

# Syllabus

## ECE 1: Principles and Practices of Teaching Young Children

### Course Information

- Semester and Year: Spring 2026
- Course ID and Section number: ECE-1-E9954
- Instructor's name: Dr. Darius Kalvaitis
- Location: HU 218, Monday 1:15-4:25 PM
- Course units: 3

### Instructor Contact Information

- Office location or Online: HU 108b
- Office hours: by Appointment on Zoom, by phone, or on campus
- Phone number: 707.476.4338
- Email address: [Darius-kalvaitis@redwoods.edu](mailto:Darius-kalvaitis@redwoods.edu)
- Communication notes: Reach out to me as needed for academic support and advice

### Required Materials:

- None

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.

***The instructor reserves the right to modify and adjust the syllabus  
to meet student and course needs***

## Course Textbook & Other Materials

Free online textbook :

Textbook title: Principles and Practices of Teaching Young Children

Author: Stephens, Cindy et al.

Textbook available for free through the Open Education Resource (OER) LibreTexts Project. Link below to order hard copy. It may take a few weeks for the textbook to arrive by mail.

[Buy hardcopy of book](#)

## Course Calendar

Assignment	Points	Description	Details	Student Learning Outcomes
<p><b>Weekly Discussions (15)</b></p> <p>Due each and every week. Get in the habit of this as it is a mainstay of our class.</p>	<p><b>40%</b></p>	<p>Post each (and every) week and Reply to at least 2 students each week</p>	<p><b>Done in class BUT if you can't make it then online...</b></p> <p><b>Post your response to the prompt.</b></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 also relate the readings to your personal life and work experiences.</p> <p><b>Reply to at least 2 other students</b></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>	
<p><b>Quizzes (4)</b></p> <p>Spread over the semester</p>	<p><b>20%</b></p>	<p>Multiple choice Quizzes covering class material and readings.</p>	<p>The 1<sup>st</sup> 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.</p> <p>Quiz 2,3,4 are about our content from lectures and readings</p>	

<p><b>ASSIGNMENTS</b></p> <p><b>A1</b></p> <p><b>CA ECE Teacher Performance Expectations</b></p> <p><b>Essay 1500-2000 Words</b></p>	<p><b>40%</b></p> <p>10 Points</p>	<p>Review class assigned information</p>	<p>The objectives of this assignment are to learn about California Teacher Performance Expectations and reflect on your professional goals for early childhood education.</p>	<p>SLO #2: A Describe the role of the early childhood educator, including ethical conduct and professional pathways.</p>
<p><b>A2</b></p> <p><b>Program Models and Approaches</b></p> <p>Essay 1500-200 words</p>	<p>10 Points</p>	<p>Course content and research</p>	<p>In this assignment you will compare the approaches of two different early childhood programs.</p> <p>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.</p>	<p>SLO #1:</p> <p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies</p>
<p><b>A3</b></p> <p><b>Preschool Settings: Environments and Developmentally Appropriate Practice</b></p>	<p>10 Points</p>	<p>Class Assignment</p>	<p>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.</p>	<p>SLO #3:</p> <p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies</p>

<b>A4</b>  <b>Personal Philosophy of Teaching</b>	10 Points	This is the 1 <sup>st</sup> draft of the long journey as a learner and future educator	In this assignment you will construct a philosophy of teaching statement that is a narrative that includes: <ul style="list-style-type: none"> <li>• your beliefs about teaching and learning</li> <li>• a description of practices that are valuable to you</li> <li>• your educational and experiential foundations</li> </ul>	
<b>A5</b>  <b>Become a Theorist/Educator</b>	5 Points	Who do you want to embody?	Each student will choose to become an educator or educational theorist. We will then embody that person and become them for our discussions activities and other learning opportunities pick somebody that you can relate to that you want to emulate as a future educator. This project is a lot of fun.	
<b>A6</b>  <b>Module Presentations</b>  <b>Teamwork collaboration and leadership</b>	5 points	Lead a module of the class as a TA.	Practice teaching the entire class based on the materials provided in Canvas. This can be done in small teams and sign up will be provided in the starting weeks of class.  Form small teams and sign up!	
<b>Total</b>	<b>100%</b>	It all adds up to 100% - see grade calculations below to see what letter grade you will receive.		

## Evaluation and Grading Policy

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**

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 is 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 in Canvas.

Late assignments are accepted for up to the “accept until” time as posted in Canvas.

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.

## Grace Policy:

- Life happens! You are allowed to miss **one** of each assignment type **without penalty** — that means you can skip **one weekly discussion, one quiz, and one major assignment**, and it **will not count against your final grade**. No need to email or explain—this flexibility is built into the course to support your well-being. Use it wisely!
- The semester moves fast, so no extensions or late submissions will be available. If you have a documented emergency or other life crisis, you can email me and let me know so that I can try to support you through it academically.

## Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, 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 a lack of academic integrity, 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 [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

## AI Use Class Policy

Written with help from AI – \*

Advancements in generative AI, like ChatGPT and Google's Bard, offer tools that can aid learning but may hinder critical and creative thinking if overused. AI outputs can be unreliable and biased.

In this ECE class, you can use AI to help you learn and write. However, you must be transparent with this right at the start!

*Therefore, disclose any use of AI at the beginning of your writing for this class in every assignment!*

You are responsible for the content you submit, so review AI-generated outputs for accuracy, bias, appropriateness, and alignment with your perspective.

**We, as CR instructors have tools to detect AI use in your submitted assignments. Please disclose any AI assistance used to make your learning and our grading positive and honest.**

## 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. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

## 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.

## Prerequisites/corequisites/ recommended preparation

None

## Educational Accessibility and 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, or bipolar disorder
- 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
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: [sass@redwoods.edu](mailto:sass@redwoods.edu).

### SASS office locations and phone numbers

#### Eureka campus

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

#### Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

#### Klamath-Trinity campus

- Phone: 707-476-4280