ECE 135 Applied Child Development
Syllabus

Instructor (Mary) Robyn Dalzell
E-MAIL ADDRESS: mdalzell@Roguecc.edu

REQUIRED TEXTS
Title: **CARING FOR PRESCHOOL CHILDREN** by D. Koralek, D. Trister Dodge, and P. Pizzolongo (3rd edition) 2004
This text will serve as the major text for this course.

Title: **SKILL-BUILDING JOURNAL: CARING FOR PRESCHOOL CHILDREN** by D. Koralek, D. Trister Dodge, and P. Pizzolongo (3rd edition) 2004

COURSE DESCRIPTION
Examines the importance of encouraging creativity and promoting social and emotional development in young children. Explores appropriate guidance techniques. This course includes the CDA subject areas of creative, self, social, and guidance. Community observations in early childhood settings are required. Equivalent to ECE135A, ECE135B, ECE135C.

3 credits
Prerequisites: RD30 and WR30, or appropriate placement test scores, or permission of instructor.

GOALS AND OBJECTIVES
As a result of what students learn in this class they will be able to:

- Use knowledge of child development to help children build a sense of self by appreciating each child as an individual.
- Model language that conveys and models respect for children and their feelings.
- Use student’s knowledge of child development to help children build social skills, solve problems, and make friends.
- Use class meetings to discuss classroom social issues using books, puppets, songs and finger plays and role plays.
- Encourage the children to help create a few positive classroom rules.
- Select materials and activities that encourage children to play together.
- Provide time and encouragement to allow children to solve their own problems.
- Help children identify their feelings.
- Respond to individual needs and requests consistently and quickly as possible.
- Help children understand the potential and consequences of their behavior.
- Respond to challenging behavior.
TEACHING/LEARNING STRATEGIES

There will be conversations, dialogues and role playing of weekly topics with colleagues during class. Students will maintain a journal of objective observations of an actual child under their care. Students will be required to give presentations based on ECE topics covered in this course.

Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment: “RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL), Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class's indicators, which are noted in this syllabus. The scores will not affect your course grade or your GPA. The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.”

<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>ILO Key Indicators:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the role of the classroom environment and materials provided in promoting self-expression and fostering creativity in all curriculum areas.</td>
<td>AL 5 – Uses technological tools to research new information, solve problems, and communicate effectively.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>2. Encourage and respect children’s ideas.</td>
<td>COM 4 – Work respectfully with others by considering opposing viewpoints and different cultural perspectives.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>3. Provide experiences for children to learn about themselves and others.</td>
<td></td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>4. Appreciate and respect each child as an individual and build a positive relationship.</td>
<td>COM 1 – Display understanding, compassion, and acceptance.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td></td>
<td>AL 3 - Internalize and assimilate information into new situations.</td>
<td></td>
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<tr>
<td></td>
<td>AK 2 - Integrate previous and new learning, along with practical skills, to solve problems.</td>
<td></td>
</tr>
<tr>
<td>Expected Outcomes:</td>
<td>ILO Key Indicators:</td>
<td>Assessment Methods:</td>
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<tr>
<td>5. Provide opportunities for children to be successful.</td>
<td></td>
<td>Class discussions Presentations Dialogues Journal</td>
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<tr>
<td>6. Provide experiences that help children develop social skills.</td>
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<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>7. Use positive guidance to minimize problem behavior, encourage self-discipline, and help each child learn</td>
<td>AL 3 - Internalize and assimilate information into new situations. AL 4 – Pursues goals by creating strategies over time.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>8. Use strategies to help children express their strong feelings in acceptable ways.</td>
<td>AK 2 - Integrate previous and new learning, along with practical skills, to solve problems.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>SECTIONS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Self</td>
</tr>
<tr>
<td>Section 2</td>
<td>Social</td>
</tr>
<tr>
<td>Section 3</td>
<td>Creative</td>
</tr>
</tbody>
</table>

**CLASS EXPECTATIONS**

Due to the nature of the course, in addition to participating in class sessions, you will be expected to complete a significant amount of work on your own. A point system will be used to grade all work, presentations, and assignments.
METHODS OF EVALUATION

ATTENDANCE
You will be expected to attend all class sessions.

JOURNAL
Each student will be required to compile a journal of objective observations of an actual child under their care. Your journal entries will be anonymously displayed to the entire class for editing and evaluation of objectivity.

ORAL PARTICIPATION
Students will be expected to actively participate in class discussions.

PRESENTATIONS
Students will be expected to create and present to the class a variety of presentations on the ECE topics covered in this course.

GRADING

ATTENDANCE = 200 Points (25%)

JOURNAL= 200 Points (25%)

ORAL PARTICIPATION = 200 Points (25%)

PRESENTATIONS = 200 Points (25%)

Total Points = 800 (100%)

Your grade in the course will be based on percentage of total point accumulations according to the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>&gt;100%</td>
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<tr>
<td>A</td>
<td>90-99%</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
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Please be aware of the following RCC policies:

- **Administrative Drop:** “Students who do not attend at least 50% of the class sessions during the first week of school and who do not contact the instructor to indicate a plan to attend will be automatically dropped from the class during the 2nd week of the term.”
- **Withdrawal Policy/Refund Policy:** Students dropping a class before 11:59 p.m. on Wednesday of the second week of the term get a full refund. After that, there is no refund and a grade of W will be assigned for the course. Students have until 11:59 p.m. on the Friday of Week 8 to withdraw from a term-length course.
• **Classroom Behavior:** “Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online in Student Rights, Freedoms, and Responsibilities at [http://www.roguecc.edu/Students/StuRights/StudentRightsFreedomsResp.pdf](http://www.roguecc.edu/Students/StuRights/StudentRightsFreedomsResp.pdf). Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Beepers, pagers, and cellular phones can be a nuisance and are not to be brought into the classroom. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules.”

• **Smoking Restrictions:** Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to [http://www.roguecc.edu/TPTF](http://www.roguecc.edu/TPTF).

• **Academic Honesty:** “Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.”

  **Academic Integrity:** Any student found to be cheating, plagiarizing, stealing examinations or course materials, inappropriately accessing and/or using another’s work, or to be assisting other student(s) in such activities may face sanctions up to and including failing the class, and/or dismissal from the course or college. Each homework assignment, written activity, and test should be your own work, unless otherwise indicated by the instructor.

  **Cheating** is the unauthorized use or sharing of answers, information, tools or technologies on tests, quizzes, assignments, or other class activities. (For instance, sharing test questions with other students, texting others the answers to tests, notes written on your hand or phone, using calculators when they are prohibited, etc.).

  **Plagiarism** is using, summarizing, or paraphrasing part or all of someone else’s work; or cutting, copying and pasting someone else’s work from web or digital sources directly into your work, without properly identifying the actual author and source. If you do not identify the source of ideas and writings that you’ve used in your work, or if you claim to have written something that is not your own work, you are plagiarizing.

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**Final Note:** This class is a work in progress. I reserve the right to make needed and appropriate adjustments to this syllabus.
ECE 163 Preschool/Primary Development
Syllabus

Instructor (Mary) Robyn Dalzell
E-MAIL ADDRESS: mdalzell@Roguecc.edu

REQUIRED TEXTS


COURSE DESCRIPTION

Explores child growth and development in detail from three through eight years of age, including elements of quality programs for preschool and school-age children. Direct experience observing young children in a group setting will be an important part of the course.

3 credits

Prerequisites: RD30 and WR30, or appropriate placement test scores, or permission of instructor.

