



**ECE 101- 601– CRN 32932**  
**Introduction to Early Childhood Education**  
**Spring 2015**

**Course description:** This course provides an introduction to Early Childhood Education addressing the ages 0-8 years of age. Topics include an overview of the eight key areas of professional knowledge: **Professionalism; Child Growth and Development; Health, Nutrition and Safety; Developmentally Appropriate Practices; Guidance; Diversity; Family and Community Relationships; and Administration and Supervision.**

**Instructor contact information:**

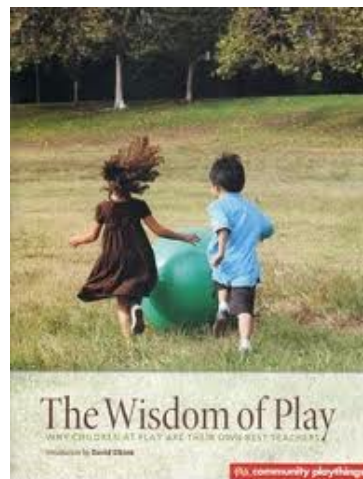
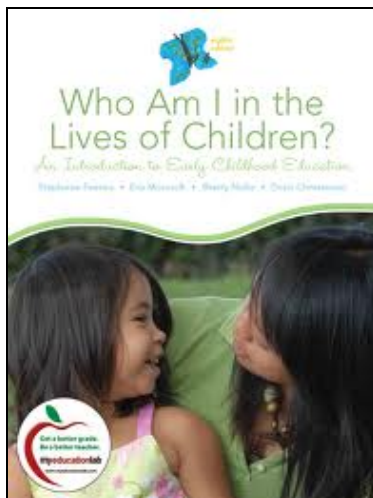
**Carol Goss**  
**303-324-7703**

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**Conferences: By appointment or**  
**Available before and after classes**

**Class dates: Saturdays – 1/24, 2/7, 2/21, 3/7, 3/21, 4/11 and 5/2**  
**Scheduled Times: 9:00 AM to 3:30 PM**

**Required texts:**



- **Who Am I in the Lives of Children: An Introduction to Early Childhood Education**
- **The Wisdom of Play** from *Community Playthings*
- **Colorado State Rules and Regulations for Child Care Centers**

Textbook can be purchased at the RRCC bookstore. (303-914-6232)

**It is recommended that you purchase and use a flash drive for this class.**

### Course objectives:

- A. Define evidence-based practices in Early Childhood Education.
- B. Demonstrate knowledge and comprehension by applying theories to curriculum approaches.
- C. Identify developmental milestones for children from birth through age eight years in each developmental domain. Describe best practices for health, safety and nutrition young children and apply state standards to the early childhood setting.
- D. Define developmentally and culturally appropriate practices for programs serving young children and the practical application to early childhood settings.
- E. List strategies for building relationships with families and the local community.
- F. Identify bias-free attitudes and practices supporting diversity and inclusion in early childhood programs.
- G. Demonstrate an understanding of professionalism in Early Childhood Education: use the NAEYC Code of Ethics; explore career options; demonstrate professional oral and written communication skills; develop the foundation of a personal electronic resource file; work collaboratively as a team; and advocate for early childhood education.
- H. Demonstrate basic knowledge of the Colorado Child Care Licensing Rules and Regulations, Qualistar Rating System and NAEYC Accreditation requirements.
- I. Identify appropriate guidance techniques and classroom management strategies.

### Course Assignments:

This course contains **7 in-class assignments, 5 on-line discussions, 10 homework assignments including one on-line resource file, 7 class attendance grades and one final presentation.** You will find points for your assignments listed below. **ALL assignments should be kept on your flash drive and turned in online in D2L.**

All assignments **must be received by the due date.** Late assignments may be turned in up to one week late and up to 10% may be deducted. **If you have extraordinary circumstances which should be considered, contact the instructor immediately.** If there is evidence that any work received is not your own, an automatic "F" will be recorded as your course grade.

