



## IT'S IN THE SYLLABUS

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### HDFS 233 Professional Foundations In Early Childhood Education 3 Credits 26418 Fall 2019

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#### 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.

#### 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.

#### REQUIRED Textbooks and Readings

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

Feeney, S. & Freeman, N. (2005). Ethics and the Early Childhood Educator: Using the NAEYC Code 2<sup>nd</sup> Ed. Washington, D.C.: National Association for the Education of Young Children.

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 websites as indicated in the course schedule.

Usage of Google Docs as assigned, Microsoft WORD (not microsoft works or word pad) or an open source internet site such as Google Docs to submit electronic assignments. **\*\*\*NOTE: In my experience, Chromebooks do not work well with Moodle so be advised to NOT use Chromebooks with this course!\*\*\*** You must always have access (and back up access) to the internet. I rarely sympathize with the excuse of "my computer is down, or I couldn't get service."

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

## CLASS STRUCTURE

This course is taught face-to-face, however, Moodle will be used for quizzes and other activities as necessary. As class members you will be enrolled on LBCC's e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. *Log on as soon as possible and update your password and contact information. Continue to log on regularly throughout the duration of the term.*

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Regularly log into the course shell.** Successful students log into the course shell at least 3 to 5 times a week.
2. **Read** assigned material continually during the week.
3. **Check** your lbcc email and Moodle regularly.
4. **Participate** in course forms, activities, quizzes, etc.
5. **All assignments must be submitted in moodle.** *I will not accept emailed assignments. I repeat, I will not! Do NOT make it a habit to take quizzes within the last hour it is due. You may run the risk of getting kicked out of the system or glitches that become barriers to completing quizzes on time. All 11:59 p.m. due dates are firm.*

***Late is late is late, even if it's completed at 12:00 a.m.***

***It is a known fact that computers can and will crash the night before an assignment and/or quiz is due. Be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly.  
Take advantage of the free space you have available on your G drive!***

6. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to [learning.support@mail.linnbenton.edu](mailto:learning.support@mail.linnbenton.edu).

Ultimately, it is **my responsibility to create opportunities** for you to learn; it is **your responsibility to do the work to learn.**

**COMMUNICATING WITH INSTRUCTOR.** Email is the best (and recommended) form of communication with me. When emailing, *I will only communicate with you via your LBCC gmail email account.* Do not send inquiries from a personal email account. I will not respond due to confidentiality in accordance with FERPA. In addition, I am not at liberty to respond to emails sent on your behalf from a spouse, parent, partner, roommate, etc. The email option in moodle is the easiest and most effective way to communicate with me. You will find that going through moodle will help keep our conversations separate from your general email.

It is the student's responsibility to regularly check Moodle and his/her email account for any announcements or supplemental information shared regarding the course. It may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. The instructor is also available during office hours or online video conferencing via Zoom video conferencing and/or by appointment. You will need a webcam or camera phone.

## TOOLS FOR SUCCESS

A list of [Tools For Success](#) are posted in Moodle Welcome Page

## STUDENT RIGHTS AND RESPONSIBILITIES

Students are expected to read and adhere to the standards in the *Student Rights and Responsibilities* handbook. You can also find this information on the Linn-Benton Community College website at [Students Rights and Responsibilities](#).

## ACADEMIC INTEGRITY

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another

person as one's own), or *assisting* another person in committing an act of academic dishonesty. **Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.**

As a student at LBCC you will find that many assignments may overlap for different courses across disciplines. Assignment requirements could be similar in content and task. That being said, for this particular course it is imperative that you submit original work and not commit [self plagiarism](#). Self-plagiarism is basically when you try to recycle old work you've submitted and trying to pass it off as new.

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and the Writing Center are good resources. <https://www.linnbenton.edu/writing-center>

***It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive!***

## **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.

## **SPECIAL NEEDS**

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

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

If you have documented your disability, remember that you must take your request accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

## **MOODLE**

1. *Assignments, quizzes, and supplemental information will be opened on **Mondays by noon***. Often students ask if it's possible to move on ahead in content and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, often moving too quickly and too far ahead in a course will defeat the benefits of peer discussion and hinder the natural evolution of the course. If you find that you are wanting to "enrich" your experience within a weekly topic with additional activities and readings, just let me know. I can provide supplementary information each week to further emphasize the information to challenge your knowledge of the subject.

