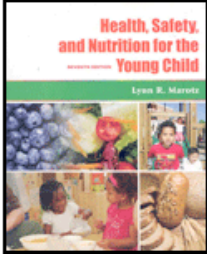
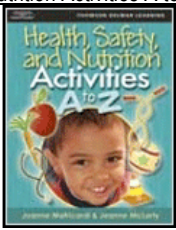
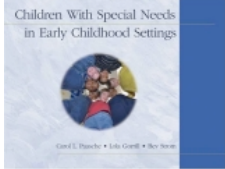
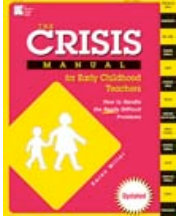


<p>PROFESSOR: Jo-Ann Foleyis a full-time instructor at Sacramento City College and has regular office hours. You are welcome to make an appointment to meet with her in person, online, or by phone.</p> <p>Office: Rodda North #233 Hours: TBA and by appointment E-Mail: HeyMsFoley@aol.com Phone: 916-558-2103 Website: http://web.scc.losrios.edu/foley/ BlackBoard Access: http://blackboard.losrios.edu/</p>	<p>Required Textbook: Health, Safety, & Nutrition, for the Young Child</p>  <p>Author: Marotz, Lynn R Edition: 7th ISBN: 1428320709 Copyright: 2008 eText ISBN: 1-4354-1085-8</p>	<p>Optional Book (Reference): Health, Safety, and Nutrition Activities A to Z</p>  <p>Author: Matricardi, Joanne Edition: 1st ISBN: 141804850X Copyright: 2008</p>
<p>Other Required Items:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Availability and use of a computer, and Internet access. For a list of available computer labs on the SCC main campus see: http://www.scc.losrios.edu/x1376.xml <input type="checkbox"/> An active email account. As an SCC student, you have a free email account available to you. To request an account go online to: https://imail.losrios.edu/ Click on Activating iMail is easy. <input type="checkbox"/> Lots of TIME and SELF-MOTIVATION to complete your assignments and keep up with the class. <input type="checkbox"/> Organization of all assignments and activities for the duration of the semester. <p>You will need the following programs on your computer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word processing program (ex: Word 2000 or better). <input type="checkbox"/> Adobe Acrobat Reader (free download): http://www.adobe.com/products/acrobat/readstep2.html <input type="checkbox"/> Quicktime Player (free download): http://www.apple.com/quicktime/download/win.html <input type="checkbox"/> Powerpoint Viewer (free download): http://www.microsoft.com/downloads/details.aspx?FamilyId=428D5727-43AB-4F24-90B7-A94784AF71A4&displaylang=en 	<p>Optional Book (Reference): Children with Special Needs in Early Childhood Settings</p>  <p>Author: Carol Paasche Edition: Spiral ISBN: 1401835708 Copyright: 2003</p>	<p>Optional Book (Reference): Crisis Manual for Early Childhood Teachers</p>  <p>Author: Karen Miller Edition: 1st ISBN: 0876591764 Copyright: 2003</p>
<p>The texts may be purchased at the <u>campus bookstore</u> or various online bookstores: http://bookstore.scc.losrios.edu/home.aspx or, http://www.half.com etc....</p>		

Course Description:

Prerequisite: None Advisory: ENGRD 110 and ENGWR 100; or ESLR 340 and ESLW 340 and ESL 114; and LIBR 318; and MATH 34; and ECE 410 or HEED 330; and FCS 312 or ECE 312; and FCS 314 or ECE 314 or SOC 312; and NUTRI 300 with grades of "C" or better. General Education: AA/AS Area E2; Acceptable for credit: CSU.

