Green River Community College
Course Syllabus

ECE 200	**CDA-ESOL Work Ethics** (CDA 3)
Item number:	3143 **Section:** KCU
Credits:	ECE credits: 5 ~ ESOL Credits: 4
Instructors:	Candy Benteu ~ 206 779-3337
	cbenteu@greenriver.edu
	Rachel Rogers ~ 206 7779-7752
	rrogers@greenriver.edu
Office hours:	½ hour before class or by appointment
Time:	Kent Campus – Room 221
	Tuesday/Thursday from 5:30 – 9:00
	Wednesday 6:00-9:00

Mandatory Attendance: Students will attend all class sessions and The Vision Diversity Conference on **May 22, 2010** from 9 until 3:30. There is a fee for this conference; however, scholarships are often available. Students may request an alternate research assignment if unable to attend the conference. This must be requested no later than the third week of the quarter.

Required Materials and Text:

❖ Essentials for Child Development Associates Working with Young Children ~ Carol Brunson Phillips ~ Editor Copy write 2004 by the Council for Early Childhood Professional Recognition.

❖ The Child Development Associate ~ *Assessment System and Competency Standards* by the Council for Early Childhood Professional Recognition. (You will purchase only the packet for the age group you will be working with.)

❖ Longman Dictionary of American English New edition with CD

❖ Packet that contains a current copy of the DSHS Licensing requirements for Childcare Centers or Homes and the EALRS (Essential Academic Learning Requirements). This packet is in the Paper Tree Bookstore.

❖ USB Flash Drive of 1 gigabyte or greater to store assignments and data.

In addition to the above, you will be required to have the following materials.
    ❖ 2 round three ring view binders - 2"
    ❖ 1 set of 5 tab wide dividers, (These must be visible when using a page protector)

- ❖ 2 sets of 8 tab wide dividers (These must also be visible when using page protectors)
- ❖ 1 large package of page protectors,
- ❖ 1 spiral notebook.

We will give you many handouts throughout the quarter so please keep them in your notebook. You will use a separate notebook for your CDA resource file.

PREREQUISITES:

➢ In order to participate in this class a student must reach an ESOL level 4 in or be eligible for ABE in their CASAS scores and gain permission by the instructors. Students will need to accomplish the prerequisites of this course before registration can be completed.

1. Students must be at least 18 years of age, have a high school diploma or equivalent and be able to speak, read and write English to a level 3 or above.

2. Each student working towards a center-based Preschool or Infant Toddler C.D.A. must identify a center where he or she can be observed working as the lead caregiver (on at least the advisor observation days) either with infants/toddlers or with no less than eight children aged 3-5. The Center must agree that the student can be observed by a qualified mentor/advisor, and that the students may give each of the parents of children served a questionnaire to voluntarily fill out during the final quarter in ECE 260.

COURSE DESCRIPTION

The acronym CDA means, Child Development Accreditation. This is an integrated course for ESOL Level 3 and above students. It will combine learning about early childhood best practices while you are developing your Basic Skills in Listening, Speaking, Reading and Writing. As you are learning how to be a child care provider you will continue to improve your English language skills to prepare you for further education.

This quarter we will cover areas of child development, birth through five years and the functional areas of:
Physical, Cognitive, Communication, Creative and Professionalism.

Method of Instruction
This course is designed specifically for use on the job, emphasizing learning through practical experience. The ESOL portion of the course has been designed to help support and further your English language skills as you gain practical experience as an early

childhood educator. You will attend class during the week and work in a child care environment a minimum of 55 hours per quarter. (Students will need to have 480 hours of experience before submitting to the CDA Council for assessment.)

You will be involved in class discussions, independent work, peer work, readings, small group learning activities and exercises for each chapter. In addition weekly assignments will include using the online classroom to submit class work, practice new skills and conduct research.

We expect you to
- Come to class everyday on time.
- Sign on regularly to the online classroom
- Participate in class.
- Respect each other.
- Listen to each other.
- Complete all assignments on time

Course Outcomes

Upon completion of this course:
1. Students will acquire/refine their skills and knowledge base of child development, birth through five years.
2. Students will observe and record classroom environments.
3. Students will acquire knowledge and skills to use relationships and routines to construct a secure environment that promotes children's growth and development.
4. Student will provide physical and emotional security for each child.
5. Students will gain skills and knowledge in order to help each child to know, accept, and take pride in himself or herself, as a family and as a member of an ethnic or social group.
6. Students will help each child develop a sense of independence.
7. Students will help children feel accepted in the group and encourage communication so children can get along with others.
8. Students will encourage feelings of empathy and mutual respect among children and adults.
9. Students will establish a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
10. Students will learn to develop the tools to design culturally relevant, anti bias, multi cultural programs and services.
11. Students will learn to plan and respond to issues of inclusion
12. Use technology to enhance skills and knowledge of early childhood best practices.

Specific outcomes for English literacy improvement:
Speak so others can understand

1. Students will recall and use a vocabulary related to the five functional areas: Physical, Cognitive, Communication, Creative and Professionalism within the appropriate context.
2. Students will apply some strategies to monitor and enhance effectiveness in communication with co-workers, families and children in their care.
3. Students will continue to learn to use appropriate register in a range of communicative tasks when speaking with children, families and co-workers.