### REQUIRED

1. **Background Check:** As a part of the professionalism practiced by this college, **each student will be required to complete a background check prior to observing in a classroom other than your own.** For this semester – **Spring of 2015** – this means that you will need to complete the background check by **February 7, 2015 – within the first two weeks of class.** (Print out a receipt to show the date.) This is for your protection and is required of all students. Students will now be using the CertifiedBackgrounds agency for their ECE background check. Students will access the agency through the RRCC ECE Getting-Started webpage <http://www.rrcc.edu/early-childhood-education/getting-started>. **Students will click the red PLACE ORDER button to begin>Select our institution (Red Rocks Community College)>select TEACHER EDUCATION> click on the *agree to terms* box & enter their email address at the top if they want to get a personal copy of their background check (strongly encouraged). Cost is \$27.45**
2. **All students will need to arrange with two child care centers, preschools, or home child care centers to do some observations.\*\*\* If you are working at a center, most of your observations could be completed at the center where you work; one must be completed at a different center. You may want to consider observing at the Red Rocks Community Child Development Center; call Sue Barnett at 303-914-6328.**

**All assignments will be graded on quality of content including:**

- research or learning from observation or reading
- thoughtfulness
- clarity and organization
- spelling, sentence structure, grammar, and punctuation
- and, **MOST IMPORTANTLY**, meeting the specifications of the assignment
- *please note: 2 assignments have specific grading rubrics\*\**

**Grading and Evaluation**

There will be two parts to your class evaluation and grade. You will have assignments which are listed below. Please note the point value for each assignment. Instructions for each assignment will be given in class and on the class D2L website. **Since there are only 7 classes, missing 2 classes will result in a failing grade even if you receive full points on every homework assignment. Since many assignments are completed and turned in during class time class attendance is critical.** It is to your advantage to make attendance a priority. Attendance will be counted as 25 points for each of seven classes, for a total of 175 points. Late arrival or leaving early will be counted as a deduction. - Please note that **attendance, along with in-class assignment grades, is more than 1/3 of your total grade!** **Recommendations to improve assignments and grades will be posted in D2L. With instructor approval**, you may make corrections and improvements within a week of the assignment due date for an adjusted grade. I do not expect to give you updates on your class grade.

*You may use this rubric to keep track of your progress in this class:*

**ASSIGNMENTS:**

Assignment	Point value	My points	Due date	Attendance	My points
<b>Class #1</b> In Class Assignments	25		1/24	1/24	
<b>Order Background Check</b>	20		<b>2/7</b>		
<b>Observation Form Signed</b>	20		2/7		
Homework: Ethical Dilemma #2	40		2/7		
Discussion #1 -Introduction	25		1/24-2/7		
READ Chapters1, 2 and 3			2/7		
<b>Class #2</b> In Class Assignments	25		2/7	2/7	
Homework: Historical Perspectives in Today's Classrooms paper	60		2/21		
Discussion #2- Research and discuss curriculum	25		2/7– 2/21		
Read Chapter 4 and 5			2/21		
<b>Class #3</b> In Class Assignments	25		2/21	2/21	
Homework: Developmental observation** <i>(Check grading rubric)</i>	75		3/7		
Discussion 3 –Research Websites	25		2/21-3/7		
<b>Read Chapters 6, 7 and 8</b> Plus <b>Read over “Colorado Rules &amp; Regs for Child Care Centers</b>			3/7		

Assignment	Point value	My points	Due date	Attendance	My points
<b>Class #4</b> In Class Assignments	25		3/7	3/7	
Guidance observation** (Check grading rubric)	75		3/21		
Final Presentation Outline	20		3/21		
Discussion 4 – Lemelson Website	25		3/7-3/21		
<i>Optional Extra credit: Classroom poster presentation (1 only) on classroom rules, visual schedule, and solution set cards, school family tree (or other poster approved by instructor).</i>	(20)		(3/21)		
<b>READ Chapters 9 and 10 Plus read over “Colorado Rules &amp; Regs for Child Care Centers</b>			3/21		
<b>Class #5</b> In Class Assignments	25		3/21	3/21	
Reflection on the Value of Play	50		4/11		
<b>PINTEREST Assignment</b>	40		4/11		
Discussion 5 – Interactions with families	25		3/21–4/11		
<b>READ Chapters 11 and 12 plus “The Wisdom of Play”</b>			4/11		
<b>Class #6</b> In Class Assignments	25		4/11	4/11	
Personal Philosophy Paper	50		5/2		
<b>READ Chapter 13 and 14</b>			5/2		
<b>Class #7</b> In Class Assignments	25		5/2	5/2	
<b>Final Presentation</b>	75		5/2		
Total Points for Assignments and Discussions	825				
Attendance (25 pts. per class)	175				
<b>Total possible points</b>	1000				

