

GRAYSON COLLEGE
Course Syllabus

Course Information

CDEC2380 Cooperative Education Child-Care Provider Assistant

Professor Contact Information

Instructor: Jennifer Quong, PhD

Phone number: 903.415.2580

Email: quongj@grayson.edu

Office: Liberal Arts 212-b

Office Hours: TBA

Course Pre-requisites, Co-requisites, and/or Other Restrictions

This class requires 240 hours (15 hours for 16 weeks) of field observation in childcare & preschool settings with children 8 years and younger. Failure to complete the hours or turn in the time log will result in a failing grade.

Course Description – Career-related activities encountered in the student’s area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Field experience required

Student Learning Outcomes

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry;
 2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.
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Required Textbooks (ISBN # included) and Materials

Tyminski, C. (2014). *Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success*, 3/E. Pearson: Upper Saddle Creek, NJ. ISBN 9780132869959

Suggested Course Materials

none

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Tentative Course Calendar

Course Outline: This can be changed at instructor's discretion by announcement in class.

WEEK OF	CHAPTER S/Quizzes	TOPIC /Assignments Due
Week 1	Orientation Quiz	Introductions Field Site Selection Quiz Journal # 1: Expectations
Week 2	Chapter 1	Preparing to Begin Student Teaching Journal #2: Field Site
Week 3	Chapter 6	Observations and Evaluations of Student Teaching Journal #3: Observing your cooperating teacher Discussion: 4-step reflection
Week 4	Chapter 5	Classroom Management: Environments and Routines Journal #4: NAEYC Standard 1
Week 5 Feb 10-16		Journal #5: Blooms Taxonomy Field Experience 1: Center Designs
Week 6 Feb 17-23	Chapter 4	Guiding Young Children in the Classroom Journal #6: Guidance in the Classroom
Week 7 Feb 24-Mar 1		Journal #7: NAEYC standard 5 Challenging Behaviors Discussion
Week 8 Mar 2-7	Chapter 8	Supportive Instruction Journal #8: NAEYC Standard 4 The FIRST OBSERVATION MUST OCCUR
Mar 9-15		Spring Break
Week 9		Journal #9: Video Reflection Field Experience 2: Lesson Plan
Week 10	Chapter 7	Assessment of Young Children Journal #10: Standard 3 Discussion: supportive instruction
Week 11	Chapter 9	Understanding Diverse Communities and Interacting with Children's Families Journal #11: Standard 2
Week 12	Chapter 2	Becoming a Professional Journal #12: Professionalism
Week 13	Chapter 3	Establishing Effective Professional Relationships Journal #13: Standard 6 Discussion

Week 14		Journal #14: Diversity Field Experience 3: Goals
Week 15	Chapter 10	Completion of Student Teaching: Looking Ahead PORTFOLIO TIME LOG STUDENT EVALUATION The SECOND OBSERVATION MUST OCCUR
Week 16 May 4-6		NO FINAL Journal #15

Quizzes

There are online quizzes for each chapter. They are open book, but have a time limit. You will be allowed two attempts at each quiz. They cover both the chapters and the power points. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Methods of Evaluation

Grading

Introduction	3 options	25 pts
Orientation Quiz		25 pts
Discussion boards	4 @ 25pts	100 pts
Formal observation	2 @ 75 points	150 pts
Field site selection/learning contract		20 pts
Field Experience Projects	3 @ 50 points	150 pts
Field Experience Time Log	240 hours of complete log time	125 pts
End-of-Course Student Evaluation		30 pts
Journal		150 pts
Portfolio		145 pts
Chapter Quizzes	8 X 10 pts	80 pts
Total points		1,000pts

Grading Scale:

1,000-900 points = A
899-800 points = B
799-700 points = C
699-600 points = D
599 and below = F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the Grades button in course. Quiz grades will be released immediately following the quiz. Specific feedback on assignments like module will be located in the assignment button under tab **Grades**. Rubrics will be used to assess your lesson plans assignments and portfolio.

Late Work Policy

No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 20%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. Assignments not submitted in correct format are considered late and will receive a zero.