Listening actively
1. Students will continue to develop active listening skills to understand the main ideas presented in conversations, directions, and explanations within a childcare setting.
2. Students will continue to build their knowledge in five Functional areas: Physical, Cognitive, Communication, Creative and Professionalism, to understand the ideas communicated by children, families and co-workers in childcare.
3. Students will continue to learn when to use strategies to repair gaps in understanding, and comprehend and clarify information with children, families and co-workers in a childcare setting.

Reading with understanding
1. Students will continue building skills to read and understand authentic materials related to childcare and children's development, age birth through five years.
2. Students will be able to locate important information and read sections for detail in authentic childcare materials using some strategies.
3. Students will actively apply or evaluate prior knowledge to assist in the understanding of information in childcare materials with more accuracy.

Convey ideas in writing
1. Students will continue to learn to convey ideas about their understanding of five functional areas and child development using clear main ideas and supporting details.
2. Students will appropriately use specialized childcare vocabulary in their writing related to the five functional areas and in written workplace communication.
3. Students will plan, organize and produce two comprehensible drafts of CDA competency goals that explain how to: 1. To advance physical and intellectual competence; 2. To maintain a commitment to professionalism.
4. Students will practice and revise their writing related to a childcare setting (i.e., observing and recording children's behavior and designing lesson plan activities.

Technology
1. Students will be able to use technology to find childcare resources to educate themselves, their childcare centers and families.
2. Students will be able to use technology to write and revise their CDA written work.

Course Assessment

These learning experiences will be evaluated by using some of the following assessment outcomes to ensure the quality of program for students:

- Written work
- Developing final resource portfolio
- Develop and write Competency Goal Statements for Competency Goals 2, and 6.
- Class presentation of activities
- Observations
- Exams and Quizzes
- Gathering of Resource Information
- Readings and Write ups

Campus Wide Outcomes

All students at Green River Community College will address responsibility, written communication, critical thinking, and quantitative reasoning in their classes. In this class, we will develop responsibility, oral communication and written communication.

Responsibility

- Students will understand and agree to the teacher's and the school's rules and expectations.
- Students will do what is required to complete individual and group tasks.
- Students will be polite, and will respect the needs, difficulties, and rights of others.

Written Communication

- Students will gain confidence in their written communication.
- Students will improve their ability to evaluate, edit, proofread, and revise their own work and the work of others.
- Students will show clear organization of their thoughts in written form

Oral Communication

- Demonstrate increased confidence in oral communication skills.
- Listen carefully and respond to questions appropriately.
- Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds to promote learning in class activities and group work.

Deadlines and Late Work

All Course work, tests and assignments must be submitted on or before the due date. We do not accept late assignments without prior arrangements. Late assignments that are accepted will earn a maximum of 50% of the assigned points. It should be noted that in order to complete this course all resource items and competency goals must be completed and submitted to the instructor for final approval. Because these elements are critical to meeting the National CDA requirements, failure to complete these assignments could place the student in academic jeopardy.

Attendance and Grading Policy

Students are expected to be in class on time and leave on time. If you miss a class, it is your responsibility to find out what you missed by asking classmates.

Grading and Evaluation for ECE 120

A	= 94 - 100%	C	= 74 - 76%
A-	= 90 - 93%	C-	= 70 - 73%
B+	= 87 - 89%	D+	= 67 - 69%
B	= 84 - 86%	D	= 64 - 66%
B-	= 80 - 83%	D-	= 60 - 63%
C+	= 77 - 79%	F	= 00 - 59%

Children:
- Children and babies are **not** allowed to attend classes. Even if half days, canceled days, or illness affect childcare arrangements, teachers **cannot allow** children in class. If students have to miss a day of class due to childcare difficulties, talk with the teacher about making up any missed work.

Academic Honesty
- Students can learn from each other during class, but cannot copy from others on homework, or in-class quizzes or tests

For students with disabilities or special physical problems:
If you need special materials or if you need to sit in a certain seat because you have a problem seeing and hearing, please let me know. If you need help to leave the building during a fire or emergency, please let us know today.

Course Assignments

Assignment	Category	Points
Observation I	Assignments	10
Book Project	Assignments	20
Observation 2	Assignments	10
Resume	Assignment	20
Resource file check 1	Assignments	25
Final Competency Goals 2 & 6	Assignments	20
Resource File Check	Assignments	25
Conference attendance	Assignment	30
Total Points – Assignments 40%		160
Quiz 1	Quiz	10
Quiz 2	Quiz	10
Quiz 3	Quiz	10
Quiz 4	Quiz	15
Quiz 5	Quiz	15
Total Points – Quiz 15%		60
Resource Item 4	CDA Standards	15
Resource item 5	CDA Standards	15
Resource item 6	CDA Standards	15
Resource Item 13	CDA Standards	15
Resource Item 14	CDA Standards	15
Resource Item 15	CDA Standards	15
Resource item 16	CDA Standards	15
Resource item 17	CDA Standards	15
Competency Goal 2	CDA Standards	30
Competency Goal 6	CDA Standards	30
Total Points – CDA Standards 45%		180
Total Possible Points		**400**