Description: The key components that ensure the health, safety, and nutrition of both children and staff will be identified along with the importance of collaboration with families and health professionals. Students will be introduced to early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition. Course emphasis is placed on integrating and maintaining the optimal health, safety, and nutritional concepts in everyday planning and program development for all children. Projects related to health, safety, and nutrition education as well as optional field trips may be included as part of the curriculum. (Students may receive credit for exactly one of the following: ECE 415, FCS 346, or NUTRI 320.)

Course Objectives:

Upon completion of this course, the student will be able to:

- research and discuss current health, safety, and nutrition issues related to children, families, and early childhood programs.
- discover community resources for health, safety, and nutritional collaboration.
- assess strategies to maximize the mental, physical, and emotional health in programs for all children in accordance with culturally, linguistic, and developmentally sound practice.
- demonstrate effective strategies for evaluating health, safety, and nutrition policies and procedures.
- compare and contrast various health assessment tools and policies.
- identify environmental health and safety risks in early childhood settings.
- recall symptoms and management of common communicable diseases and other health conditions that effect young children.
- identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures.
- examine variations of nutritional and health practices and perspectives in culturally-diverse communities.
- analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- evaluate current health hazards in the food supply and explain the control of food borne illness.
- plan economical and nutritional menus (meals and snacks) for children that meet current state and federal guidelines.
- compare and contrast various methods of collaboration with teachers and families to promote health, safety, and nutrition in settings for children.
- demonstrate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.
- evaluate and review laws, regulations, standards, policies, and procedures supporting health, safety, and nutrition in children's programs and families. (e.g. Title 22, Title 5, Fire Code)
- distinguish aspects of quality in programs for young children as related to health, safety, and nutrition, acknowledging the value of collaboration with families and the community.
- recognize a caregiver's role and responsibility to model health, safety, and nutrition habits.

Course Requirements: (See Required Textbook, etc. on page 1.)

Online Section: This course is offered entirely online. Students must have access to a computer with a word processing program and the Internet, and have basic computer familiarity such as attaching documents, searching the Internet, and basic problem solving ability. Coursework can be done from a computer in the Instructional Media/Learning Assistance Center (on the first floor of the Learning Resource Center), or from the Open Access Computer Lab (located in the Business Building Room 153), or from home if the student has access to the Internet via a private Internet Service Provider.

- Online students will be required to come on campus for a mandatory orientation.
- Check your email and connect to the Blackboard site regularly, (AT LEAST 3 times per week). Read the class **announcements page** and then click on the appropriate **assignment folder** for that week.
- For each chapter, you should do the following, and in this order:
 1. Complete the assigned **Reading** for each week.
 2. View the **Powerpoint and Lecture** sections.
 3. Complete the chapter **Assignments and Activities**.
 4. Participate in the **Discussion Board** topics each week.
 5. **Review** using the chapter quizzes.
 6. All assignments must be submitted on time. “**On time**” means that the assignment will be submitted on the date that it is due.
- At all times, students and instructor will use language appropriate to an academic setting.

Semester Assignments and Observations:

- The usual due date for weekly assignments is Monday evening at 11:55pm.
- Most papers and assignments will be submitted using the Turn-It-In link in Blackboard.
- Please spell-check, and proof-read your assignments before submitting them.
- All assignments must be submitted on time. “On time” means that the assignment will be submitted on the date that it is due.
- Ignorance of an assignment does not excuse the student from the responsibility of turning that assignment in “on time.” If you are unsure of an assignment ask fellow students in addition to the instructor.
- Once assignments have been graded, no late papers will be accepted.
- Be sure to read the syllabus section on cheating and plagiarism.

Submitting Turn-It-In Assignments

Turn-it-in omits any formatting (and imagery) you might put into an assignment. To submit, click on View/Complete to get to the Turn-It-In link.

1. Click the View/Complete button next to the assignment to which you would like to submit your paper.
2. On the screen that follows, use the pull down menu to select your method of submission (file upload or cut and paste).
 - To submit a paper as a file, click the browse button and locate your paper. Turn-it-in accepts papers in MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text format. File size limit: 10 MB
 - To submit a paper by cut and paste, copy the text of your paper from your word processing program and paste it into the window provided.
3. Enter your paper's title and click “submit.”