Goals and objectives: As a result of what students learn in this class they will be able to:

- Support all the domains at the preschool level.
- Provide preschoolers with problem-solving activities in the classrooms.
- Create elaborate dramatic play centers in the classroom.
- Scaffold children’s learning, using verbal cues, hints, and questions to encourage independent problem solving.
- Create environments that are print rich and rich with symbols.
- Create socio-dramatic play centers in the classroom to encourage children to pretend. Such centers should include realistic play props related to home themes or topics in the curriculum.
- Appreciate and stimulate the need for play.
- Plan activities that follow through on the interventions of the speech and language pathologists.
- Provided experiences and activities in school that are largely process oriented; that is, experimentation and self-expression should be emphasized, without regard to end products.
- Facilitate friendships between pairs of children who are having difficulty forming positive peer relationships.
- Take an active role in promoting positive relationships and interactions among children of diverse cultural and family backgrounds and between boys and girls.
- Conduct face-to-face interviews with family members to learn about expectations for behavior, discipline techniques, communication styles.
• Make an effort to communicate with both parents and encourage their involvement in the classroom. In the case of unharmonious relationships between parents, separate parent-teacher conferences can be scheduled.

• Understand legal issues related to divorce or separation of parents. Some parents may be denied contact with their children by the courts; others may have limited custody.

TEACHING/LEARNING STRATEGIES

There will be conversations, dialogues and role playing of weekly topics with colleagues during class, Students will maintain a journal of objective observations of an actual child under their care. Students will be required to give presentations based on ECE topics covered in this course.

Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment: “RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL), Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class’s indicators, which are noted in this syllabus. The scores will not affect your course grade or your GPA. The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.”

On successful completion of this course, students will be able to:

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</tr>
</thead>
<tbody>
<tr>
<td>1. Know and understand young children’s characteristics and needs.</td>
<td>AL3 – Internalizes and assimilates information into new situations.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>2. Know and understand the multiple influences on development and learning.</td>
<td>COM 4 - Work respectfully with others by considering opposing viewpoints and different cultural perspectives.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>3. Demonstrate understanding of major child development theories.</td>
<td>AL3 – Internalizes and assimilates information into new situations.</td>
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</tr>
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<tr>
<td>4. Demonstrate understanding of how culture affects child rearing practices and child development.</td>
<td><strong>CT 1</strong> - Recognize own and others’ emotions, assumptions, biases, and cultural contexts. <strong>COM 1</strong> - Display understanding, compassion and acceptance.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>5. Apply observation methods to a long-term focused case study of a child which cover all developmental areas.</td>
<td><strong>COM 2</strong> - Express ideas clearly in oral, written and visual work. <strong>AK 1</strong> - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks. <strong>CT 1</strong> - Recognize own and others’ emotions, assumptions, biases, and cultural contexts. <strong>CT 3</strong> – Locate, organize, analyze, and interpret data.</td>
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<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Preschool Physical and Motor Development</td>
</tr>
<tr>
<td>Section 2</td>
<td>Cognitive Development in the Preschool Years</td>
</tr>
<tr>
<td>Section 3</td>
<td>Symbolic Thought: Play, Language, and Literacy in the Preschool Years</td>
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<tr>
<td>Section 4</td>
<td>Social and Emotional Growth of Preschoolers</td>
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<tr>
<td>Section 5</td>
<td>Parents, Families, and Children: A Multicultural Perspective</td>
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<tr>
<td>Section 6</td>
<td>Creating a PowerPoint Presentation</td>
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Aileen
10-09-2012
DOB 9/28/08
4 years old

During the small groups the children were asked to draw a picture of their family. Aileen drew two people and said “estos son los ojos y es mi mami y Gisselle” (her sister) Aileen wrote her name on the paper after the teacher asked.

Later, during the free play, Aileen took from her caby two barby dolls shared one of the dolls with her friend Cristal. One of the English speaker girls asked Aileen if she can see the toy (the cassette player). Aileen said “Yo no se lo que ella dice.” Aunt interpreted for her then she said, “yo no la conozco a ella. Ella no es mi amiga” (the girl is in the same classroom) The Aunt encouraged Aileen to lend her toy. Aileen lent the toy to the girl for a few seconds then took it from her again and said “Ya lo vio, ahora yo quiero jugar con el” then she left. She said to
her aunt “Tía, ella esta bien Chiquita!” (She was referring to the little 3 years old girl.

Later, during free play, Aileen took two Barbie dolls from her cubby. She shared one of the dolls with her friend Cristal. Later, one of the English speaking girls asked Aileen if she may see the toy (a cassette player). Aileen said, “Yo no se lo que ella dice.” (“I don’t know what she said”). Her aunt interpreted for her. Then Aileen said, “yo no la conozco a ella. Ella no es mi amiga” (“I don’t know who she is. She is not my friend”) (even though the girl is part of the same classroom). The aunt encouraged Aileen to share her toy. Aileen lent the toy to the girl for a few seconds, then took it from her again, and said, “Ya lo vio, ahora yo quiero jugar con él” (“I can see that now I want to play with it”). Then Aileen left. She said to her aunt, “Tía, ella esta bien chiquita!” (Aunt, she is very little)!. Aileen was referring to the little 3 year old girl.

On circle time, Aileen was very attentive about what the teacher was saying. Very patiently she was waiting for her turn to have the squeeze ball then go to wash her hands. She was standing up on line very quietly of the teacher assistant told her to go to the bathroom to wash her hands instead.

During circle time, Aileen was very attentive about what the teacher was saying. Very patiently she was waiting for her turn to have the squeeze ball. It was then her turn to wash her hands. She was standing in the bathroom line very quietly. The teacher’s assistant told her to go to the bathroom to wash her hands.
<table>
<thead>
<tr>
<th>Domains</th>
<th>Cognitive</th>
<th>Linguistic</th>
<th>Social</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children this age often get upset if other people are in their way when they want something immediately.</td>
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<tr>
<td>Tell a story and read aloud to the toddler.</td>
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<tr>
<td>As many as 200 words may be in a toddler’s vocabulary.</td>
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<tr>
<td>Children’s sentences become longer and more complicated as they approach Age 3.</td>
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<tr>
<td>Older two year olds dress themselves by putting on hats, socks or slippers.</td>
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<tr>
<td>Toddlers feel powerful and creative. They want to explore everything.</td>
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<td>-------------------------------</td>
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<tr>
<td>Toddlers scribble with markers or pens.</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Older two year olds begin to use scissors.</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Toddlers frequently say no.</td>
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<td>✔️</td>
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<tr>
<td>Toddlers thread large wooden Beads on shoe strings.</td>
<td></td>
<td>✔️</td>
<td></td>
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</tr>
<tr>
<td>Sometime during this period, most children will develop daytime bladder control.</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toddlers become increasingly independent, “me do it.”</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>The uses of many household objects are familiar to most children.</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
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ECE 126 Early Childhood Education Best Practices
Syllabus

Instructor (Mary) Robyn Dalzell
E-MAIL ADDRESS: mdalzell@Roguecc.edu

REQUIRED TEXTS
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This text will serve as the major text for this course.

Title: SKILL-BUILDING JOURNAL: CARING FOR PRESCHOOL CHILDREN by D. Koralek, D. Trister Dodge, and P. Pizzolongo (3rd edition) 2004

COURSE DESCRIPTION
Examines the basics of establishing a safe, healthy, and developmentally appropriate learning environment for young children. This course includes the CDA subject areas of safe, healthy, learning environment, physical, cognitive, and communication. Community observations in early childhood settings are required. Equivalent to ECE126A, ECE126B, ECE126C.

3 credits
Prerequisites: RD30 and WR30, or appropriate placement test scores, or permission of instructor.

GOALS AND OBJECTIVES
As a result of what students learn in this class they will be able to:

- Identify strategies for promoting children’s safety within and outside the classroom.
- Identify safety hazards in early childhood classrooms.
- Review evacuation procedures in case of emergency.
- Discuss strategies for promoting children’s health by creating and maintaining a hygienic environment with good nutrition the instruction of healthy habits.
- Recognize and reporting child abuse and neglect.
- Identify appropriate teacher behavior and interactions with children by using knowledge of child development.
- Select and display materials and equipment that interests and challenges children.
- Plan and implement schedules and routines which support children’s development and learning.
- Create an environment that supports physical development, both fine and gross motor.
- Use knowledge of child development to promote cognitive development.
- Help children learn about mathematics.
- Use their knowledge of child development to support language development by creating a literacy-rich environment and encouraging children to listen and speak.
- Offer a variety of materials and activities that promote self-expression.
- Encourage and respect children’s ideas.
- Encourage self-expression.