\*\* denotes assignments with specific grading rubrics

**You should be successful in this class if you have reading assessment scores of 62 or above and writing assessment scores of 70 or above.**

If you need help with writing, please make sure to contact the Red Rocks Writing Center well before the assignment is due. You can access their services in person or online but they will not be able to help you if you leave it to the last minute. For more information or to contact an online tutor:

<http://www.rccc.edu/writing/>

**Desire 2 Learn (D2L):** Access to D2L is made through the RRCC portal (The Rock) on the RRCC.edu homepage.

**Below are some tips for accessing information with D2L:**

**Desire2Learn performs better using Firefox so that is the recommended browser.**

**To log in: Username:** Your Student ID (S#)

**Password:** The default password is your birthday. (Call **HELPDESK** if you have problems accessing your portal.) **Once in the portal you will be instructed to reset YOUR PASSWORD.** Click on Login. Upon entering the The Rock (RRCC Portal) on your computer, go to the “Student” tab. In the upper left-hand corner there is a box labeled “Course Access.” Click on the link that says “Click here to access your Desire2Learn classes.” This will take you to all of the courses you are registered for at RRCC. Once there, you can access the ECE 101 course where you will find syllabus, assignments, and dropboxes for submitting assignments and your grades. (You can also contact your instructor via the email function in Desire2Learn.)

If using Internet Explorer, some files may not open up. To correct the situation:

1. Launch Internet Explorer
2. From the Tools menu select Internet Options
3. Click the Security tab
4. Click the Custom Level button
5. Scroll down to “Downloads”
6. Enable “Automatic prompting for file downloads”

**HELPDESK: 1-888-800-9198 or <http://help.cccs.edu>** The 24x7 helpdesk is staffed with people trained to answer questions about: Log-ins - Registration System - Student email - Desire2Learn

**Syllabus:** A Syllabus is a contract between the student and the instructor. It outlines the responsibilities of both the student and the instructor. My expectation of you as a student is clearly stated. I have high expectations, and this Syllabus explains how you may be successful in this course. You will also understand how I may be reached if you have a question, or need to discuss anything.

**Fairness Doctrine:** My intention is to make this course user-friendly. If you feel that the information or material is not presented clearly or you are having any difficulty with any aspect of this course, please e-mail or call me. I want to continually improve this course so your feedback is important to me.

**Professionalism:** Your professionalism is expressed in the way you present yourself to others, as well as how you respond to others. It is my expectation that your actions will demonstrate your professionalism as you complete the requirements of this course. This is true whether you are participating in a community event representing the Early Childhood Education department, are visiting a program or center, or in your communication with the instructor or your fellow students. There are many opportunities to make an impression! This expectation of professionalism extends to any written communication within the class. It is the instructor’s expectation that your personal e-mails and any written assignment be presented with professionalism. ***This means no slang, shortcuts, incomplete sentences, unauthorized abbreviations, etc. It also includes proper punctuation and grammar. What your message says in content is diluted by sloppy punctuation and grammar.*** To avoid plagiarism, you will also be expected to document the sources you use in completing written assignments. This is a college course. **Points will be deducted for punctuation, grammar and spelling errors.**

**Course Evaluations:** As this course nears completion, you will have the opportunity to complete a confidential evaluation of the class. Your feedback is important, and ensures that RRCC continues to offer quality instruction that meets your needs. Please take time to complete the survey – I appreciate your feedback.