Submitting Other Written Assignments

Any other written assignments that are submitted MUST BE SAVED AS RTF DOCUMENTS. I use a Macintosh computer and the word processor I use is Microsoft Word. You do not need use the same type of computer, or even the same type of word processing software as we do, but for us to read your work it needs to be saved in "Rich Text Format" (RTF).

- To do this, go to "File," then select "Save As,"
- Then "Save File As Type" and
- Pull down to "Rich Text Format" or "RTF."

Discussion Boards:

There will be discussion board topics each week during the semester. You will be required to post a response to the boards and then respond to another student’s post. For any given discussion board topic you can receive 3 points for your original post and 2 points for responding to another student for a total of 5 points for each discussion board topic. You will not receive more than 10 points per week (by responding to two discussion board topics) for a semester total of 100 points.

- Discussion board participation requires weekly reading assignment to have been completed and considered.
- No credit will be given to posts that do not evidence careful consideration of the assigned material.
- Your original post and your response post must be thoughtful, helpful, constructive, and have a polite tone, just as you would in a face-to-face class.
- Responses should be as politically correct and as inoffensive as possible. Vulgarity and other inappropriate language usage will not be acceptable and may result in you being dropped from the class.
- Your posts must also be substantive. For example, “Yeah, I agree with you,” or “I’m not really sure what I think...” or paraphrasing another student’s post would not be substantive.
- Your contributions should be unique, and in your own words.
- You should use proper spelling, grammar, and punctuation.
- As in any class, it is imperative that the learning environment is supportive, neutral and respectful. With that said, please think about what you write in the same way you would do so in a classroom. **If your mother wouldn’t approve, it’s unlikely that I will either.**

How do you post to the Discussion Board?

- **POSTING a RESPONSE:** After reading the question or topic consider what your thoughtful contribution is going to be. Click on “Thread” and fill in a “Subject,” type your response in the “Message” area. Remember to click on “Submit.”
- To **READ** other students’ posts, click on the “Subject” of the student’s post and their comments will open in a window below.
- To **REPLY** to other students’ posts, click on “Reply” after you have read their post. Enter a thoughtful response to their post and click on “Submit.”

Does the instructor read every post?

In theory yes, though I may miss some and I will not respond to every single comment any more than in a face-to-face class. A teacher who butted-in between every single student interaction would be a poor class facilitator! I do, however, expect to be active on the boards, meaning you should see my name popping up fairly often. If you wish a response to your post, address me by name in the subject line and I will respond as soon as I can. (Remember, you can always email me.)

Cheating and Plagiarism:

Cheating and plagiarism are violations of trust between student and instructor. All submitted written work must be your own. When writing papers you often need to refer to the work of other people—to describe their research or ideas, or to quote them, for example. Whenever you refer to, paraphrase, or quote the theories or research of other people, you need to indicate in your paper the source of your information. Thoroughly documenting your sources has a number of advantages; for example, you help your reader to

check the accuracy of your description of the source, and the credibility of the source itself. Disregarding this requirement will result in an F on the assignment.

If you may consider submitting work which is not your own, do not take this class. The use of quotation marks and citation of valid sources must be reflected in all papers and projects. If you cheat or have others do your work, you will receive an F.

Exams:

There will be three exams, including the final. Each exam consists of 50 multiple-choice questions. You will have 90 minutes to complete the entire exam. Exams are worth 200 points each. Even though the exams are open book, online, and taken at your convenience, you should always study for them as you would any other exam. Exams will be given through the class’ Blackboard site.

The instructor will give a “Make-Up Exam” within one week of the original exam. It is the student’s responsibility to schedule the make-up exam. Students may take the make-up exam if they missed the original exam, or to improve their original score. However, students taking the make-up exam will receive no more than 70% of the possible points (=140 points).