**TEACHING/LEARNING STRATEGIES**

There will be conversations, dialogues and role playing of weekly topics with colleagues during class. Students will maintain a journal of objective observations of an actual child under their care. Students will be required to give presentations based on ECE topics covered in this course.

**Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment:** “RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL), Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class’s indicators, which are noted in this syllabus. The scores will not affect your course grade or your GPA. The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.”

<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>ILO Key Indicators:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of classroom practices and environments that prevent or reduce injuries.</td>
<td>AK 5 - Demonstrate the ability to adhere to personal and industry safety standards.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td>2. Understand how to respond to injuries and emergencies that potentially could occur in an early childhood program. 3. Plan experiences for children to learn habits that ensure their safety, hygiene, and nutrition.</td>
<td>AK 2 - Integrate previous and new learning, along with practical skills, to solve problems.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of how to maintain indoor and outdoor early childhood environments that promote wellness.</td>
<td></td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
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</tr>
<tr>
<td><strong>5. Understand how to recognize and report child abuse and neglect</strong></td>
<td><strong>CT 2</strong> - Raise significant and relevant questions.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td><strong>6. Demonstrate an understanding of how to organize indoor and outdoor areas that encourage growth and learning in all developmental domains through play and exploration.</strong></td>
<td><strong>AK 1</strong> – Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td><strong>7. Plan a daily schedule and routines that support children’s development and learning.</strong></td>
<td><strong>COM 2</strong> - Express ideas clearly in oral, written and visual work.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td><strong>8. Plan for materials, equipment, and opportunities to promote physical development, including both small and large muscle skills.</strong></td>
<td></td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td><strong>9. Plan opportunities for children to explore and investigate and learn about their world.</strong></td>
<td><strong>CT 4</strong> - Envision creative approaches to issues and problems.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td><strong>10. Interact with children in ways that stimulate thinking and problem solving.</strong></td>
<td></td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td><strong>11. Plan an environment and experiences that support the development of children’s language and literacy skills.</strong></td>
<td></td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
</tbody>
</table>
COURSE OUTLINE

<table>
<thead>
<tr>
<th>SECTIONS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Safe</td>
</tr>
<tr>
<td>Section 2</td>
<td>Healthy</td>
</tr>
<tr>
<td>Section 3</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Section 4</td>
<td>Physical</td>
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<tr>
<td>Section 5</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Section 6</td>
<td>Communication</td>
</tr>
<tr>
<td>Section 7</td>
<td>Creative</td>
</tr>
</tbody>
</table>

CLASS EXPECTATIONS
Due to the nature of the course, in addition to participating in class sessions, you will be expected to complete a significant amount of work on your own. A point system will be used to grade all work, presentations, and assignments.

METHODS OF EVALUATION
ATTENDANCE
You will be expected to attend all class sessions.

JOURNAL
Each student will be required to compile a journal of objective observations of an actual child under their care. Your journal entries will be anonymously displayed to the entire class for editing and evaluation of objectivity.

ORAL PARTICIPATION
Students will be expected to actively participate in class discussions.

PRESENTATIONS
Students will be expected to create and present to the class a variety of presentations on the ECE topics covered in this course.

GRADING

ATTENDANCE = 200 Points (25%)

JOURNAL = 200 Points (25%)

ORAL PARTICIPATION = 200 Points (25%)

PRESENTATIONS = 200 Points (25%)

Total Points = 800 (100%)

Your grade in the course will be based on percentage of total point accumulations according to the following scale.
Please be aware of the following RCC policies:

- **Administrative Drop:** “Students who do not attend at least 50% of the class sessions during the first week of school and who do not contact the instructor to indicate a plan to attend will be automatically dropped from the class during the 2nd week of the term.”

- **Withdrawal Policy/Refund Policy:** Students dropping a class before 11:59 p.m. on Wednesday of the second week of the term get a full refund. After that, there is no refund and a grade of W will be assigned for the course. Students have until 11:59 p.m. on the Friday of Week 8 to withdraw from a term-length course.

- **Classroom Behavior:** “Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online in Student Rights, Freedoms, and Responsibilities at [http://www.roguecc.edu/Students/StuRights/StudentRightsFreedomsResp.pdf](http://www.roguecc.edu/Students/StuRights/StudentRightsFreedomsResp.pdf). Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Beepers, pagers, and cellular phones can be a nuisance and are not to be brought into the classroom. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules.”

- **Smoking Restrictions:** Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to [http://www.roguecc.edu/TPTF](http://www.roguecc.edu/TPTF).

- **Academic Honesty:** “Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.”

**Academic Integrity:** Any student found to be cheating, plagiarizing, stealing examinations or course materials, inappropriately accessing and/or using another’s work, or to be assisting other student(s) in such activities may face sanctions up to and including failing the class, and/or dismissal from the course or college. Each homework assignment, written activity, and test should be your own work, unless otherwise indicated by the instructor.

**Cheating** is the unauthorized use or sharing of answers, information, tools or technologies on tests, quizzes, assignments, or other class activities. (For instance, sharing test questions with other students, texting others the answers to tests, notes written on your hand or phone, using calculators when they are prohibited, etc.).

**Plagiarism** is using, summarizing, or paraphrasing part or all of someone else’s work; or cutting, copying and pasting someone else’s work from web or digital sources directly into your work, without properly identifying the actual author and source. If you do not identify the source of ideas and writings that you’ve used in your work, or if you claim to have written something that is not your own work, you are plagiarizing.
• **Student Evaluations:** "Students enrolled in all credit (and some non-credit) courses will receive an RCC email around the 8th week of each term to complete online evaluations on each course they are enrolled in. Full instructions for accessing and completing the evaluations will be in the reminder email. These evaluations are anonymous and will not be released to the teachers until after the term is over. Early grade release will be available to students who have completed their evaluations."

• **Disabilities:** "Students with a documented disability that may require assistance should contact the Disability Services Office for coordination of your academic accommodations. The Disability Services Office can be reached at RWC by calling 541-956-7337 or at RVC at 541-245-7537. The web address is: [http://learn.roguecc.edu/developmental/support/](http://learn.roguecc.edu/developmental/support/)."

• **Human Rights' Statement:** "All students and employees will be able to work and learn in an environment free of discrimination and harassment, including sexual harassment. All complaints about behavior that may violate this Human Rights Policy shall be promptly investigated."

**Final Note:** This class is a work in progress. I reserve the right to make needed and appropriate adjustments to this syllabus.
<table>
<thead>
<tr>
<th>Course Number and Title:</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 126</td>
<td></td>
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<tr>
<td>Developmentally Appropriate Practices</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson Topic:</th>
<th>Textbook Chapter/pages:</th>
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</thead>
<tbody>
<tr>
<td>HEALTHY</td>
<td>Caring For Preschool Children</td>
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<tr>
<td></td>
<td>Module 2 Healthy</td>
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<tr>
<td></td>
<td><em>Skill Building Journal</em></td>
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<table>
<thead>
<tr>
<th>Cohort level:</th>
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<tbody>
<tr>
<td>Beginning</td>
<td><em>Caring For Preschool Children</em></td>
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</tbody>
</table>

**SUGGESTED ELEMENTS OF LESSON**

**Winter 2013**
**Cohort Module 2**
**Healthy**

**Language:**
Use terminology related to health. Use pronouns He, she, we, you, they

**Give Knowledge Assessment for module 2**
Knowledge assessment *Caring for Preschool Children* Trainers Guide
Module 2 Pages 105-107
Presentations:

**Jasmin Ruiz** a member of the class who was a nurse in Mexico did a presentation on:

- Strategies for promoting children’s health.
- Creating and maintaining a hygienic environment.
- Responding when children are sick.
- Helping children learn healthy habits especially using the bathroom and health strategies.
- Recognizing and reporting child abuse and neglect.

