Early Childhood Education ECE 1-
Principals and Practices of Teaching Young Children

Course Information

Semester & Year: Fall 2024
Course ID and Section number: ECE-1-K8563
Instructor's name: Misty Knight
Location: Tuesday 5:15pm to 8:25pm Classroom 3 at the Klamath Trinity Instructional Site
Course units: 3

Instructor Contact Information

Office location: Hoopa Higher Education Office
Office hours: Monday through Friday 9am to 5pm
Phone number: 530 905 0073
Email address: misty-knight@redwoods.edu
Communication notes: You may call, text, or drop by anytime.

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. Identify children's developmental processes and describe adaptations to curriculum and environments needed to support the needs of the "whole child" (physical, cognitive, social-emotional).

2. Apply developmentally appropriate practices to normative and atypical development.

3. Understand characteristics and roles of an effective teacher in an early childhood setting.

4. Compare and contrast principles of positive guidance and interactions.

5. Demonstrate basic observational skills.

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodation 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 (such as 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 (such as audio books or 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 Student Accessibility Support Services (SASS). If you are unsure whether you qualify, please contact SASS for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus
- Phone: 707-476-4280
- Location: Student Services Building, first floor

Del Norte campus
- Phone: 707-465-2324
- Location: Main Building, next to the library

Klamath-Trinity campus
- Phone: 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 Learning Support

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

Library Articles & Databases

Find the best library databases for your research.

[Online Tutoring Resources](#)

Participate in tutoring over Zoom.

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 Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Log in or set up an account with Timely Care](#).

Mental Health Counseling

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

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

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 and Advising](#) can assist students in need of academic advising and professional counseling

services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus
- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus
- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus
- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: 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. [Submit a request for services and information](#).

Basic Needs Center contact info
- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

[Library Services](#) promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

Student Tech Help

[Student Tech Help](#) provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

[Extended Opportunity Programs and Services](#) (EOPS) 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 with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

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

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!

Evaluation & Grading Policy-

It is my belief that life happens, and we all may need to request additional time to complete assignments. Please let me know asap if you need to turn in an assignment late. If you turn the assignment in within two weeks past the due date, I will not dock any points. After two weeks, I will take of one point each day. I do want to stress that I am including various activities that require your full attendance of a class. If you arrive late or leave early, you may be deducted some classroom participation points.

List of assignments for the semester include:

1 Introduction-**10** points
1 Ask your instructor a question through email- **1** point
1 Practice Presentation- **15** Points

3 Research Essay's Outlines- **15** Points
3 Research Essays-**42** Points
3 Presentations-**60** Points
1 Annotated Bibliography- **25** Points
16 Discussions- **64** Points
5 Terminology Quizzes-**20** Points
In Class Participation- **170** Points- 10 Points per class
1 Final Presentation-**148** Points
Total Points Possible-570

The following are my grading rubrics.

Annotated Bibliography- **25 Points**

5 Articles	APA Reference	Topic Sentence	Argument/Stance	Usefulness
5Points	5 points	5 Points	5 Points	5 Points

Rubric-14 points- Assignments

Citing sources APA 7	Meets/yes 2	Little/Some 1	No/None 0
# sources	2	1	0
Length	2	1	0
Content	6	3	0
Formatting 12 font	1	NA	0
1 inch margins	1	NA	0

Terminology Quiz-5 words- 20 points

Clear/Exceeds	Sufficient	Developing	Needs Improvement	No answer/unclear
4 points	3 points	2 points	1 point	0 points

Discussions- 1 Paragraph- 4 points

Clear/Exceeds	Sufficient	Developing	Needs Improvement	No answer/unclear
4 points	3 points	2 points	1 point	0 points

Presentations- 20 Points

Presentations- Prompts

Clear/Exceeds	Sufficient	Developing	Needs Improvement	No answer/unclear
4 points	3 points	2 points	1 point	0 points

Presentation Times- 5 minute Minimum

Meets or Exceeds time minimum	Developing	Needs Improvement
5 or more minutes- **5 points**	3 minutes or less **3 points**	1 minute or less **1 Point**

Presentation Slides- 10 minimum

10slides	9 Slides	8 slides	7 slides	6 slides	5 slides	4 slides	3 slides	2 slides	1 slide
10 point	9 points	8 points	7 points	6 points	5 points	4 points	3 points	2 points	1 point

Reference slide- Minimum of 1 reference

APA reference slide	No Reference Slide
Yes- 1 points	No 0- Points

Final Reflection and Presentations- 128 Points total

Personal Reflection Essay-**28 points**

Citing sources APA 7	Meets/yes 4	Little/Some 2	No/None 0
# sources	4	2	0
Length	4	2	0
Content	12	6	0
Formatting 12 font	2	NA	0
1 inch margins	2	NA	0

Final Presentation- Prompts (50 points)

Clear/Exceeds	Sufficient	Developing	Needs Improvement	No answer/unclear
50 points	45 points	30 points	15 point	0 points

Presentation Times- 5 minute Minimum- **(25 Points)**

Meets or Exceeds time minimum	Developing	Needs Improvement
5 or more minutes- **25 points**	3 minutes or less **15 points**	1 minute or less **5 Point**

Presentation Slides- 10 minimum **(20 Points)**

10slides	9 Slides	8 slides	7 slides	6 slides	5 slides	4 slides	3 slides	2 slides	1 slide
20 point	18 points	16 points	17 points	12 points	10points	8points	6 points	4points	2 point

Reference slide- Minimum of 3 reference-(**5 Points)**

APA reference slide	No Reference Slide

Yes- 5 points	No 0- Points

You will find detailed assignment descriptions in Webadvisor.