Quizzes

There are online quizzes for each chapter. They are open book but have a time limit. You will get two attempts each quiz. . You will not be able to take the quizzes after the due date. The last day to take the quiz is posted on the quiz and coincides with the end of the week of chapter discussion. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz.**

Modules

There are 16 modules. Each module lists readings and work you will need to complete. All the requirements for each module are listed on the module checklist. All work for that module is due on the date listed on the calendar and in the syllabus. The module will give you instructions for where to turn in assignments. This course requires 240 hours of observation in a child care center. Within the first week of class, submit the name of the facilities and its contact information in the appropriate assignment. See syllabus for further details about particular observation requirements.

Assignments:

Create an introduction of yourself. There are several choices.

1. Type your introduction and upload a picture. Upload a headshot picture of yourself.
2. Artwork. Post a picture of artwork you have created or art that represents yourself. Explain how it demonstrates who you are.
3. Create a video, Animoto, Audacity, PPT, Book Creator, iMovie (Worth 10 points)

In your introduction include your name, your major, if you plan to go to a 4-year institution, and something you would like to learn in the course. At the end of your introduction, we are going to play the game 2 truths and one lie. List three statements about yourself. Two statements are true and one is a lie. See Dr. Quong's as an example.

Read through your classmates' truths and lies and vote for the lie-at least 3 classmates (5 points).

At the end of the week, come back and reveal which one is a lie (5 points).

UPLOAD A PHOTO OF YOURSELF FOR YOUR PROFILE PICTURE. Click on your name in the top right corner and upload your photo. (5 points)

Formal Observations: The supervising professor will conduct 2 45-minute formal observations. The first must occur by the end of week 7 and the 2nd observation must occur by the end of week 15. One observation will be conducted during center time/outside time (student-directed time) and the other will occur during large and small group (teacher-directed). If a student is not within driving distance of the supervising professor, the student must arrange for another professor to observe or video oneself in the classroom. Message the professor in the first week of class.

Journals: Weekly topical journals each week to reflect over a particular area of early childhood education and the past week's observations.

Portfolio

Creation

CDEC 2380 Cooperative Education is where the Child Development Candidate Portfolio is created. The final project for this course is the portfolio that is divided into two sections.

Requirements

§ The portfolio has 2 sections;

Section A: Personal Information with:

- Resume
- Transcript
- Personal philosophy reflection piece

Section B: Seven NAEYC Standard Sections with a minimum of one artifact & one reflection piece per section:

- STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
- STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
- STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
- STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES
- STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
- STANDARD 6. BECOMING A PROFESSIONAL
- STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Grading Information

§ *Points* = maximum 145 pts; portfolio must be a C- or better to pass the course

§ *Rubric*: used to grade the portfolio; student will be familiar with ahead of time

§ *General Requirements*:

- Electronic Portfolio
- The personal information section and reflection pieces are to be free of grammatical, typographical and spelling errors.
- APA Format

NAEYC AAS Degree Portfolio – Grading Rubric

Section:	Key Artifact Area	Points
Section A: Personal Information	Resume Teaching Philosophy	10 20
Section B: STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Reflection Artifact	5 10
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS 2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children’s development and learning	Reflection Artifact	5 10
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Reflection Artifact	5 10
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child	Reflection Artifact	5 10
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally	Reflection Artifact	5 10

meaningful and challenging curriculum for each child		
STANDARD 6. BECOMING A PROFESSIONAL 6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession	Reflection Artifact	5 10
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)	Reflection Artifact	5 10
General: Electronic, APA formatting		10
Total		<u> </u> /145

Field Experiences Observations:

This course requires 240 hours of field observation in a preschool or licensed child-care setting. The student is responsible for locating and securing their own site in which to complete the required the time. This time is not negotiable, it is required by the state of Texas for this course. If for some reason, you are asked to discontinue your observation at a school because of inappropriate behavior, dress, etc., you will be awarded a grade of F for the Field Observation component of this class.

*When considering your field site, remember that during your AAS degree, you need to observe in 2 different age groups: Infants/Toddler, Preschool, and School-age. And 2 different EC settings and can include. Head Start, Montessori, public pre-k, home-based, center-based, Reggio Emilia.