**Dr. Barbara Sibley** a pediatrician with Southern Oregon Pediatrics gave a class on obesity and proper nutrition for Latinos. She emphasized healthy new foods for latinos, healthy affordable traditional foods. How the growth chart that most doctors use needs to be modified for latinos. The temptation of abundance and junk food in the United States. And finally community gardens. She also use an exercise pyramid that suggested family and individual exercise routines.

**Alejandro Zaragosa** – also a member of the class gave a training on sexual and other types of abuse. He is a trained facilitator from the Children’s advocacy center and the training was called *Darkness to Light*.

Have students discuss healthy scenarios

- Read and discuss *Mark blows his nose* p.24
- Read and discuss *Crunchy Apples and shiny teeth* p25
- Noticing some unexplained bruises p.26

Have students work in groups to

- Divide into groups of two plan a song, finger-play, rhyme or chant that helps children learn about self-care.
- Decide upon a healthy snack that you and the children could prepare together.
- Make a poster that shows proper hand washing techniques.
- Discuss scenarios of child abuse under over coming barriers to reporting child abuse.

**Homework**

Observations of each student’s assigned child.

Read pages 23-61 *Caring For Preschool Children*
<table>
<thead>
<tr>
<th>Course Number and Title:</th>
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</thead>
<tbody>
<tr>
<td>ECE 126</td>
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<tr>
<td>Developmentally Appropriate Practices</td>
<td>Module 3</td>
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<tr>
<th>Lesson Topic:</th>
<th>Textbook Chapter/pages:</th>
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<tbody>
<tr>
<td>Learning Environment</td>
<td><strong>Caring For Preschool Children</strong></td>
</tr>
<tr>
<td></td>
<td>Module 3, Pages 63-84</td>
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<tr>
<td></td>
<td><em>Skill Building Journal</em></td>
</tr>
<tr>
<td></td>
<td>Module 3. Section 3-1,3-2, 3-3,3-4, 3-5,3-6, 3-7, 3-8 3-9, 3-10 28 pages</td>
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</table>

<table>
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<tr>
<td>Beginning</td>
<td><strong>Caring For Preschool Children</strong></td>
</tr>
</tbody>
</table>

### SUGGESTED ELEMENTS OF LESSON

**Winter 2013**  
**Cohort Module 3**  
**Learning Environment**

**Language:**
Use terminology related to learning environment

**Give Knowledge Assessment for module 3**
Knowledge assessment *Caring for Preschool Children* Trainers Guide Module 3 Pages 108-110

### LESSON PLAN PART 1 – PRINT RICH ENVIRONMENT

- What is a print rich environment?
- What are the first words children learn to speak read and write?
What do you have in and around your house that is print rich?
Food labels, bills, letters, restaurants logos, traffic signs

Language comes from interactions and experiences with children.
Children learn that their words can be written down and read by others.

Speaking, reading, writing
- Labeling (labeling activity)
- Labeling pictures
- Clothes pins with names on them
- Lists, garage sale items, literacy items in bags
- Schedules, classroom areas, menus, rules, letters to parents, observations
- Songs written on chart paper - activity
  - Story telling flannel board story, picture - activity

How early should you begin reading to children?
- How to read a book to a child
- Reading - books and wordless books - sticky notes activity
- Display shelves, cubbies
- Teacher made and child made books - activities

- Writing names from scribbles to letters to words
- Let’s make a book (3 groups)
  1. Cooking directions
  2. Family pictures
  3. The ocean

LESSON PLAN PART 2 - CREATING A PRESCHOOL ENVIRONMENT FOR PRESENTATION

CREATE AND DESIGN YOUR DREAM PRESCHOOL ENVIRONMENT.

EXAMINE 3-6B IN THE SKILL BUILDER TO LOOK AT PROS AND CONS OF ENVIRONMENTS.

USING CARING FOR PRESCHOOL CHILDREN P.70-78 PLAN AND PRESENT AN EFFECTIVE PRESCHOOL ENVIRONMENT.

Homework:
Observations of each student’s assigned child.
Preschool environments with print rich environments.
Model reading in English and Spanish to the group.
Print rich preschool environment.
Practice reading a book to a group in English and Spanish.
Create an effective schedule that is a balance of active and quiet activities.
**Literacy-Rich Environment**

<table>
<thead>
<tr>
<th>Description</th>
<th>Need no help in this area</th>
<th>Need some help in this area</th>
<th>Need considerable help in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm, rich environment is provided where children can listen to and interact with each other, caregivers, staff, and parents all day. The daily schedule includes sufficient time for self-directed activities and independent exploration.</td>
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<tr>
<td>Listening center is available with songs and stories on tape and other listening games.</td>
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<tr>
<td>Props and materials which build on children’s interests are provided in-house, and providers block out an area to encourage talking and listening.</td>
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<tr>
<td>Book (library) areas:</td>
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<tr>
<td>- Should be inviting and orderly;</td>
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<tr>
<td>- Should be stocked with about five books per child;</td>
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<tr>
<td>- Display books on open shelves, covers out, at children’s eye level;</td>
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<tr>
<td>- Have books easily accessible for children;</td>
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<tr>
<td>- Provide comfortable/soft areas for reading;</td>
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<tr>
<td>- Offer multicultural books and print materials in languages children speak at home;</td>
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<tr>
<td>- Offer fiction, nonfiction, alphabet and theme books; and</td>
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<tr>
<td>- Provide enough space for adults to comfortably sit and read with children.</td>
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<tr>
<td>Books and/or a literacy connection are/is evident in all areas of the classroom.</td>
<td></td>
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<tr>
<td>New books and print materials are added periodically to all classroom areas.</td>
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<tr>
<td>Writing materials and tools are available throughout all classroom areas.</td>
<td></td>
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</tr>
<tr>
<td>Alphabet and letter/word tools are displayed and used throughout all classroom areas.</td>
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</tr>
<tr>
<td>Functional print is displayed in classroom, such as names on cubbies, pet names, menus, message boards, signs and labels, maps, etc.</td>
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<tr>
<td>Technologies/computers are available and accessible to children.</td>
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</tr>
<tr>
<td>Staff use singing, storytelling, rhymes and, talking intentionally with children; staff document this on lesson plan/socialization schedule.</td>
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</tbody>
</table>
Staff shares the strategies of imitating, singing, storytelling, and talking intentionally with children and families and document.

A variety of children’s artwork is displayed at their eye level.
ECE 151 Guiding Children in Group Settings
Syllabus

Instructor (Mary) Robyn Dalzell
E-MAIL ADDRESS: mdalzell@Roguecc.edu

REQUIRED TEXTS
Publisher: Merrill Prentice Hall

COURSE DESCRIPTION
Provides an understanding of child behavior and the process of child guidance. Helps
students to construct a developmentally appropriate approach to guiding children and
focuses on adult-child and child-child interactions and relationships. Community
observations in early childhood settings may be required. Course may include an
online component.

3 credits
Prerequisites: RD30 and WR30, or appropriate placement test scores, or permission of
instructor.

GOALS AND OBJECTIVES
As a result of what students learn in this class they will be able to:
• Develop reasonable and fair limits.
• State limits effectively.
• Encourage children’s efforts to accept limits.
• Help children save face and preserve their dignity.
• Set up practice sessions for newly constructed behavior.
• Give “on the spot” guidance.
• Teach helpful or appropriate behaviors.
• Give signals or cues for appropriate behavior.
• Teach conflict resolution. (Problem solving)
• Change something about a context or setting.
• Divert and distract, redirect, make substitutions.
• Listen actively.
• Deliver I-messages.
• Ignore behavior. (only when it is appropriate to do so)
• Recognize signs of stress, anxiety, or strong emotion.
• Prevent overstimulation.
• Teach calming techniques.
TEACHING/LEARNING STRATEGIES
There will be conversations, dialogues and role playing of weekly topics with colleagues during class. Students will maintain a journal of objective observations of an actual child under their care. Students will be required to give presentations based on ECE topics covered in this course.

Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment: “RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL), Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class's indicators, which are noted in this syllabus. The scores will not affect your course grade or your GPA. The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.”

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<th>Expected Outcomes:</th>
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<tbody>
<tr>
<td>1. Identify how an adult’s style of guiding children affects children’s behavior and development.</td>
<td><strong>CT 5</strong> – Foresee consequences of actions.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>2. Understand that the ability to implement positive and effective child guidance is based on one’s knowledge of child development.</td>
<td><strong>AK 2</strong> - Integrate previous and new learning, along with practical skills, to solve problems.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>3. Become familiar with the major positive guidance strategies.</td>
<td><strong>AL 3</strong> - Internalize and assimilate information into new situations.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>4. Identify aspects of early childhood classroom design that affect child guidance and behavior and their role in indirect guidance.</td>
<td><strong>AK 1</strong> - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>5. Understand the role of observation in making child guidance decisions.</td>
<td><strong>CT 3</strong> – Locate, organize, analyze, and interpret data.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>Expected Outcomes:</td>
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<td>Assessment Methods:</td>
</tr>
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</tr>
<tr>
<td>6. Become familiar with different sources and types of stress for young children and their impact, as well as the concept of resilience.</td>
<td>COM 1 - Display understanding, compassion and acceptance.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
</tr>
<tr>
<td>7. Identify strategies for preventing or reducing aggression, including bullying as a form of aggression.</td>
<td>CT 4 - Envision creative approaches to issues and problems.</td>
<td>Class discussions, Presentations, Dialogues, Journal</td>
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</table>

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Section 1</td>
<td>Develop reasonable and fair limits. State limits effectively. Encourage children’s efforts to accept limits.</td>
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<td>Section 2</td>
<td>Help children save face and preserve dignity.</td>
</tr>
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<td>Set up practice sessions for newly constructed behavior. Give “on the spot” guidance.</td>
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<td>Section 4</td>
<td>Teach helpful or appropriate behaviors. Give signals or cues for appropriate behavior.</td>
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<tr>
<td>Section 5</td>
<td>Teach conflict resolution.</td>
</tr>
<tr>
<td>Section 6</td>
<td>Change something about a context or setting.</td>
</tr>
<tr>
<td>Section 7</td>
<td>Divert and distract, redirect, make substitutions.</td>
</tr>
<tr>
<td>Section 8</td>
<td>Listen actively.</td>
</tr>
<tr>
<td>Section 9</td>
<td>Deliver I-messages.</td>
</tr>
<tr>
<td>Section 10</td>
<td>Ignore behavior. (only when it is appropriate to do so)</td>
</tr>
<tr>
<td>Section 11</td>
<td>Recognize signs of stress, anxiety, or strong emotion. Prevent overstimulation. Teach calming techniques.</td>
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</table>
CLASS EXPECTATIONS
   Due to the nature of the course, in addition to participating in class sessions, you will be expected to complete a significant amount of work on your own. A point system will be used to grade all work, presentations, and assignments.

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ATTENDANCE
   You will be expected to attend all class sessions.

JOURNAL
   Each student will be required to compile a journal of objective observations of an actual child under their care. Your journal entries will be anonymously displayed to the entire class for editing and evaluation of objectivity.

ORAL PARTICIPATION
   Students will be expected to actively participate in class discussions.

PRESENTATIONS
   Students will be expected to create and present to the class a variety of presentations on the ECE topics covered in this course.

GRADING

ATTENDANCE = 200 Points (25%)

JOURNAL = 200 Points (25%)

ORAL PARTICIPATION = 200 Points (25%)

PRESENTATIONS = 200 Points (25%)

Total Points = 800 (100%)

Your grade in the course will be based on percentage of total point accumulations according to the following scale.

A+ >100%
A  90-99%
B  80-89%
C  70-79%
D  60-69%
F  <60%
Please be aware of the following RCC policies:

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**Cheating** is the unauthorized use or sharing of answers, information, tools or technologies on tests, quizzes, assignments, or other class activities. (For instance, sharing test questions with other students, texting others the answers to tests, notes written on your hand or phone, using calculators when they are prohibited, etc.).

**Plagiarism** is using, summarizing, or paraphrasing part or all of someone else’s work; or cutting, copying and pasting someone else’s work from web or digital sources directly into your work, without properly identifying the actual author and source. If you do not identify the source of ideas and writings that you’ve used in your work, or if you claim to have written something that is not your own work, you are plagiarizing.

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<thead>
<tr>
<th>Course Number and Title:</th>
<th>Guiding Children In Group Settings</th>
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</thead>
<tbody>
<tr>
<td><strong>ECE 151</strong></td>
<td>Guiding Children In Group Settings</td>
</tr>
<tr>
<td><strong>Lesson 1</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lesson Topics:</th>
<th>Textbook Chapter/pages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Guidance and Discipline Strategies:</td>
<td><strong>Guidance of Young Children</strong></td>
</tr>
<tr>
<td>Develop reasonable and fair limits. State limits effectively. Encourage children’s efforts to accept limits.</td>
<td><strong>Marian Marion 8th Edition</strong></td>
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<tr>
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</table>

**Suggested Elements of Lesson**

**ECE 151**

**Guiding Children In Group Settings**

**Lesson 1**

**Language:**
Students will submit their specific guidance interactive observations. The guidance entries will then be reviewed by the class for proper observation format, English usage, and will be corrected by the class as an ESL lesson component.
Content:
Students will explore positive guidance and discipline strategies using the balloon graphic of positive guidance and discipline strategies.

Positive guidance and discipline strategies:
Develop reasonable and fair limits.
State limits effectively.
Encourage children’s efforts to accept limits.

Activities:

Explain the use of guidance balloons as the basis for observations.
As an observation is presented and identified the student may color that balloon.
Completed guidance balloons will be a requirement for class completion.

Review and discuss the positive guidance and discipline strategies:

Positive guidance and discipline strategies:
Develop reasonable and fair limits.
State limits effectively.
Encourage children’s efforts to accept limits

Role playing vignettes students will practice:

Communicating appropriate behavior and the reasons for the behavior.
Using clear direct and validating style of communication.
Speaking naturally, slowly enough for the child to hear and understand.
Using concrete words and short sentences for stating limits.
Telling the child exactly what to do rather than what not to do.
Use suggestions whenever possible.
Give choices whenever possible.

Movie: Reframing Discipline- volume 1

Discussion: What is the difference between guidance and discipline?

Writing Practice:

Students will submit their specific guidance interactive observations. The guidance
entries will then be reviewed by the class for proper observation format, English usage, and will be corrected by the class as an ESL lesson component.

Interactive journals

**Reading Practice:**

Read aloud in groups Guidance of Young Children, chapter 5, pages 112-124.

**Materials Needed:**

Vignettes
Movie: Reframing Discipline- volume 1

**Handouts:**

Guidance balloons

**Homework:**

Guidance observations

Prepare presentations of observations to illustrate concepts in positive guidance balloons.
Suggested Elements of Lesson
ECE 151
Guiding Children In Group Settings
Lesson 3

**Language:**
Students will submit their specific guidance interactive observations. The guidance entries will then be reviewed by the class for proper observation format, English usage, and will be corrected by the class as an ESL lesson component.

**Content:**
Students will explore positive guidance and discipline strategies using the balloon graphic of positive guidance and discipline strategies.
Positive guidance and discipline strategy:
Set up practice sessions for newly constructed behavior.

Activities:

Review and discuss the positive guidance and discipline strategy.

Purpose of strategy:
To give the child the opportunity to practice newly learned skills with expert guidance.

Steps to implement the strategy:
Teach the new skill to everyone first by modeling, using puppets, or reading books about the behavior.
Model and practice the skill in private for the target child.
Give appropriate feedback with hints and cues to help as reminders.
Observe the child.
Be specific with praise, and offer reminders when the child falters.

