

HDFS 233: Intro to Early Childhood Education Fall 2023

Instructor: Alicia Jabin
Office: [MKH 206](#)
Phone: 541-917-4689
E-mail address: jabina@linnbenton.edu
Office hours: Thursday 1-3, and by [appointment](#)

I. Course Description

This course focuses on current issues in working with children and families in the early childhood profession. Students will become familiar with developmentally appropriate practice, legal and ethical issues, diversity, professionalism, and advocacy in early childhood care and education.

II. Course Outcomes

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

- 1.) Define Developmentally Appropriate Practice and identify components of quality in early care and education.
- 2.) Apply NAEYC professional code of ethical conduct.
- 3.) Describe current issues in the field of early care and education and identify approaches to each.

III. Text and Materials

Feeney, S. (2012). *Professionalism in Early Childhood Education*. San Francisco: Pearson.

Copple, C. & Bredekamp, S. (2006). *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6*. Washington, D.C.: National Association for the Education of Young Children.

Additional readings posted on Moodle.

IV. How to be SUCCESSFUL in this course:

- Participate in weekly class “collaborative experience”
- Actively Participate in your small group weekly meetings
- Turn in completed Weekly Chapter Organizer notes.
- Turn in completed Weekly Checklist & Class Exercises.
- Use the course outline or the Moodle page to know when assignments are due.
- Turn in a Learning Experience Plan **for EACH topic**
- ECE AAS Majors: A “C” or better is required in this course to be eligible for practicum.

VI. Expectations about your skills and abilities as a student:

- Use the weekly checklist to guide your learning.

- Participate as a supportive teaching team member. Help others learn and grow.
- Meet with your assigned group weekly. You will be evaluated on your group participation.
- Stretch a bit beyond your 'comfort zone'.
- Do your share of your work as a team member for your group project.
- Ask questions for clarity. You are responsible for your own learning. Be proactive.
- Schedule an appointment with me if you need additional support.

VII. Grades will be based on the following required assignments:

Assignments	Total Points
Observation Practice	20
Play Observation and Interpretation	25
Motor/Cognitive/Emotional Development Observations and Interpretations	90
Developmental Activity Plan (Final Project)	100
Responsive Writing Assignments (Two assignments worth 30 points each)	60
In-Class Assignments (10 points each class meeting)	100
Ethics Analysis Activity	25
Presentation: Current Issues and Advocacy in ECE	100
Total Possible:	520

Observation Assignments: Observations of individual children will be conducted throughout the term; there will be video clippings of children in preschool settings posted on Moodle for your observations. Observations will be analyzed and interpreted.

Developmental Activity Plan: Activity plan based on your observations and interpretations during the term.

Responsive Writing to Assigned Articles: Students will be expected to write two brief responses to assigned readings.

In-Class Assignments: Throughout the term students will be asked to write a short response to a topic covered in lecture.

Ethics Analysis Activity: Ethical analysis scenarios and activity.

Current Issues and Advocacy in ECE Presentation: Students will work throughout the term on current issues and advocacy in early childhood education. A presentation on issues due during Finals Week. Students may choose to work individually or in pairs.

Requirements and Communication

- If you must miss class for an extended period, be in touch with me and the Center for Accessibility Resources (see below) right away. They can help with accommodations in all of your courses.
- Late assignments will have a total of 10% deducted for each week unless you use a late coupon.

You have 2 late coupons that can be used to turn in assignment a week after due date without 10% deduction. [Email me before or on the due date to use your late coupon.](#)

Week 1-4 assignments will not be accepted after Week 5.

Week 5-9 assignments will not be accepted after Week 10.

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-11	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
What this means: Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		What this means: Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			What this means: Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			What this means: Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		What this means: Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% or less

Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact the Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations. LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative

Rule No. E029 and Board Policy Series No. 6090.

Academic integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the [College's academic integrity policy](#).

If I become aware of academic misconduct, I will meet with the student(s) in question to discuss the matter and may assign a consequence of an "F" or "NP" for part of the assignment, the entire assignment, or the course overall. I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action. When in doubt if something constitutes academic misconduct, please contact me and ask for clarification.

Campus Resources

I want you to be successful not just in this course, but at LBCC! So does the rest of the staff and faculty. Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Desk, and Family Connections, are available to you as a student. All of these services, including the ones described below, are still available remotely and/or in person during Fall 2022. Use the "Chat Now" feature on the website to help you find what you need!

[Roadrunner Resource Center](#): Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Roadrunner Resource Center](#) for support. You can also reach the center by email: resources@linnbenton.edu. This office can help students get connected to resources to help. Furthermore, please notify me (Tamara) if you are comfortable in doing so. This will enable me to provide any resources that I may have.

[Center for Accessibility Resources \(CFAR\)](#): Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [CFAR](#) for steps on how to apply for services or call (541) 917-4789.

