



Syllabus for ECE 1 – The Child in the Family and Community

Course Information

Spring 2024

ECE-1- V6226

Dr. Susan Rosen

Course units: 3.0

Instructor Contact Information

Office hours: by arrangement online

Phone number: 707-267-4933

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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

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.

Prerequisites/co-requisites/ recommended preparation

None

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: dsp@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 Services

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.

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](#)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Visit TimelyCARE here](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

Contact info

Text: 707-496-2856

Email: shawnabmft@gmail.com

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

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 [Wellness Central](#).

Counseling

[Counseling & Advising](#) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can submit a request for services and information [here](#).

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

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.

EOPS

[Extended Opportunity Programs & Services \(EOPS\)](#)[Links to an external site.](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).

Veterans Resource Center

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

CalWORKS – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF **benefits**), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Required Textbook

Who Am I in the Lives of Children? An Introduction to Early Childhood Education, 13th Edition

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 assessments. Grades are based on the points you earn and all points in the class contribute toward your total percentage, which can be viewed at any time during the course in the *Grades* link.

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

- 1) One missed discussion will be accepted for 50% of the original value and should be emailed to the professor.
- 2) You may request that 1 missing quiz be reopened the final week of class.
- 3) Assignments (other than discussions posts and quizzes) will receive a 5% reduction per day it is late.
- 4) If you know of an upcoming major life event that will 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 potential solutions before the assignment due dates. The late policies still apply, but we can discuss how you can complete your work in advance.

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	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),	SLO #1: Compare and contrast historical and current early childhood education perspectives, theories, and program

			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.	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.

Spring 2024 Dates

January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)

March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available

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.

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](#).

AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

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.

Canvas Information

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 \(instructure.com\)](#)

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](#).

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](#) 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](#).

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Calendar for ECE 1 Principles and Practices of Teaching Young Children Spring 2024

Date	Reading before Class*	Assignments
January 16, 2024		Get your book
January 23, 2024	Chapter 1 – The Teacher	
January 30, 2024	Chapter 2 – The Field of Early Childhood Education	California ECE Teacher Performance Expectations Essay
February 6, 2024	Chapter 3 – History of Early Childhood Education	
February 13, 2024	Chapter 4 – Child Development	California ECE Teacher Performance Expectations Essay Due
February 20, 2024	Chapter 5 – Observing and Assessing Young Children	
February 27, 2024	Chapter 6 – Relationships and Guidance	Program Models and Approaches Essay Assignment
March 5, 2024	Chapter 7 – Health, Safety, and Well-Being	
March 12, 2024	Spring Break	
March 19, 2024	Chapter 8 – The Learning Environment	Program Models and Approaches Essay Assignment Due
March 26, 2024	Chapter 9 – Understanding and Supporting Play	Observation and Reflection Assignment
April 2, 2024	Chapter 10 – The Curriculum	
April 9, 2024	Chapter 11 – Curriculum Planning	Observation and Reflection Assignment Due
April 16, 2024	Chapter 12 – Including All Children	Personal Philosophy of Teaching Assignment
April 23, 2024	Chapter 13 – Partnerships with Families	
April 30, 2024	Chapter 14 – Becoming an Early Childhood Professional	Personal Philosophy of Teaching Assignment Due
May 7, 2024	Finals Week	

*Textbook: Who Am I in the Lives of Children? An Introduction to Early Childhood Education, 13th Edition