Field Experience 1: Center Designs

During one week, plan all the centers related to the theme and goals of the classroom. Draw a diagram of the room, list the centers and the materials/activities in each center and how it accomplishes the goals of the week. Take pictures (no kids) of the centers. Write up the experience after implementing the centers in a 2-page paper in APA format.

Field Experience 2: Lesson Plan

During one week, plan all the activities for the lesson plan. Relate them to the goals of the curriculum and children. Include one small group or large group time using the lesson plan format. Write up the experience after the week you implemented the lesson plan in a 2-page paper in APA format.

Field Experience 3: Goals

During the first 2 weeks, come up with 3 behavioral objectives for yourself. “I will be able to.....”. During week 15, write up a 2-page report if you achieved your goal and how you achieved your goal.

End-of-Course Student Evaluation

The student will take the student evaluation to the teacher he/she spend the most time observing and helping in the classroom and have the teacher complete the checklist. If the teacher would like to review the evaluation, that would be preferable, and have you upload the assignment. If the teacher would prefer to send the evaluation directly to them, I will email the teacher and he/she can email it back to me.

Methods of Instruction

This is an **online** course. All work is completed online. This is a 3-1-3 class with 240 field experience hours.

An explanation of

- (1) How the instructor will **communicate** with the students and how the students will communicate with each other?

Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas mail, discussion boards.

- (2) How will online participation be **assessed and graded**?

In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 times per week. According to the syllabus, part of the course grade will come from online course participation.

- (3) How will the instructor **monitor the online activities** of the students?

Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in GC Canvas. The Course Tracking tool provides detailed statistics for each student for various activities in the course.

- (4) How will the **standards of appropriate online behavior** be maintained?

During the first week of class, an online orientation quiz will be taken. The instructor will monitor discussion boards and posts and will model appropriate behavior and provide

feedback to students.

- (5) The level of **technical competence** required of the students
Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, Google products and file management (uploading, downloading, or sending files).
- (6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?
Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com), the latest version of Sun JAVA (www.java.com), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit www.grayson.edu and select the Help Desk link.
- (7) The **alternative procedures for submitting** work in the event of technical breakdowns
Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas mail. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time.
- (8) **On-campus meeting requirements**
none
- (9) How **academic honesty** will be enforced.
Papers may be submitted to turnitin.com for analysis of work.

Course & Instructor Policies

Make-up policy

Makeup work is ONLY available for those with a doctor's note or if I approve the absence before the class AND you e-mailed me about it. An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Extra Credit

Extra credit is up to the discretion of the professor. Extra credit is only given in rare circumstances and in when offered will be available to the whole class.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-semester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Absences in this course are measured by not logging into the course at least 3 times a week.

Classroom Behavior

In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Student Conduct & Discipline

Expectations for participation

Students are expected to log in a minimum of three times a week and participate in discussions. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been shown to increase learning.

Written Work & Assignments

All assignments and papers must be in APA style double-spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). The cover page and assignment **MUST** be in the same document. If the cover page is a separate document, it will not be given any credit. All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. ***If a file comes that is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment.***

For each assignment, students are allowed 2 upload attempts. All written work unless otherwise

specified should be turned in to the assignment page in Canvas. **All assignments MUST be submitted as an attachment in the assignment links. NO assignment may be submitted in Canvas email or Grayson email.** Any assignment submitted through emails will be awarded a 0.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition

Assignments may be submitted to Turn-it-in. Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an “F” in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an “F” in the course

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M Harris, Title IX Coordinator ([903-463-8714](tel:903-463-8714))
 - Dr. Logan Maxwell, Title IX Deputy Coordinator-South Campus ([903-415-2646](tel:903-415-2646))
 - Mr. Mike McBrayer, Title IX Deputy Coordinator-Main Campus ([903-463-8753](tel:903-463-8753))
 - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: ([903-463-8777](tel:903-463-8777)- Main Campus) ([903-415-2501](tel:903-415-2501) - South Campus)
 - GC Counseling Center: ([903-463-8730](tel:903-463-8730))
 - For Any On-campus Emergencies: 911
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Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Grayson College campus-wide student policies may be found at the following URL on the College website:

<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

These descriptions and timelines are subject to change at the discretion of the Professor.