**Academic Integrity:** At RRCC, academic integrity is the ethical foundation upon which the academic community pursues professional, administrative and scholarly endeavors. Everyone associated with the college’s academic community has a responsibility for establishing, maintaining and fostering understanding and respect for academic integrity. Following are some principles associated with academic integrity to which we expect students to adhere:

- Assume responsibility and take credit only for the words and/or ideas in an academic exercise that are expressly one's own.
- Use information, computer programs, discs, another student's work, study aids, and/or other materials only when allowed by the instructor.
- Remove materials from the library, labs, and other college facilities only when an official representative of the college grants permission. Use copyrighted materials only with permission.
- Refuse to help another commit an act of academic dishonesty.

Academic dishonesty is the intentional act of fraud when an individual claims credit for the work of another, uses unauthorized materials, or fabricates information in any scholarly exercise. Academic dishonesty also includes, but is not limited to, forging educational documents, damaging or destroying the works of another, or assisting others in acts of academic deception. If you are aware of an incident of academic dishonesty, please report the occurrence to a faculty member, department chair, or administrator. Those committing academic dishonesty will be subject to disciplinary action: failing the assignment or course, and/or being expelled from the college. For more information, please see the Student Handbook (<http://www.rccc.edu/handbook/index.html>).

- **Cheating** includes but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests or examinations; 2) dependence upon the aid of sources authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, or acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
- **Plagiarism** includes, but is not limited to the use of published or unpublished work or another person without full and clear acknowledgment. It also includes submitting examinations, themes, reports, drawings, laboratory notes, undocumented quotations, or other material as one's own work when such work has been prepared by another person or copied from another person. **INFORMATION GATHERED FROM ANY SOURCE MUST BE SUMMARIZED IN YOUR OWN WORDS AND THE SOURCE CITED.**

#### General Policies:

- Registration/withdrawal Student Responsibility

It is the responsibility of the student to complete all required registration/withdrawal requirements, including the purchase of books. Specific dates, requirements, and information are available at the Red Rocks Community College web site: [www.rccc.edu](http://www.rccc.edu). Not withdrawing within the proper time limit will cause the student to receive a letter grade based upon his/her current standing in the class at the end of the course session.

**Student Grievances**--Please consult Student Handbook (<http://www.rccc.edu/handbook/index.html>).

## RRCC Syllabus Disability Statement

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ADAAA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973: Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact Accessibility Services. Faculty are not obligated to provide accommodations without proper notification by Accessibility Services and accommodations are not retroactive. Students may contact the Access staff by telephone or email to make an intake appointment at 303-914-6733 or [access@rccc.edu](mailto:access@rccc.edu). Accessibility Services is located in Suite 1182 at the Lakewood campus. More information is available at [www.rccc.edu/accessibility-services](http://www.rccc.edu/accessibility-services).

### IMPORTANT DATES:

The last day to drop class and receive a refund is February 4, 2015.

The last day to withdraw and receive a "W" instead of a grade is April 21, 2015.



## NAEYC Standards for Early Childhood Professional Preparation Associate Degree Programs [revised 2009]

### **Standard 1. Promoting Child Development and Learning**

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning.
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

### **Standard 2. Building Family and Community Relationships**

- 2a: Knowing about and understanding diverse family and community characteristics.
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c: Involving families and communities in their children's development and learning.

### **Standard 3. Observing, Documenting and Assessing to Support Young Children and Families**

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about assessment partnerships with families and with professional colleagues.
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for child.

### **Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.
- 4b: Knowing and understanding effective strategies and tools for early education.
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d: Reflecting on their own practice to promote positive outcomes for each child.

### **Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

- 5a: Understanding content knowledge and resources in academic disciplines.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

### **Standard 6. Becoming a Professional**

- 6a: Identifying and involving oneself with early childhood field.
- 6b: Knowing about and upholding ethical standards and other professional guidelines.
- 6c: Engaging in continuous, collaborative learning to inform practice.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e: Engaging in informed advocacy for children and the profession.

### **Supportive Skills**

- Skills in self-assessment and self-advocacy
- Skills in mastering and applying foundational concepts from general education
- Written and verbal communication skills
- Skills in making connections between prior knowledge/experience and new learning
- Skills in identifying and using professional resources

Notes: