

Basic Course Information

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|-------------------|------------------------------------|---------------------|---------------------------------|
| Semester: | Spring 2017 | Instructor Name: | Rebecca Green |
| Course Title & #: | Practicum –Field Experience | Email: | Becky.green@imperial.edu |
| CRN #: | 20809 | Webpage (optional): | |
| Classroom: | Preschool | Office #: | 2200 |
| Class Dates: | Feb. 13-June 9 2017 | Office Hours: | |
| Class Days: | Monday | Office Phone #: | 760-355-6232 |
| Class Times: | 0600-0805 | Emergency Contact: | |
| Units: | 4 | | |

Course Description

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. (C-ID ECE 210) (CSU)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom.
2. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.
3. Analyze personal teaching experiences to guide and inform practice.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Assume teaching and non- teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
2. Develop the persona of a professional educator.
3. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
4. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
5. Analyze classroom space of its effect on the behavior and interactions of children/teachers.
6. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based

curriculum and activities.

7. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
8. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
9. Develop a recordkeeping system to document and track children's progress.

Textbooks & Other Resources or Links

Browne, Kathryn and Gordon, Ann (2009). *To Teach Well: An Early Childhood Practicum Guide (2st/e)*. Prentice Hall. ISBN: 978-0131995024

- California State Infant/Toddler Learning & Development Program Guidelines, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>
- Desired Results Developmental Profile, California State Department of Education, Available at: <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
- Developmentally Appropriate Practice in Early Childhood Programs, Bredekamp & Copple, current edition, NAEYC Publications 2009
- Early Childhood Rating Scale, current edition, Harms, Clifford & Cryer, Teachers College Press 2011
- California State Preschool Learning Foundations, Available at: <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
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NAEYC Code of Ethical Conduct

Course Requirements and Instructional Methods

CDEV200 students must have TB test and all immunizations required by State of California complete before beginning course. Any questions please contact 760-355-6232.

Please come to class on time and prepared.

All students are required to do 8 hours of lab per week.

Please go to the office and fill out a Criminal Background form, an Abuse Index form, and a lab school contract before lab can begin.

Students will be given a timecard and instructions on how to use the time clock. Students with any Criminal Background will not be allowed to begin until cleared.

Grades will be based upon lab assignments, class participation, and completion of assignments, pop quizzes, quizzes, portfolio, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

All writing assignments should be typed.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took that quiz. Make-ups are at my office during my office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

All papers must be typed and completed in APA style.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final."
California Education Code, Section 76224(a)

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

The student's ability to work directly with the children will be included in the grading.

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

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who

desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Rules for Lab.

- **Lab contract must be signed**
- **Respect for children and families**
- **Confidentiality is expected**
- **No food or drinks**
- **No cell phones**
- **Purses and back packs must be left outside the preschool lab (lockers are available but you must bring your own lock and remove it each day)**
- **Follow all preschool regulations**

Online Netiquette

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- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Child Development Lending Library- Contains materials that Child Development Students can borrow.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|---|---|
| Week 1 | Syllabus & Introduction Job shadowing Reflective Practices Lab assignments will be given Read Chapter 1-2 | Reflection paper due week 2 Paper- Why Become a Teacher? Lab assignment |
| Week 2 | Job shadowing Role of teacher Professional Portfolio Read chapter 3 | Reflection paper 2 due week 3 Lab assignment Journal assignment |
| Week 3 | Becoming a Professional Setting Your Goals and Objectives Teacher evaluation Apply for permit Pathways | Paper: Goals and Objective Lab assignment Journal assignment |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|---------------------|---|---|
| | Reflective Practices Read chapter 4 Activities with children | |
| Week 4 | Understanding and Guiding Behavior Working with children Read chapter 5-6 | Lab assignments Observation assignment Journal assignment |
| Week 5 | Environments and Schedules Reflective Practices Read chapter 7-8 | Lab assignments Journal assignment |
| WEEK 6 | Curriculum Reflective Practices | Lab assignments Journal assignment |
| Week 7 | Team Teaching | Lab assignments 2+2 Journal assignment |
| Week 8 | Collaborating with Families Diversity | Lab assignments Journal assignment |
| Week 9 | Lesson Planning Projects | Lab assignment Journal assignment |
| Weeks 10-15 | Improving teaching skills Portfolio and Interview prep Teacher of the Day | Lab Assignments Journal Assignments |

*****Tentative, subject to change without prior notice*****