Writing Practice:

In groups of three:
Write a script illustrating each group’s choice such as helping a child with whining, pushing in line, passing food, handing scissors to a friend, asking for a toy, separation anxiety, etc.
Make sure you follow all the steps in how to practice a new skill. Then role play for the class your script showing how to help a child practice a new social skill.

Students will submit their specific guidance interactive observations. The guidance entries will then be reviewed by the class for proper observation format, English usage, and will be corrected by the class as an ESL lesson component.

Interactive journals

Reading Practice:

As a class read Guidance of Young Children, pages 126-127.
Materials Needed:

Movie: Reframing Discipline-volume 3

Handouts:
Positive guidance and discipline strategies balloons.

Homework:

Interactive journals

Prepare presentations of observations to illustrate concepts in positive guidance balloons.
Instructor (Mary) Robyn Dalzell
E-MAIL ADDRESS: mdalzell@Roguecc.edu

REQUIRED TEXTS
None

COURSE DESCRIPTION
Focuses on understanding and implementing a developmental approach to providing creative experiences and opportunities for young children. The class will be taught with an active learning and cooperative education philosophy using group discussions and hands-on learning.

3 credits
Prerequisites: RD30 and WR30, or appropriate placement test scores, or permission of instructor.

GOALS AND OBJECTIVES
As a result of what students learn in this class they will be able to:

- Demonstrate an understanding of the scope of human creativity and its various elements.
- Demonstrate an understanding of how creativity in children is defined, observed, and assessed.
- Develop self-awareness of the student’s own creative potential.
- Demonstrate an understanding of creativity in the context of multiple intelligences and the recognition of the creative potential in each child.
- Describe the relationship between creativity and the various developmental domains.
- Demonstrate an understanding of how children’s creativity is impacted by environmental influences.
- Implement creative strategies and experiences into the environment and each curriculum area.
- Communicate with parents, school administrators, and others about the role of creativity in all learning.

TEACHING/LEARNING STRATEGIES
There will be conversations, dialogues and role playing of weekly topics with colleagues during class, Students will maintain a journal of objective observations of an actual child under their care. Students will be required to give presentations based on ECE topics covered in this course.
Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment: “RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL), Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class's indicators, which are noted in this syllabus. **The scores will not affect your course grade or your GPA.** The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.”

<table>
<thead>
<tr>
<th>Expected Outcomes:</th>
<th>ILO Key Indicators:</th>
<th>Assessment Methods:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the scope of human creativity and its various elements.</td>
<td>COM 8 - Collaborate effectively to achieve course/learning goals.</td>
<td>Class discussions</td>
</tr>
<tr>
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<td>Presentations</td>
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<td>Dialogues</td>
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<td>Journal</td>
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<tr>
<td>2. Demonstrate an understanding of how creativity in children is defined, observed, and assessed.</td>
<td>COM 2 - Express ideas clearly in oral, written and visual work.</td>
<td>Class discussions</td>
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<td>Presentations</td>
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<td>3. Develop self-awareness of the student’s own creative potential.</td>
<td>PG 5 - Exhibit self-confidence.</td>
<td>Class discussions</td>
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<td>Presentations</td>
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<td>4. Demonstrate an understanding of creativity in the context of multiple intelligences and the recognition of the creative potential in each child.</td>
<td>CT 2 - Raise significant and relevant questions.</td>
<td>Class discussions</td>
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<td>5. Describe the relationship between creativity and the various developmental domains.</td>
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<td>7. Implement creative strategies and experiences into the environment and each curriculum area.</td>
<td>COM 2 - Express ideas clearly in oral, written and visual work.</td>
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<td>AL 4 - Pursue goals by creating strategies over time.</td>
<td>Class discussions</td>
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<td>Dialogues</td>
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<td>CT 4 - Envision creative approaches to issues and problems.</td>
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<td>Expected Outcomes:</td>
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<td>Assessment Methods:</td>
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<td>8. Communicate with parents, school administrators, and others about the role of creativity in all learning.</td>
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</table>

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Section 1</td>
<td>The Hundred Languages of Children</td>
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<tr>
<td>Section 2</td>
<td>Looking for Creativity Around You.</td>
</tr>
<tr>
<td>Section 3</td>
<td>Multiple Intelligences - Logical Mathematical</td>
</tr>
<tr>
<td>Section 4</td>
<td>Multiple Intelligence test Howard Gardner Birmingham Grid for Learning Multiple intelligences</td>
</tr>
<tr>
<td>Section 5</td>
<td>How does the teacher support creativity? How do the activities support creativity? How does the physical environment support creativity?</td>
</tr>
</tbody>
</table>

**CLASS EXPECTATIONS**

Due to the nature of the course, in addition to participating in class sessions, you will be expected to complete a significant amount of work on your own. A point system will be used to grade all work, presentations, and assignments.
METHODS OF EVALUATION

ATTENDANCE
You will be expected to attend all class sessions.

JOURNAL
Each student will be required to compile a journal of objective observations of an actual child under their care. Your journal entries will be anonymously displayed to the entire class for editing and evaluation of objectivity.

ORAL PARTICIPATION
Students will be expected to actively participate in class discussions.

PRESENTATIONS
Students will be expected to create and present to the class a variety of presentations on the ECE topics covered in this course.

GRADING

ATTENDANCE = 200 Points (25%)

JOURNAL = 200 Points (25%)

ORAL PARTICIPATION = 200 Points (25%)

PRESENTATIONS = 200 Points (25%)

Total Points = 800 (100%)

Your grade in the course will be based on percentage of total point accumulations according to the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>&gt;100%</td>
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<tr>
<td>A</td>
<td>90-99%</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
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<tr>
<td>D</td>
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Bodily-kinesthetic intelligence

This person use their whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
Some Characteristics

- They need to move. They wiggle, tap, swing their leg, bounce, and sometimes just don't seem able to "stay in their seat."
- They will struggle with focus unless their use their hands.
- They are performers as athletes, dancers, and any skill that uses their hands.
- Generally are very coordinated and have an excellent sense of body timing.
- They will learn and remember best when allowed to move.
- They can be taught to not disturb those around them while they move.
- Their style is more moderate, involving fine motor movements, rather than the whole-body movements.
- They touch, and explore objects in order to know them.
Activities

- Encourage them to express their feelings through the dance.
- Add a rhythm and some emotion.
- Let them get messy and teach them about reading, measuring, colors, materials and more
- You can teach anything through movement
  - Cutting and pasting - Ask them to create the things they need to learn with paper, glue and scissors and the learning will happen by itself
  - Let the child draw and scribble while they learn. Teach them about different textures, densities, tastes, smells and the history of things
- Playground is an excellent place to learn quantities, counting, time, experience gravity and more
Four year old children

It was time to get wet, all children were ready. I turned on the sprinkles, all the children were running and laughing. Then Mason started running in the appositive way, Miguel was running towards Mason but Miguel stretch his hands before Mason got close to him. Mason fell, they didn’t crash, Miguel looked at Mason saying “I’m sorry”, Mason smiled, Miguel extend his hand, Mason grab it and he got up. Both children started to run again.
Interpersonal Intelligence
A child may exhibit a tendency towards one particular intelligence is not to say that they don’t exercise other intelligences. Nor does this mean that only those kinds of individuals that are sociable and extroverted have interpersonal intelligence. We all have the ability to engage our various intelligences in different ways and under varying circumstances. We have to expose ourselves to opportunities that will allow us to develop our different intelligences.
Strengths of children with interpersonal intelligence

* They love being with people and relate to them very well
* They like working in teams to accomplish tasks
* They can lead very well
* They also show concern and empathy for others
* They can make very persuasive arguments
Activities that children with interpersonal intelligence will enjoy

- Working with other children, especially those younger to them
- Meeting and getting information from various people
- Collaborative activities
- Love talking about themselves or what they do, with other people
- Helping others - volunteering
- Interacting with family
- Monitoring "rules" and "practices" in the household
Helping children with interpersonal intelligence learn

- Direct interaction, discussions with others and team efforts are the best pathways to help them learn.
- Get them together with other children to do projects
- Assign activities that require them to meet and interact with people
- Expose them to a wide variety of people and the roles they play and the skills they have
- Let them do "role play"
- Let them explain to you what they have learned - listen carefully and interact with them. You could make this a daily event, occurring at breakfast or dinner.
Activities that can help in different areas

Mathematics

To teach addition and subtraction, measure out water, sand, using spoons, cups, cubes etc., To teach them dimensions (length, width, area, volumes), tell them to draw a chart, stick it on the wall and give a lecture about dimensions

Science

* Take a book on animals, how earth is made, fieldtrip to the zoo, museums and have discussions near the exhibits, about each animal how the live in the ocean

Geography

* Sit down with your child on your computer, access Google Earth and go through various landmarks and landscapes

History

* Let them explain their experiences to each other.
* Have your child write or draw dialogues that could have happened between
More activities
FIRST OBSERVATION FOR INTERPERSONAL CHILD:

Three year old girl and a five year old.