## **ASSIGNMENTS & GRADING**

### **I. Forums**

- a. Forums are opportunities to "stop, think, and reflect" on content throughout the week. It is an opportunity for students to quickly ponder on information, write down questions, emotions, and opinions to be submitted for a grade. Forums may available to view weeks ahead, however, you will not be able to post or reply until the designated weekly window.
- b. Forums are worth 15 points each week. You will be graded on your OWN post as well as your RESPONSES to fellow classmates. Your OWN post is due on Thursdays, 11:59 p.m. of each week. Your RESPONSE to a fellow classmate is due on the following Monday, 11:59 p.m. Attached is the [FORUMS Guideline and Grading Rubric](#).
- c. If you only post your OWN by the first due date, the most points you can earn is up to 10/15. If you do not post your OWN, however, you can still respond to a classmate and earn up to 5/10 points by the designated due date.
- d. Forums are worth 15 points. 15 points X 10 weeks = 150 points
- e. Missed forums cannot be made up or taken in advance.

## II. Completion of required reading and related research

### III. 5 Quizzes

- a. Quizzes are to be taken in Moodle.
- b. Quizzes are multiple choice, true/false, and/or short answer. Questions are based on the assigned textbook chapters and lecture content.
- c. The quiz is designed to demonstrate your completion of text reading and lecture content. Understanding the reading will enable you to take part in class forums and assignments. Best prep for quizzes is reading and notetaking focused on the terms that the author highlights, concepts emphasized and/or post in Moodle for the week.
- d. You have one hour to complete each quiz. You will have unlimited attempts at quizzes. The theory behind having unlimited attempts is not to "give away freebie points." Its intent is that if you answer a question incorrectly, you have the opportunity to go back and double check what the research says in order to provide the correct answer the next time around. Sure, it would be easy to forgo the text and just monotonously keep taking a quiz over and over until you get all 10 questions correct. However, with unlimited attempts you get to decide how you want to spend your time and effort. Would you rather get all answers correct the first (or second) time using all of your resources? Thus, getting to know the information a bit more. Or, would you rather run the risk of wasting time repeating and repeating the same incorrect answers? Either way, you'll be learning and retaining the material, right?
- e. Quizzes are open-book, but not "open friend." That is, you are permitted to consult your text, your notes, or the videos for quiz answers. Please do not consult your friends or other classmates.
- f. Quizzes are worth each worth 10 points. 10 points x 5 = 50 points
- g. Missed quizzes cannot be made up or reopened.

### IV. Course Projects (5)

- 1.) **Pick a Pioneer in Early Childhood Education.** A handout is available in Moodle. Worth 30 points. Students will select from a list of pioneers in the field to report on.
- 2.) **NAEYC Position Statement Presentation.** Worth 30 points. A handout is available in Moodle. Students will select an NAEYC position statement. Position statements are available for review at <http://www.naeyc.org/positionstatements>. Come to class with three position statements identified in order of preference. We will randomly draw who presents on which position statement if there are pairs/individuals interested in the same topic. Students will read the position statement thoroughly, research a position statement from another organization that presents a different or similar perspective on the same issue, identify what NAEYC and the other organization is advocating for, and identify what NAEYC and the other organization is responding to/against. Students will identify at least three points from the position statement(s) that they agreed with and at least one point that they disagreed with (or had questions about).
- 3.) **Professional Advocacy Project.** Students will select an issue of interest affecting children, work with children and families, or the status of the early education profession and those who work in the profession. In previous terms, issues have included access to nature, school funding, advocacy for developmentally appropriate practices, longer free play, dual language programs, higher wages in early education, etc. Students will thoroughly research their issue and will present an advocacy plan to the class. Students must develop a **powerpoint or google slides presentation for the class.**
- 4.) **Interview Report.** Worth 20 points. A handout is available in Moodle. Identify two (2) professionals working in early education and family studies in different capacities (e.g. a preschool teacher, a director, a family service worker, a family child care provider, a teen parent counselor, a resource and referral employee, and so forth). Students must have pre approval of selected professionals to interview prior to starting the assignment. Students will select from a list of interview questions related to professionalism and the field of early education and family studies. Students will write a report summarizing the interviews, commenting on similarities and differences between the responses of the interviewees, and linking the results of the interviews to professionalism issues as identified in this class and in related readings. You must include questions and contact information for both professionals interviewed. You must also include your raw data. (20 points). *Handout to follow*

