

CD 2 Early Childhood Principles and Practices

Spring 2020 Semester

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Office Hours CCRC: Mondays 5:00-5:30 pm

Course Description: Corequisite: CH DEV 1

The student will explore the history of early childhood education as well as current philosophies and practices. Early Childhood programs will be observed and examined in relation to the needs of the child, the arrangement of the environment and the role of the teacher.

Textbook:

The Whole Child Developmental Education for the Early Years, 10th Edition, ISBN: 978-0-13-285342-2

Authors: Patricia Weissman and Joanne Hendrick

NAEYC Standards for Early Childhood Professional Preparation:

The National Association for the Education of Young Children are addressed in this course and are linked to course students learning objectives.

Bredenkamp, S. & Copple, C. (2009). Developmentally appropriate practice in early childhood programs. English and Spanish.

NOTE: Week One Module offers additional information about the NAEYC standards selected for this course.

Course Objectives:

Upon successful completion of the course the student will be able to:

1. Describe the requirements and professional responsibilities of a teacher.
2. Compare the different types and philosophies of early childhood programs in California.
3. Identify and describe the relationships, environments and experiences necessary for a quality program.
4. Examine various quality assessment tools used to evaluate quality early childhood programs.
5. Design techniques of observing and evaluating programs

6. Examine the curriculum elements necessary to support the physical, social, emotional, cognitive, and creative development of the child including modifications to meet special needs.

7. Examine a variety of guidance and interaction strategies to increase children ' s social competence and promote a caring classroom community.

8. Select teaching techniques and practices that demonstrate respectful support of the child ' s family, home, community and culture.

9. Analyze the relationship between observation, planning, implementation and assessment in developing best practices.

Student Learning Outcomes:

Student Learning Outcomes	Assessment Method	Institutional Learning Outcome
1. Compare the various types of early care and education programs available with regard to funding, curriculum and philosophy	Answer a standardized exam question.	Written and Oral Communication Problem Solving
2. Evaluate the quality of early childhood classroom based on observations and application of professionally recognized standards	Submit written observations of two classrooms using professionally recognized quality standards.	Information Competency Written and Oral Communication
3. Analyze the qualities and practices of an early childhood teacher necessary to meet the developmental needs of young children.	Demonstrate developmentally appropriate practices by designing a learning environment for young children.	Written and Oral Communication Problem Solving

Canvas Modules:

Common applications you might need, free downloads are available: Adobe Reader, Adobe Flash Player, and Real Player.

The course is designed in to meet the needs of adult learners and individual learning styles. The modules are presented in a synchronous format, meaning that you can work on your own pace managing your time for readings and assignments during the week. There are important weekly deadlines you must meet! You **must adhere** to the schedule in terms of completing and turning in assignments. The Online Module include a set of learning activities supporting your active learning and engagement within the textbook content.

All Modules assignments are due on **Friday evenings at 11:59 pm** Pacific Standard Time. New Modules opens on **Saturdays at 12:00 am**. Use the Calendar and Syllabus Class Schedule to keep you up to date. Please plan your weekly schedule so that last-minute technical difficulties will not prevent you from meeting those dates.

Important: Refrain from sending assignments to Instructor ' s email. Use only Canvas Inbox

Course Content area and submit assignments, discussions, quizzes, and projects by the due dates. Refer to the Syllabus for specifics on grading criteria and points for assignments, projects, and exams. All assignments must be submitted through Canvas weekly Modules by the due date **Friday evening BEFORE 11:59 p.m. Assignments turned in after the hour will show LATE on Canvas. Avoid consequences.**

Students with Special Needs:

Students with a disability requiring classroom accommodations, please meet with Instructor to discuss arrangements. If you have not yet contacted Disabled Student Program & Services (DSP&S), do so on a timely manner. DSP&S is in the Instructional Building. Visit DSP&S at www.lamission.edu/dsps

- Counseling Department: ph. 818.364.7655 or <http://lamission.edu/counseling>
- Financial Aid: ph. 818.364.7648 or <http://www.lamission.edu/financialaid>
- Disabled Student Programs and Services: ph. 818. 364.7732 or <http://www.lamission.edu/dsps>
- Library: ph. 818.364.7105 or <http://www.lamission.edu/library>

Important Deadlines Dates for Spring 2020:

Last day to enroll with a permission number: **February 23, 2020**

Last day to drop this class without “ W ” : February 23, 2020

Last day to drop with a “ W ” : **May 10, 2020**

THREE ATTEMPTS LIMIT:

A new state policy in effect as of 2012 limits students to 3 (three) attempts per course. Receiving a grade or a “ W ” for a course counts as an attempt, regardless of when the course was taken. Withdrawal by the deadline to avoid a “ W ” will not count as an attempt.

Attendance and Participation:

1. Students are expected to attend to class participating in discussions, small group activities, and online community.
2. Check Canvas Learning Management System (LMS) at least three times a week.
3. **Web-enhanced** participation is defined as reading email, posting discussion, reading content pages, and/or uploading assignments, etc. The instructor will be monitoring this participation.
4. Each student must post an original answer to the discussion topic listed for each module and reply to at least **one** of the other students' postings.