All the children were outside playing but Jacqueline E. She was just looking at them inside through the widow. Lilyen came and asked me “why is Jacqui inside?”. I told her she is not ready she wants to stay for a little bit with me. Lilyen murmured, “oh?”, She went back to play, then looking back at Jacqueline, Lilyen smiles, and asked, “Jacqui you want to play with me?”. Jacqui answered “tengo miedo a Camila” (it’s one of my dogs) Liyen respond, “no ven dame la mano” stretching her right hand. Then Jacqueline gives her hand and replied, “okay”, smiling, they went together to the swings and started to play.
References


To cite this article: Smith, Mark K. (2002, 2008) 'Howard Gardner and multiple intelligences', the encyclopedia of informal education, http://www.infed.org/thinkers/gardner.htm

Mark K. Smith
ECE 199 Selected Topics in Early Childhood Education
Syllabus

Instructor (Mary) Robyn Dalzell
E-MAIL ADDRESS: mdalzell@Roguecc.edu

REQUIRED TEXTS
None

COURSE DESCRIPTION
Provides Vocationally Appropriate English as a Second Language (VESL) instruction for ECE professionals. Allows students to develop and refine English language skills while focusing on vocationally appropriate ECE terminology in written and oral communications. Direct experience observing young children in a group setting will be an important part of the course. This course is to be taken in conjunction with the co-requisites below.

3 credits
Co-requisites: ECE 135, or ECE 151, or ECE 175, or permission of instructor.

GOALS AND OBJECTIVES
Students will make advancements in English language fluency by maintaining and editing journals, recording and presenting objective observations of children under their care, and creating and presenting professional ECE based presentations on a variety of topics.

TEACHING/LEARNING STRATEGIES
There will be conversations, dialogues and role playing of weekly topics with colleagues during class. Students will maintain a journal of objective observations of an actual child under their care. Students will be required to give presentations based on ECE topics covered in this course.

Course Outcomes, ILO (Institutional Learning Outcomes) Indicators and Assessment: “RCC faculty are studying what successful college students do and have identified a set of indicators that are included in all credit classes. These Institutional Learning Outcomes (ILOs) are: Personal Growth (PG), Communication (COM), Approach to Learning (AL), Critical Thinking (CT), and Application of Knowledge (AK). You will be assessed on your growth on this class’s indicators, which are noted in this syllabus. The scores will not affect your course grade or your GPA. The cumulative results (all students, all classes) will tell the college how well we are supporting student growth across all courses and departments. As the college refines the data collection, your distinct scores may become available to you as you graduate.”

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<th>ILO Key Indicators:</th>
<th>Assessment Methods:</th>
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<tbody>
<tr>
<td>1. Understand developmentally, culturally, and linguistically appropriate practices.</td>
<td>COM 3 - Collaborate effectively to achieve course/learning goals.</td>
<td>Class discussions Presentations Dialogues Journal</td>
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<tr>
<td>2. Gain understanding of the process of second language acquisition and how the brain processes language.</td>
<td>COM 2 - Express ideas clearly in oral, written and visual work.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>3. Gain awareness of and work toward being sensitive to and respectful of individual differences and attitudes.</td>
<td>COM 1 - Display understanding, compassion and acceptance. CT 1 - Recognize own and others’ emotions, assumptions, biases, and cultural contexts.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>4. Learn to manage child behavior in English using developmentally and culturally appropriate communication.</td>
<td>AL 3 - Internalize and assimilate information into new situations. AK 2 - Integrate previous and new learning, along with practical skills, to solve problems.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>5. Conduct ongoing communication with children and families using simple, practical, and meaningful school vocabulary in English and understand how and when to effectively use an interpreter.</td>
<td>AK 1 - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks. AL 2 - Put forth the time and effort necessary to succeed. PG 3 - Respond positively to change. PG 5 - Exhibit self-confidence.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>6. Understand about the wide variety of different English speaking cultures in order to better understand and communicate with children and their families.</td>
<td>AK 3 - Apply knowledge and skills through a global perspective with an awareness of context, personal assumptions, and worldview.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>7. Gain awareness of cultural differences in Latino verses Anglo attitudes toward family and education.</td>
<td>COM 4 - Work respectfully with others by considering opposing viewpoints and different cultural perspectives.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
<tr>
<td>Expected Outcomes:</td>
<td>ILO Key Indicators:</td>
<td>Assessment Methods:</td>
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<tr>
<td>8. Become familiar with traditional and popular children’s songs and games in English as well as quality English and bilingual children’s books.</td>
<td>AL1 - Understand and accept responsibility for learning.</td>
<td>Class discussions Presentations Dialogues Journal</td>
</tr>
</tbody>
</table>

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>SECTION</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Section 1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Section 2</td>
<td>Journaling format</td>
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<tr>
<td>Section 3</td>
<td>Effective objective observations</td>
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<tr>
<td>Section 4</td>
<td>Professional vocabulary</td>
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<tr>
<td>Section 5</td>
<td>How to express and support opinions in a discussion format</td>
</tr>
<tr>
<td>Section 6</td>
<td>Textbook organization and features-How to get the most out of the textbook</td>
</tr>
<tr>
<td>Section 7</td>
<td>Reading and retention strategies</td>
</tr>
<tr>
<td>Section 8</td>
<td>Rules of English grammar</td>
</tr>
<tr>
<td>Section 9</td>
<td>Use of technology-Powerpoint presentations, databases, internet, E-mail</td>
</tr>
<tr>
<td>Section 10</td>
<td>Oral histories</td>
</tr>
</tbody>
</table>

### CLASS EXPECTATIONS
Due to the nature of the course, in addition to participating in class sessions, you will be expected to complete a significant amount of work on your own. A point system will be used to grade all work, presentations, and assignments.

### METHODS OF EVALUATION

**ATTENDANCE**
You will be expected to attend all class sessions.

**JOURNAL**
Each student will be required to compile a journal of objective observations of an actual child under their care. Your journal entries will be anonymously displayed to the entire class for editing and evaluation of objectivity.

**ORAL PARTICIPATION**
Students will be expected to actively participate in class discussions.

**PRESENTATIONS**
Students will be expected to create and present to the class a variety of presentations on the ECE topics covered in this course.
GRADING

ATTENDANCE = 200 Points (25%)

JOURNAL = 200 Points (25%)

ORAL PARTICIPATION = 200 Points (25%)

PRESENTATIONS = 200 Points (25%)

Total Points = 800 (100%)

Your grade in the course will be based on percentage of total point accumulations according to the following scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>&gt;100%</td>
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<tr>
<td>A</td>
<td>90-99%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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</table>

Please be aware of the following RCC policies:

- **Administrative Drop**: “Students who do not attend at least 50% of the class sessions during the first week of school and who do not contact the instructor to indicate a plan to attend will be automatically dropped from the class during the 2nd week of the term.”

- **Withdrawal Policy/Refund Policy**: Students dropping a class before 11:59 p.m. on Wednesday of the second week of the term get a full refund. After that, there is no refund and a grade of W will be assigned for the course. Students have until 11:59 p.m. on the Friday of Week 8 to withdraw from a term-length course.