5.) **Ethical Dilemma Analysis.** A handout will be available in Moodle. (25 points)

**EVALUATION TOTALS**

Forums	150
Pick-a-Pioneer	30
Professional Advocacy Project	35
NAEYC Position Statement Presentation	30
Interview Report	20
Ethical Dilemma Analysis	25
5 Quizzes (@ 10 points each)	50
<b>Total Points Possible</b>	<b>340</b>

**90% - 100% points = A**

**80% - 89% points = B**

**70% - 79% points = C**

**60% - 69% points = D**

**59% points or below = F**

## COURSE CALENDAR

WEEK #	TOPICS	Readings	Due (due by 11:59 p.m. of stated date)
1 September 30	Getting Started; Course overview; Who are we? What is a Professional in ECE?	Syllabus  Feeney Ch. 1	Initial Login to course due 10/2 Mock Schedule due 10/4 Week 1 Forum Post due 10/4 Week 1 Forum Response due 10/4 Week 1 Quiz due 10/4 Week 1 Assignment due 10/4
2 October 7  10/7 is the last day to add/drop without financial penalty  10/11 - 10/12 <a href="#">Oregon AEYC</a>	ECE Theorists 101	Feeney Ch. 2 & 3	Week 2 Forum Post due 10/10 Week 2 Forum Response due 10/14 Quiz 1 due 10/14
3 October 14	NAEYC, Oregon Child Care Systems: SPARK, ASQ, LBL Early Learning Hub; Family Connections, the Oregon Registry	Feeney Ch. 4, 5 & 6	Week 3 Forum Post due 10/17 Week 3 Forum Response due 10/21 Quiz 1 due 10/14
4 October 21	Position Statements	Links in moodle	Week 4 Forum Post due 10/24 Week 4 Forum Response due 10/28 <b>Pick a Pioneer Due 10/21</b> Quiz 2 due 10/28
5 October 28	Position Statements	Links in moodle	Week 5 Forum Post due 10/31 Week 5 Forum Response due 11/4 Quiz 2 due 10/28
6 November 4	Developmentally Appropriate Practice	Copple & Bredekamp p. 1 - 15	Week 6 Forum Post due 11/7 Week 6 Forum Response due 11/11 Quiz 3 due 11/11 <b>NAEYC Position Statement Presentation Due 11/4</b>
7 November 11	Developmentally Appropriate Practice	Copple & Bredekamp p. 23 - 52	Week 7 Forum Post due 11/14 Week 7 Forum Response due 11/18 Quiz 3 due 11/11
8 November 18	Developmentally Appropriate Practice  Ethic	Copple & Bredekamp p. 52-89	Week 8 Forum Post due 11/21 Week 8 Forum Response due 11/25 Quiz 4 due 11/25 <b>Professional Advocacy Project Due 11/18</b>
9 November 25	Ethics	Feeney et. al Ch 1-4	Week 9 Forum Post due 11/28 Week 9 Forum Response due 12/2 Quiz 4 due 11/25
10 December 2	Ethics	Feeney et. al Ch 5-8	Week 10 Forum Post due 12/5 Week 10 Forum Response due 12/9 Quiz 5 due 12/9 <b>Interview Report Due 12/2</b>
Finals December 9	Review	Review all readings	Week 10 Forum Response due 12/9 Quiz 5 due 12/9 <b>Ethical Analysis Due 12/9</b>

**Revised 9/28/19**

**Instructor's Notes**

*The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class forum and email. The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations. It is important to note that this course will have a more "organic" feel as it will evolve naturally according to the preferences of the instructor and students. Because it relies heavily on guest speakers, topics may fluctuate according to when guest speakers are available. Your patience and flexibility is appreciated.*