Grading:

Students’ grades will be based on accumulated points from all quizzes, discussion board participation, assignments, papers, and exams given throughout the semester. The points will be totaled at the end of the semester and the semester grade will be based on the following formulas:

Tentative POINT DISTRIBUTION		Tentative GRADE DISTRIBUTION	
Discussion Board	100	846....940 =	A = 90—100%
Activities	200	752....845 =	B = 80—89%
+Quizzes & Exams	640	658....751 =	C = 70—79%
Total Points	940	564....657 =	D = 60—69%
		Below 564 =	F = Below 60%

Each student’s final grades will also reflect completion of all assignments on time, consistent class participation (face-to-face section), & cooperation throughout the semester.

Incompletes:

An “**Incomplete**” grade will not be given simply because you have gotten behind in your course work. College policy requires that a student must have a passing grade up to 4 weeks before the end of the semester on all required course work up to that time. An “Incomplete” is only to be given in dire circumstances such as personal illness, or a death in the immediate family.

Special Accommodations:

If a student requires special accommodations, s/he must make an appointment with the instructor during the first two weeks of the semester.

Cell phones are to be **turned off before** entering a campus computer lab.

Campus Waste Reduction:

All staff and students are expected to participate in SCC’s waste reduction program. Please reduce the amount of paper you use, reuse resources whenever possible, and always recycle the appropriate materials in the blue receptacles. We have a beautiful campus. Please help us keep it that way.

(View: <http://media.scc.losrios.edu/foleyj/DangersofPlasticBags.pps>)

The following assignment schedule is tentative -- please see our Blackboard Announcement page regularly for any changes. Also, see each specific assignment folder for reading assignments and additional details.

Week/Date	Topic	Reading
1 1/23	Blackboard Orientation (& Quiz) opens, Introduction, Interrelationship of Health, Safety & Nutrition	Chapter 1
2 1/26	Health of the Young Child: Maximizing the Child’s Potential	Chapter 2
3 2/2	Health Appraisals Health Assessment Tools	Chapter 3 Chapter 4
4 2/9	Conditions Affecting Children’s Health The Infectious Process and Effective Control	Chapter 5 Chapter 6
5 2/17	Communicable and Acute Illness: Identification & Management <i>*Practice Quiz for Exam 1- Open Monday through Sunday, only</i>	Chapter 7
6 2/23	EXAM 1 Completion of Student Activities-Health	(Chapters 1-7)
7 3/2	Creating Quality Environments <i>*Make-up for Exam 1-Open Tuesday through Monday</i>	Chapter 8
8 3/9	Safety Management Management of Accidents and Injuries	Chapter 9 Chapter 10
9 3/16	Child Abuse and Neglect	Chapter 11
10 3/23	Educational Experiences for Young Children Nutrition Education Concepts <i>*Practice Quiz for Exam 2 Open through Sunday, only</i>	Chapter 12 Chapter 21
11 3/30	EXAM 2 Completion of Student Activities-Safety	(Chapters 8-12 & 21)
<i>SPRING BREAK = APRIL 6 - 12</i>		
12 4/13	Nutritional Guidelines Food Safety; <i>*Make-up for Exam 2-Open Tuesday through Monday</i>	Chapter 13 Chapter 20
13 4/20	Nutrients That Provide Energy Nutrients That Promote Growth of Body Tissues Nutrients That Regulate Body Functions	Chapter 14 Chapter 15 Chapter 16
14 4/27	Infant Feeding Feeding the Toddler and Preschool Child	Chapter 17 Chapter 18
15 5/4	Planning and Serving Nutritious and Economical Meals; <i>*Practice Quiz for Exam 3 Open through Sunday, only</i>	Chapter 19
16 5/11	EXAM 3 Completion of Student Activities-Nutrition <i>*Make-Up Exam 3-Open Thursday 5/14</i>	(Chapters 13-20)

In general, our "week" will run from Monday to Monday, with assignments due by Monday night at 11:55pm.