Below is the course outline that include topics we will be addressing:

Course Outline

Include an outline of topics that are required to be covered in this course. Use a separate outline of required topics for lecture and for lab portions of the course if the course includes both lecture and lab.

Concepts: What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? Each concept should be numbered.

1. Identify the historical roots, learning theories and professional pathways in early childhood education including ethical and professional standards.

2. Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher).

3. Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age).

4. Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing and regulation structures in early childhood settings.

5. Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements.

6. Describe the relationship of observation, planning, implementation, and assessment in effective

programming.

7. Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

8. The influence of environment on behavior and learning (environment as third teacher).

9. Career options/paths.

10. Professional organizations, NAEYC Code of Ethical Conduct, professionalism and ongoing professional development.

11. Current and historical models, influences, and approaches in the file of early childhood education.

12. Collaboration and partnerships with families, colleagues, and health care professionals.

Themes & Issues: What primary tensions or problems inherent in the subject matter of the course will students engage? Each issue should be numbered.

1. The importance of developmentally, culturally, linguistically appropriate practice.

2. Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.

3. Addressing the needs of the "whole child" (physical, cognitive, social-emotional).

4. Play as a vehicle for development and learning.

5. Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age).

6. Importance of positive teacher-child relationships and interactions.

7. Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, colleagues, health care professionals, and others in the early childhood field, including the importance of collaboration.

8. Quality indicators of programs (e.g., accreditation, assessment tools).

9. Developing philosophy of Early Childhood Education.

Fall 2024 Dates

Date	To Remember
August 23	Last day to register for classes (day before the first class meeting)
August 24	Classes begin
August 30	Last day to add a class
September 2	Labor Day Holiday (district wide closure)
September 6	Last Day to Drop & Receive a Refund
September 8	Last Day to Drop w/out a "W"
September 9	Census Date (20% of class)
October 31	Last Day to Petition to Graduate & Petition for Certificate
November 1	Last Day for Student/Faculty Withdrawal
November 11	Veteran's Day Holiday (District Wide Closure)
November 25-26	Fall Break (No Classes)
November 27-29	Thanksgiving Holiday (District Wide Closure)
December 14-20	Final Examinations
December 20	Last Day to File P/NP Option

Date	To Remember
December 20	Semester Ends
December 27	Grades Due
January 3	Grades Available for Transcript Release

	Weekly Topics
Week 1 8/27	Introductions- Canvas and AI, one drive Practice Presentation-
Week 2 9/3	Identify the historical roots, learning theories and professional pathways in early childhood education including ethical and professional standards. Current and historical models, influences, and approaches in the field of early childhood education.
Week 3 9/10	Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
Week 4 9/17	Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements. Describe the relationship of observation, planning, implementation, and assessment in effective programming.
Week 5 9/24	What are the Career options/paths within the Early Childhood Education field. The influence of environment on behavior and learning (environment as third teacher).
Week 6 10/1	Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher). Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age). Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing and regulation structures in early childhood settings.
Week 7 10/8	Observations in the classroom Professional organizations, NAEYC Code of Ethical Conduct, professionalism and ongoing professional development.
Week 8 10/15	Collaboration and partnerships with families, colleagues, and health care professionals.
Week 9 10/22	The importance of developmentally, culturally, linguistically appropriate practice. Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
Week 10 10/29	Addressing the needs of the "whole child" (physical, cognitive, social-emotional). Play as a vehicle for development and learning. Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age). Importance of positive teacher-child relationships and interactions.
Week 11 11/5	Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, colleagues, health care professionals, and others in the early childhood field, including the importance of collaboration. Quality indicators of programs (e.g., accreditation, assessment tools).
Week 12 11/12	Career options/paths. Now that we have been learning about the different program types and careers, you will identify an ECE dream career for yourself.
Week 13 11/19	Developing philosophy of Early Childhood Education. Work on the development of paper addressing the role of the early childhood educator Work on identifying quality in early childhood education programs by comparing different classrooms and environments
Week 14 Winter Break	Break 11/26
Week 15 12/3	Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
Week 16 12/10	Start of Final Presentations -My pedagogy - Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.
Week 17 12/17	Final Presentation -My pedagogy - Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.

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 2023-2024 College Catalog and CR Board and Administrative Policies.

AI Use Class Policy

Generative AI tools, such as ChatGPT and Google's Bard, are likely to be widely used in the workplace moving forward. It's important for you to understand how to use them ethically and effectively. For that reason, in this class, you will sometimes be invited to use such a tool in the completion of an assignment. In this class, using generative AI tools is not cheating if the outputs are screened by you for accuracy, bias, appropriateness, and fidelity to your perspective. For this reason, I will be assigning some AI assignments that will require you to research the validity of information.

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 2023-2024 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.

Canvas Information

- Log into Canvas at My CR Portal
- For help logging in to Canvas and general tech help, visit Student Technical Support
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: Canvas Student Orientation Course

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact Admissions & Records. 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 (pdf).

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 visit 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.

Del Norte Campus Emergency Procedures

Please review the Crescent City campus emergency map for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit Redwoods Public Safety.

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.
In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.

4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command.