play Developmental Interaction Approach (Bank Street),</p> <p>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.</p>	SLO #1: Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies

California ECE Teacher Performance Expectations Essay	10 = 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 on ECE Settings: Environments and Developmentally Appropriate Practice	10 = 10%	Class Assignment	In this assignment, you will use 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 = 10%		<p>In this assignment you will construct a philosophy of teaching statement that is a narrative that includes:</p> <p>Philosophy of Teaching</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 	

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.

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.

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 for failure to attend or complete assignments. If you have a situation arise, communicate with the professor.

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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

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 [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

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

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

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.

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 [CR Police Department-Public Safety](#). 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.

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](#)
- [Online Tutoring Resources](#)

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

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

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.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821