NOTE: Presentations in class will not be graded until you have fully participated in class.

Guidelines for Communication:

Email: Always include a subject line. Remember without facial expressions some comments may be taken the wrong way. Be mindful when drafting your emails.

Discussions: Review the discussion threads thoroughly before entering the discussion based on the Chapter assigned or reflective questions for the week. Try to maintain threads by using the "Reply" button rather starting a new topic.

Be positive and constructive group discussions. Respond in a thoughtful and timely manner.

Assignments:

All assignments must be turned in on a timely manner, also, read carefully standard writing rubric found on each assignment.

1. Come prepare to participate in class. Read assigned chapters and post learnings on weekly discussions. Points will be deducted for not participating **in class nor online discussions (200 points)**
2. Research and analyze 1 **pre-written lesson plans** from educational websites, most websites will ask you to create an account, i.e. <https://www.education.com/worksheet/article/mindfulness-mindful-listening/>. Determine if the activities are appropriate for preschool children and if meets the following components: **Developmentally Appropriate Practice, Universal Design for Learning, English Language Learners and Scaffolding learning process. (50 points)**
3. Demonstrate **how to support one curriculum area**: math, literacy, art, music, creative, or drama. **(50 points each).**
4. Students are required to visit a NAEYC Accredited Center. Observe **one** classroom environment virtually. **(50 points)**
5. Midterm exam Chapters 1-7 **(25 points)**
6. Final exam over Chapters 8-16 **(25 points)**

7. **Final Project:** Theoretical Foundations, Teaching Philosophy, Outdoor Observation virtually
Part I

Choose **one** theory/approach (F. Froebel, J. Piaget, U. Bronfenbrenner, L. Vygotsky, M. Montessori, S. Freud, E. Erikson, Reggio Emilia Approach, or Learning Theory) that influences your beliefs and values of the whole child. See writing rubrics for detailed information.

Part II

Create a parent/teacher night presentation that will inform your parents about your educational values and your teaching philosophy. Observe one outdoor environment and share one picture and one developmentally appropriate practice found in the program.

(100 points)

Grading

There are 7 assignments to submit in this class. Each of will contribute to your final grade. Each assignment will be given a letter grade (e.g. A, B, C, D, or F), which will then be recorded in order to determine your final grades for the class.

Grading Guidelines	Points
A	459-500
B	458-400
C	399-359
D	358-300
F	299

Incomplete grade will be issued at the end of the semester for those students who encounter a personal emergency, family crisis, illness, and other special circumstances. Also, must at least have completed 75% of class. Incomplete work needs to turn in before one year. If not turned in within one year a grade will be given for that class.

Late Assignment:

- "LATE ASSIGNMENTS" points will be deducted. You are encouraged to turn in all assignments on time to avoid reduction in grading points. If assignment is missing by the deadline, you will be granted Zero points.

Final Exam:

- **Mandatory:** Final Exam you must be present, if you are not present at the time of the exam you will be granted " 0 " points. If for some reason, you have an unforeseen circumstance or family emergency, and you ask Instructor to turn or conduct a Final Presentation in advance; **points will be half points reduced.**

General Rubrics

The grading rubrics will be used to award points earned by student ' s work. It is expected that you follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment.

There are major activities in the course that demonstrate your knowledge and skill in supporting principles and practices of the whole child; completion of these are mandatory for passing the course. Grading Rubrics are provided for each major assignment.

- Professional writing is required in our online course.
- Be aware of student ' s netiquette.
- Avoid texting writing.
- Be respectful on your comments.
- Formulate clarifying questions after reading an article or textbook chapter.
- Enter educated comments, use glossary terms to enhance your discussions.
- Presentations **in class** make eye contact, breath, be yourself, share your learning experience, and transmit your educational passion.

Writing Rubric:

- Assignments most reflect college-level work. Final assignment will be turned as APA style.
- Students must submit assignments in Microsoft Word format or Rich Text Format (RTF) when using the text box, type Times New Roman, use size 12 ' font.
- Cover page, citations and reference page must be included.
- Proofread assignments content aloud and check for correct spelling, grammar, clarity, flow, punctuation and sentence structure.
- Points will be deducted for numerous errors.
- Avoid texting writing on documents, assignments, comments, and discussions

Plagiarism: Webster ' s Third International Dictionary defines plagiarism as follows; " Plagiarism to steal and pass off, as one ' s own the ideas or words of another; to use without crediting the source, to present as new and original an idea or product derived from an existing source; to commit literary theft. "

- A student ' s dictation and phraseology should always be his or her own except where he or she clearly indicates otherwise. Obviously, is not dishonest to copy an author ' s words in quotation marks and give credit to the source by footnoting or by acknowledging the source in the text of your paper.

