Syllabus for ECE 11

Course Information

Semester & Year: Spring 2024

Course ID & Section #: V6228
Instructor's name: Michelle Hancock
Course units: 3

Instructor Contact Information

Online
Office hours: Monday thru Thursday 8-10 a.m., on zoom Monday 8-10 a.m.
Phone number: (707) 339-0488   Email address: michelle-hancock@redwoods.edu

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.

Recommended preparation

ECE 2 or ECE 31

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

Textbooks

All textbooks will be available in the Canvas classroom free of charge.

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

Course Assignments

Assignments

Introduction Quiz	4	
Discussions 14 @ 4 points	56	
Content Quizzes 14 @ 3 points	42	
Key Points 14 @ 3 points	42	
Infant/Toddler Teacher Interview	20	
Health Relationships Strategies	20	
Classroom Observation	20	
Needs and Services Plan	15	
Power Point Presentation	20	
Total:	**239**	

COURSE GRADING	
90 – 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
0 - 59%	F

Course Policies

Academic Honesty

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/AP5500StudentConductCodeand DisciplinaryProceduresrev1.pdf as well as the following:

A) 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.

B) 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

C) 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

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.

Grading

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.

Communication

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!

Late Work

The following policies applied to late work during our time together:
1) One missing discussion post will be accepted from each student during the semester for 50%.
2) You may request 1 missing quiz be reopened the final week of class.
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.

Course Participation

Are you an active participant in our class? Unlike a face-to-face class that takes attendance using a sign-in sheet, an online class is a little more ambiguous. In order to establish your presence in the class, you must post your introduction in the discussion forum by Tuesday of the first week of class. If you don't post, you will be dropped from the course. If you do not participate for two consecutive weeks after posting your introduction (at any time during the course) you will be dropped.

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

	Topic	Readings	Assignments Due
		Reading and Assignment Calendar	
	Topic	**Readings**	**Assignments Due**
Week 1 1/16	Introductions	Overview of 3 Textbooks – Familiarize yourself with all 3	Intro Forum – Wed/Sun Note to Michelle – Wed Introduction Quiz – Sun
Week 2 1/22	Regulations/Standards: Licensing	Licensing Regulations (See Classroom)	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 3 1/29	Regulations/Standards: NAEYC	NAEYC Program Standards (See Classroom)	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 4 2/5	Regulations/Standards: Teacher Quals	Licensing Regulations (See Classroom)	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 5 2/12	Quality Indicators	I/T L & D Program Guidelines 2-5	Discussion Forums – Fri/Sun Content Quiz – Sun Needs and Services Plan – Sun Key Points - Sun
Week 6 2/19	Schedules and Routines	Virtual Lab School (See Classroom)	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 7 2/26	Relationships – The Key	I/T L & D Prog. Guidelines 41-44, 66-70 ECE Competencies 29-36 I/T Foundations 7-13	Discussion Forums – Fri/Sun Teacher Interview - Sun Content Quiz – Sun Key Points - Sun
Week 8 3/4	Relationships – The Key	I/T Curriculum Framework 89-93, 68-74, 110-115, 132-137	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 9 3/18	Classroom Environments	ECE Competencies Pages 72-74	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 10 3/25	Space and Design	Supplemental: Infant/Toddler Spaces	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 11 4/1	Materials and Equipment	I/T Curriculum Framework 67-68, 88-89, 107-110, 130-132	Discussion Forums – Fri/Sun Classroom Design -Sun Content Quiz – Sun Key Points - Sun
Week 12 4/8	Curriculum/Planning/ Assessment	I/T Curriculum Framework Pages 19-27	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 13 4/15	Curriculum/Planning/ Assessment	I/T Curriculum Framework Pages 28-48	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 14 4/22	Aesthetics/Adult Spaces	Supplemental Reading	Discussion Forums – Fri/Sun Classroom Observation - Sun Content Quiz – Sun Key Points - Sun
Week 15 4/29	An overview of Infant/ Toddler Development	I/T Foundations pages 43-46, 59-64	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 16 5/6	Finals Week		Power Point Presentation -Fri

Discussion Forum Specifics

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* should be at least 200 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. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts. Credit will not be given for quotes that are posted as a follow-up. You must include the quote in your initial post.

Sample Citations
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. All work in the final week is due on Friday.

Weekly Posting Grading Rubric
1 Properly cited quote from the weekly readings included in initial post
1 Initial post is made by Friday night at midnight
1 Substantially response to a minimum of 2 peers
1 Quality of initial post

Introduction Quiz
Prior to taking this quiz, familiarize yourself with Canvas, read the syllabus, and refresh your knowledge regarding academic honesty. You may retake the quiz once.

Classroom Observation/Assessment
You will observe a series of classrooms and look for specific classroom traits related to the care and education of infants/toddlers. *More details and a rubric are available in the modules area.*

Infant/Toddler Teacher Interview
For this assignment, you will be interviewing an infant/toddler teacher. 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.*

Needs and Services Plan
You will complete a Needs and Services Plan (pretend parent role) and then create a summary of how you plan to work with the family/child (pretend teacher role). *More details and a rubric are available in the modules area.*

Healthy Relationships Strategies
In this assignment, you will be identifying some key strategies to help build relationships in early childhood programs. *More details and a rubric are available in the modules area.*

Power Point Presentation

You will create a power point or google slides presentation summarizing the essential policies and practices of high quality infant and toddler programs. *More details and a rubric are available in the modules area.*

Extra Credit

Attend an early childhood education professional meeting or workshop and write a description of the meeting or workshop. Examples: CPIN Trainings, HAEYC. This cannot be a staff meeting or workshop required by your employer. Extra credit is only counted if all major assignments are submitted.

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!

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)
April 1	District-wide closure (Cesar Chavez Day) .
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

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)