- **Classroom Behavior**: “Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online in Student Rights, Freedoms, and Responsibilities at [http://www.roguecc.edu/Students/StuRights/StudentRightsFreedomsResp.pdf](http://www.roguecc.edu/Students/StuRights/StudentRightsFreedomsResp.pdf). Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Beepers, pagers, and cellular phones can be a nuisance and are not to be brought into the classroom. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules.”

- **Smoking Restrictions**: Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to [http://www.roguecc.edu/TPTF](http://www.roguecc.edu/TPTF).

- **Academic Honesty**: “Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. Instructors have the right to take action on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging from loss of points to expulsion from the class or college.”

**Academic Integrity**: Any student found to be cheating, plagiarizing, stealing examinations or course materials, inappropriately accessing and/or using another’s work, or to be assisting other student(s) in
such activities may face sanctions up to and including failing the class, and/or dismissal from the course or college. Each homework assignment, written activity, and test should be your own work, unless otherwise indicated by the instructor.

**Cheating** is the unauthorized use or sharing of answers, information, tools or technologies on tests, quizzes, assignments, or other class activities. (For instance, sharing test questions with other students, texting others the answers to tests, notes written on your hand or phone, using calculators when they are prohibited, etc.).

**Plagiarism** is using, summarizing, or paraphrasing part or all of someone else’s work; or cutting, copying and pasting someone else’s work from web or digital sources directly into your work, without properly identifying the actual author and source. If you do not identify the source of ideas and writings that you’ve used in your work, or if you claim to have written something that is not your own work, you are plagiarizing.

- **Student Evaluations:** "Students enrolled in all credit (and some non-credit) courses will receive an RCC email around the 8th week of each term to complete online evaluations on each course they are enrolled in. Full instructions for accessing and completing the evaluations will be in the reminder email. These evaluations are anonymous and will not be released to the teachers until after the term is over. Early grade release will be available to students who have completed their evaluations."

- **Disabilities:** "Students with a documented disability that may require assistance should contact the Disability Services Office for coordination of your academic accommodations. The Disability Services Office can be reached at RWC by calling 541-956-7337 or at RVC at 541-245-7537. The web address is: [http://learn.roguecc.edu/developmental/support/](http://learn.roguecc.edu/developmental/support/)."

- **Human Rights’ Statement:** "All students and employees will be able to work and learn in an environment free of discrimination and harassment; including sexual harassment. All complaints about behavior that may violate this Human Rights Policy shall be promptly investigated."

**Final Note:** This class is a work in progress. I reserve the right to make needed and appropriate adjustments to this syllabus.
CLASS DISCUSSION

Name_________________________  Date_________________________

Participation

4  Student encourages and motivates interaction with other students and instructor. Student does not dominate.

3  Student initiates and responds to other students and instructor.

2  Student occasionally responds to other students and instructor.

1  Student responds to instructor prompts only.

Quality of response

4  Student participation relates to main topic, and adds new concepts, ideas, or information.

3  Student participation relates to main topic with some supporting details.

2  Student participation relates to main topic, but has a minimum of supporting details.

1  Student participation relates to main topic, but lacks supporting details.

Professional vocabulary usage

4  Student uses professional vocabulary consistently and comfortably.

3  Student uses professional vocabulary frequently and comfortably.

2  Student occasionally uses professional vocabulary, but is somewhat uncomfortable.

1  Student does not use professional vocabulary.

Critical thinking

4  Consistently shows evidence of critical thinking. Critiques other student's perspectives based on course info and personal experience.

3  Shows evidence of critical thinking most of the time. Critiques other student's perspectives based on course info and personal experience.

2  Shows minimal evidence of critical thinking. Critiques other student's perspectives based on course info and personal experience.

1  Student shows no evidence of critical thinking.
## Writing

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main idea is not clear. There is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
<td>Main idea is clear, but the supporting information is general.</td>
<td>There is one clear well focused topic. Main idea stands out and is supported by detailed information.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All sentences are well-constructed with varied structure.</td>
<td>Sentences lack structure and appear incomplete or inconcise.</td>
<td>Most sentences are well-constructed, but have a similar structure.</td>
<td>Most sentences are well-constructed, but have a similar structure, and may be inconcise.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, spelling, punctuation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer makes no errors in grammar, punctuation, or spelling that distract the reader, so the paper is extremely easy to read.</td>
<td>Writer makes many errors in grammar, spelling or punctuation that distract the reader, making reading very difficult.</td>
<td>Writer makes some errors in grammar, punctuation, or spelling that distract the reader, but the paper is still easy to read.</td>
<td>Writer makes several errors in grammar, spelling or punctuation that distract the reader, making reading difficult.</td>
<td></td>
</tr>
<tr>
<td><strong>CALP Cognitive academic language proficiency</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes with a large and varied vocabulary. Frequently uses professional terminology.</td>
<td>Writes with a limited vocabulary. Seldom uses professional terminology.</td>
<td>Writes with a limited vocabulary.</td>
<td>Writes with a limited vocabulary. Does not uses professional terminology.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading fluency</strong></td>
<td><strong>Identifies important information and details</strong></td>
<td><strong>Summarization</strong></td>
<td><strong>Textbook usage skills</strong></td>
<td></td>
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<tr>
<td>---------------------</td>
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<td></td>
</tr>
<tr>
<td>Reader is easily able to understand information and concepts. Reader has strong vocabulary skills.</td>
<td>Student lists all the main points of the text, and recalls several details for each main point without referring to the text.</td>
<td>Student is able to describe clearly what the text is about using a few well constructed sentences.</td>
<td>Student recognizes and uses all graphic aids and frequently uses index and table of contents to retrieve information.</td>
<td></td>
</tr>
<tr>
<td>Reader is able to understand information and concepts, but occasionally encounters unknown vocabulary.</td>
<td>Student lists all the main points of the text and recalls several details for each main point, but needs to refer to the text.</td>
<td>Student uses several sentences to accurately describe what the text is about, but uses poorly constructed or inconcise sentences.</td>
<td>Student recognizes but seldom uses graphic aids. Occasionally uses index and table of contents to retrieve information.</td>
<td></td>
</tr>
<tr>
<td>Reader has difficulty understanding information and concepts. Reader frequently encounters unknown vocabulary.</td>
<td>Student lists some of the main points of the text and is able to locate details for some main points by referring to the text.</td>
<td>Student summarizes most of the text accurately, but does not show understanding of all of the main points of the text.</td>
<td>Student recognizes only general subject areas of text. Seldom uses graphic aids, index, and table of contents to retrieve information.</td>
<td></td>
</tr>
<tr>
<td>Reader is not able to understand information and concepts due to lack of vocabulary.</td>
<td>Student cannot lists important information with accuracy. Student cannot locate details within the text.</td>
<td>Student has great difficulty summarizing the text.</td>
<td>Student has difficulty finding and retrieving information.</td>
<td></td>
</tr>
</tbody>
</table>
While I was visiting some of my friends, the little boy dumped all his toys from the box. After a couple of minutes, his mom told him to pick up his toys. He turned and looked at his mother, and he left to go to his room. Then I asked her where the little boy was. She said, “somewhere over there playing.” A couple seconds later, we heard the little boy screaming, and his mom went to check on him.

He had locked himself in the room. His mom explained that he always throws tantrums, especially when we go to the store because we don’t buy him what he wants.
Jr. have same language problems as well as behavior; when a partner take something with he is playing make a tantrum, crying and to kneel down in the floor.

He takes off from other kids with out asking.
Is hard for him take turns, more when play in the sensory table and small home, the teacher indicate is tame to the change area using hourglass, he resist to do it.

Equal Employment Opportunity
CASE is a WIA Title I- financially assisted program and is therefore an equal opportunity employer/program which provides auxiliary aids and services upon request to individuals with disabilities by calling 711 or 800.648.3458 TTY.

US Department of Labor
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DOL Attribution
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