TEACHING STYLE:

The teaching style of the class is based on humanistic philosophy, which in turn is based on the assumption, that human nature is essentially positive, and that each person possesses virtually unlimited potential. This philosophy emphasizes personal growth and self-direction in the learning process (White & Brockett, 1987).

METHODOLOGY:

Experiential learning: Value the process not the product.

Weekly Discussions, Self-directed learning, Discovery method, Reflections and journals prompts, Self-critical thinking exams

Links. Webpages

Department Education of California:

<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

<http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_pgadv.htm

Additional webpages:

California Commission on Teacher Credentialing www.ctc.ca.gov

Child Development Training Consortium www.childdevelopment.org

Child Protective Services (CPS) www.dss.cahwnet.gov/cdssweb

National/California Association for the Education of Young Children www.naeyc.org

CAAAYC www.caaeyc.org

Assignments	Total Possible Points	Tally Points Earned	KEEP TRACK OF YOUR GRADES How am I doing in my assignments? Student Comments
A-459-500 B- 459-400 C- 399-359 D- 359-300 F-299			
10 Discussions/Articles in Class	200		In process
Research and Analyze Pre-Written Lesson Plan	50		Completed
Demonstration Learning Area	50		In process
Observation Indoor Classroom Environment Visit Accredited Program	50		In process- May 4
Mid-Term Exam Ch 1-7	25		Completed
Final Exam Ch 8-16	25		In process
Theoretical Foundations, Observation of outdoor environment, teacher's philosophy Final Project	100		In process
TOTAL	500		

Disclaimer: The instructor reserves the right to make changes as necessary to this syllabus meeting adult learning styles and assignments. If changes are necessitated during the term of the course, the Instructor will immediately notify students of such changes via Canvas Announcements. While we endeavor to keep this information up-to-date and accurate, maybe some discrepancies with dates on minor errors. The syllabus of record is the one found in your online course. The information contained in this syllabus is for general information purposes only.

Dates subject to change

Date	Early Childhood Principles and Practices	Assignments
Feb 10	Welcome	Syllabus, Resources, Protocols
Feb 17	President ' s Day Holiday	No class
Feb 24	Ch 1 and 2 What is Good Education and Collaborating with Families Montessori. Froebel. Developmentally Appropriate Practices	Discussion 1 and 2- Fri Feb 21 Textbook Reading Protocol Due Feb 28: Research and Analyze Activity PI Activity Demo- Mon Feb 24
Mar 2	Ch 3 Fostering Creativity in Play. Piaget.	Discussion 3 Fri Feb 28 Textbook Reading Protocol Activity Demo - Mon Mar 2
Mar 9	Ch 4 Providing Cross-Cultural, Nonsexist Education NAEYC Code of Ethical Conduct	Discussion 4 Fri Mar 6 Textbook Reading Protocol Activity Demo- Mon Mar 9
Mar 16	Ch 5 Welcoming Children Who Have Special Needs Ch 6 Using Standards and Assessment in Early Ed J. Dewey	Discussion 5 & 6 Fri Mar 13 Textbook Reading Protocol Completed
Mar 16 and 23	COVID-19 Shelter In- Emergency Moved Spring Break to the Week of March 23-29	Spring Break Mar 16-30
Mar 30 Instruction Begins alive via Zoom	Ch 7 Young Children Daily Routines and Class Env McMillan Sisters and Reggio Emilia Approach Get Familiar with Zoom Tools/Technology	Discussion 7 Fri Apr 3 Textbook Reading Protocol No activity demo due to the transition
Apr 6	Mid-Term Ch 1-7 and Presentations	Mid- Exam Mon April 6
Apr 13	No class	
Apr 20	Ch 8 Promoting the Development of Physical Self. Freud Activity Demo and DRDP Assessment	Discussion 8- Fri Apr 10 Textbook Reading Protocol-Activity Demo Apr 13
Apr 27	Ch 9 Promoting the Development Emotional Self. Erikson Ch 10 The Social Self: Encouraging Social Comp Ch 11 The Social Self: Fostering Self-Discipline Activity Dem	Discussion 9- Fri Apr 17 Textbook Reading Protocol Activity Demo- Mon Apr 20
May 4	Ch 12 Fostering the Development of Language Skills Ch 13 Fostering the Emergence of Literacy Activity Dem Observation Indoor Classroom Environment Virtual	Last Discussion 10- Fri Apr 24 Textbook Reading Protocol Activity Demo- Mon Apr 27
May 11	Ch 14 Supporting the Development of Cognitive Learning Theory and Vygotsky Activity Dem	Observation Outdoor Classroom Environment Virtual
May 18	Ch 15 Nurturing the Development of the Creative Self Ch 16 Developing the Whole Child: Becoming the Whole ...	Final Project Outdoor Env. Obs. Theoretical Foundations. Teacher ' s Philosophy
May 25	Memorial Day Holiday	No class
Jun 1	Final Presentations	Final Project Presentations
Jun 8	Final Exam Students must be virtually alive to earn points	