**PROFESSIONAL FOUNDATIONS IN EARLY CHILDHOOD**

**HDFS 233    CRN 48518**

**Mondays: 4:30 – 7:20 Room: NSH 107**

**INSTRUCTOR:** Bryan Traylor

**OFFICE HOURS:** by Appointment

**OFFICE:**                  SSH 205

**CONTACT INFORMATION:** (w) 541-757-5959  (c) 541-829-9177

[traylob@linnbenton.edu](mailto:traylob@linnbenton.edu)

**INSTRUCTOR WEBSITE**

Under development

**COURSE DESCRIPTION**

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.

**COURSE OBJECTIVES**

* Define Developmentally Appropriate Practice and identify components of quality in early care and education
* Apply NAEYC professional code of ethical conduct
* Describe current issues in the field of early care and education and identify approaches to address each
* Explain strategies for personal professional growth

**REQUIRED TEXTS**

Copple. C. (2003) *A World of Difference: Readings on Teaching Young Children in a Diverse Society*. Washington D.C.: National Association for the Education of Young Children.

Ozretich, R., Burt, L., Doescher, S., & Foster, M. (2010) *Case Studies in Early Childhood Education: Implementing Developmentally Appropriate Practices*. Washington D.C.: National Association for the Education of Young Children.

Robinson, A. & Stark, D. (2002). *Advocates in Action: Making a Difference for Young Children.* Washington D.C.: National Association for the Education of Young Children.

**HOW TO BE SUCCESSFUL IN THIS CLASS**

* Attend class.
* Be prepared for class by reading the text chapters when assigned. Classroom experiences will be richer for you when you have background information about the subject.
* Challenge your own taken-for-granted notions *and* let the instructor challenge your own taken-for granted notions.
* Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and as a class member.
* Be aware that your experience as a student, citizen, and family member may not be typical of the children and families you will work with.
* Learn how to ask clarifying questions and be a coach for your classmates.
* When confused, challenged, frustrated or having an “aha” moment contactthe instructor.
* Be engaged and work from your stretch zone. You will get out of this class what you put into it.

**EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT**

Your instructor makes the following assumptions that you as a student are able to already:

* Write  papers
* Research and cite sources
* Use MLA for source citations
* Use grammatically correct writing functions
* Use word processing programs
* Send documents via e-mail attachment
* Read a textbook and synthesize ideas
* Read a text and understand the author’s ideas and talk to others’ about the ideas whether you personally agree with them or not

**EXTRA CREDIT OPPORTUNITY** – May 11st,7:00 p.m., Majestic Theater, 2nd St., Corvallis.

*Sprout Film Festival –*  Films made by and/or featuring people with developmental disabilities. More details at <http://www.homelifeinc.org/sprout.htm> . 25 extra credit points for attending + 25 extra credit points for a one page write up of the film and discussion.

**We would need to end class at 6:30 to get to the theater.**

**COURSE REQUIREMENTS AND EVALUATION**

Advocacy Power Point Presentation            100 points

Advocacy Summary & Bibliography            100 points

Book Synopsis                    100 points

Class Participation/Book & Discussion Groups            100 points

In-class assignments or quizzes (random 6 @ 50 points)      300 points

Final                             100 points

**GRADING**

A = 720-800

B = 640-719

C = 560-639

D = 480-559

F = 479 & below

The Y grade will be given to students who stop attending class by the third week of the term. After this point, students will be assigned a grade based on the work completed.

**EXAM INFORMATION**

You will complete a Personal Professional Development Plan in lieu of a traditional written exam. More information will be provided to you in class about this assignment. **Information will be provided later about your responsibilities during finals week.**

**VETERANS**

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**RESOURCES**

**The Writing Center**

An excellent resource is LBCC's Writing Center. You can get help organizing, developing and revising written assignments. The Writing Center is in the Learning Center on the second floor of Willamette Hall. The Writing Center is generally open from 9 a.m. to noon and 12:30 to 3:30 p.m. Monday through Friday. For more information, see **http://www.linnbenton.edu/learning-center/writing-center.**

You also can get help through the Online Writing Lab (OWL).  See **lbcc.writingcenteronline.net**. For more information, call 541-917-4708 or see **www.linnbenton.edu/go/learning-center/writing-help**.

**Many other resources** such as the **Learning Center** and **Family Connections**, are available to you as a student. They are described within the *LBCC Catalog*.

You should meet with your instructor during the first week of class if

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.   If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

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*NOTE: The instructor reserves the right to make changes in the course syllabus.*

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| **Week** | **Assignment Due** | **Theme** |
| 1 | * Student Profile Form * Paired Discussion * Article review – oral reports future weeks. Written summary due 4/6 | **Getting Started:**   * Welcome * Introductions * Course Overview |
| 4/6 | * *Advocates in Action*p. 1-22 * NAEYC's Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation * Intro Book Synopsis   <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf> | **Advocacy**  **Assessing Young Children**  Guest: Sue Doescher  **Megan McClelland’s research on Self-Regulation** |
| 4/13 | * *A World of Difference* part I & III – articles assigned to individuals – * *Case Study* 6 pp. 16 – 19 written summary due 4/20 | **Understanding Family Diversity**  Guest: Liz Pearce |
| 4/20 | * *A World of Difference*part IV, VII & VIII – articles assigned to groups - written summary due 4/27 | **Social Class, Poverty, & Diversity**  Guest: Lynnette Wynkoop – Family Connections & the Oregon Registry |
| 4/27 | * *Advocates in Action p. 23-85* * *A World of Difference #44 Voices for Change pp. 179 - 184* * Introduce Advocacy Presentation Assignment * Quiz | **Advocacy and the Professional Journey**   * The Legislative Process * Know your legislators * The Politics of Education * What can I do? |
| 5/4 | * NAEYC’s Code of Ethics * Case Studies 13, 19 – all read | **Ethical Issues and Professional Responsibilities**   * Reporting child abuse * Child Find * Confidentiality   Guest speaker: ECSE and/or Kinder teacher |
| 5/11 | * *A World of Difference part II & VI –articles assigned to groups* * *Case Studies 8, 9, 14, 15, 17 -* written summary due 5/18 | **Creating Inclusive and Caring Classrooms**   * DAP * Behavior and problem solving * High Expectations |
| 5/18 | * *Advocates in Action* p. 86 - 113 * *1-on-1 conference on Advocacy Presentations* * *Quiz* | **Advocacy**  Work on presentations |
| 5/25 | * Advocacy Powerpoint Presentations * Advocacy Summary & Bibliography * *Case Studies* - TBA | Making Connections |
| 6/1 | * Advocacy Powerpoint Presentations * Advocacy Summary & Bibliography | Making Connections |
| 6/8 | **Details on Final TBA** |  |