[Learning Center](#): The Learning Center provides free services designed to boost your college knowledge so that you achieve the test scores, grades and goals you want. It is located on the second floor of Willamette Hall and also provides services and resources online. Get connected to free tutoring, academic coaching, math and science help!

[Writing Center](#): The Writing Center's goal is to help students become more confident, effective, and expressive writers – and to make the writing process more joyful. They offer free coaching for all students for any writing project, in any class, and at any stage in the writing process. Check out their site for their Drop-in Zoom Room hours or to schedule an appointment.

Library: The Library has the support you need for studying: check out a laptop, borrow a copy of your textbook, print your paper, or get help learning how to use Moodle, Google Docs, and other software. So, whether you have a research paper to hammer out, or just want to kick back and read a popular magazine in a comfy chair, visit the library! The staff are just waiting to answer your questions and help you succeed, seven days a week.

Mental Health Resources:

LBCC Counseling: (541) 917-4780 (press "2" after hours for crisis support)

Short term personal counseling and community referrals:

Linn County Mental Health Crisis Line: (800) 304-7468

Benton County Mental Health Crisis Line: (888) 232-7192

National Suicide Prevention Line: (800) 273-8255

Center Against Rape and Domestic Violence (CARDV): (800) 754-0110

24/7 Confidential Crisis Counseling Text Line: Text OREGON to 741741

Student Help Desk (for computers and software): The Student Help Desk assists students with most computer software-related issues and other technology problems or questions, from login problems related to LBCC's online systems to questions about course-related instructional software, including Moodle, Google Drive, and Single-Sign-On. We also check out laptops and provide assistance to anyone using library equipment like our 3D printer (currently down), scanners, printers, etc.

Health Protocol (COVID-19)

Please take care of your health in the way that best fits your needs and respect others' decisions about the same. If you need any assistance in feeling comfortable in this classroom, please let me know.

LBCC Comprehensive Statement of Nondiscrimination LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

Academic integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. **Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others.** LBCC students are responsible for understanding and abiding by the [College's academic integrity policy](#).

If I become aware of academic misconduct, I will meet with the student(s) in question to discuss the matter and may assign a consequence of an “F” or “NP” for part of the assignment, the entire assignment, or the course overall. I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action. When in doubt if something constitutes academic misconduct, please contact me and ask for clarification.

VIII. Course Outline/Calendar

Weeks	Topic	Readings Due	Assignments Due Today
<p>1</p> <p>September 26</p>	<p>Course Overview</p> <p>Who are we? What is a Professional in ECE?</p>	<p>Syllabus</p> <p>Feeney Chapter 1</p>	<p>Review Syllabus</p>
<p>2</p> <p>October 3</p>	<p>Learning to Observe</p> <p>Developmentally Appropriate Practice</p>	<p>Cople & Bredekamp p. 1 - 15</p>	<p>Observation Practice (in class)</p>
<p>3</p> <p>October 10</p>	<p>ECE Learning Theories</p>	<p>Feeney Chapters 2 & 3</p>	<p>Writing #1: Responsive Writing Assignment</p>
<p>4</p> <p>October 17</p>	<p>Play</p>	<p>Readings on Moodle</p>	<p>Play Observation and Interpretation (in class)</p>
<p>5</p> <p>October 24</p>	<p>Curriculum Approaches/Quality in ECE</p> <p>Developmentally Appropriate Practice</p>	<p>Cople & Bredekamp p. 23 - 52</p>	<p>Writing #2: Responsive Writing Assignment</p>
<p>6</p> <p>October 31</p>	<p>Curriculum Approaches/Quality in ECE</p> <p>Developmentally Appropriate Practice</p>	<p>Cople & Bredekamp p. 52 - 89</p>	

<p style="text-align: center;">7 November 7</p>	<p>Anti-bias Curriculum Observing Cognitive Development</p>	<p>Readings on Moodle</p>	<p>Cognitive Development Observation and Interpretation (in class)</p>
<p style="text-align: center;">8 November 14</p>	<p>Observing Motor Development and Social Development</p>	<p>Readings on Moodle</p>	<p>Motor Development Observation and Interpretation (in class) Social Development Observation and Interpretation (in class)</p>
<p style="text-align: center;">9 November 21</p>	<p>Current Issues in ECE</p>		
<p style="text-align: center;">10 November 28</p>	<p>Ethical Conduct Current Issues in ECE</p>	<p>Readings on Moodle</p>	<p>Ethics Analysis Activity Due Tuesday, November 29th</p>
<p style="text-align: center;">Finals</p>			<p>Presentations on Current Issues and Advocacy in ECE: Tuesday, December 5th Developmental Activity Plan: Due by Wednesday, December 6th (Moodle)</p>

The instructor reserves the right to make changes in the course schedule

Here is a link to a [Visual](#) of how the class is organized and what your weekly responsibilities are.