** Exceptions to the Monday-Monday schedule.*

Communication:

EMAIL- STUDENT TO INSTRUCTOR

When emailing the instructor always do the following-

- SUBJECT** of your email should say **HSN Online, or HSN F2F Course**
- Do NOT type your message in all capital letters.
- Sign message** using your FIRST and LAST name, as it appears on your college registration forms.
- Include **previous thread** of the email if it is an ongoing communication.

EMAIL- INSTRUCTOR TO STUDENT

I will respond to all emails as soon as possible. Please understand, the instructor may not be available over a weekend, (24/7).

- If multiple students have a concern, the response may be posted on the Blackboard ANNOUNCEMENT page as a FAQ (frequently asked question).
- SCROLL through the ANNOUNCEMENT page regularly.
- I may also respond to FAQ’s using the Blackboard email system.
- Keep email address UPDATED in Blackboard throughout the semester.

PHONE MESSAGES- STUDENT TO INSTRUCTOR

When leaving a voice message:

- Minimize background noise, it can drown-out your voice. (Wind, radio...)
- Speak SLOWLY and CLEARLY so the instructor can understand what you are saying. Be prepared to leave a message BEFORE you call, so you know what you are going to say.
- Leave your phone number EACH TIME you call. I cannot memorize all of your phone numbers. (And, our office phones do not have caller ID!)
- Please repeat your phone number a second time so the instructor can confirm it was written correctly.

Follow-up on messages. If you haven’t heard from an instructor after several days- to a week, please try again. Messages sometimes get dropped or lost accidentally.

STUDENT-TO-STUDENT COMMUNICATION: Your fellow students are equally valuable resources for your learning.

- The Discussion Board is a tool to ask questions and communicate with each other.
- One Discussion Board Forum (called Cyber Café) is an area created for students to "virtually" hang out and get to know one another (in a politically correct manner, of course)...
 - Post any questions that you may have here -- this may include questions about due dates, activities, tests, how to access a link, etc.
 - Answer each others' questions and help each other out. Please check this board each time you log on and see if you can be of assistance to a classmate.
 - It is also a place for Students to help other students with challenging parts of the class.
 - Keep the tone positive.

DIRECTIONS FOR THE Web Enhanced or ON-LINE CLASS

Learning online is not easier than taking a face-to-face class. In fact it can be more difficult and challenging. Students who succeed in the online format tend to be self-disciplined (because there is less enforced structure); driven (because learning over the internet provides less immediate social motivation); and comfortable with technology and with the Internet as a communication medium.

If you think this online class will be easy, if you are looking for a less time-consuming learning method, if you fear occasional frustration, if you don’t know how to send an attachment or use a word processor, you will find that online learning may not be for you.

For those of you who decide that this medium will work for you, we expect this semester will be filled with growth. We are convinced you can learn as much online as face-to-face if you apply yourself. Because this is a sociology class, it is imperative that we have interaction -- the last thing we need is more isolation!! The discussions in this class will include differing opinions and perspectives that will serve as great catalysts of discussion. You will not be alone in this class. It is a genuine virtual community. In fact, for many of us, this class is a step into the outside world, an intellectual and socializing journey beyond our homes or our jobs -- places where ideas may not be exchanged as freely.

Getting online: (Blackboard will not be available to students until the orientation.)

Each student in this class has a Los Rios Online account. Because this class is only accessible to those students who are actually registered for the class, security of content, information and posts is provided. There is absolutely no advantage in lending other students your access code. All of your posts and communications will be attributed to you, and you will be held accountable for such. For this reason, and for the matter of class integrity, please do not share your access code with others!!

- Log onto the Internet. You can do this at home, at a public library, or from a computer on campus.
- Get an email account. If you don’t have one, or want a separate one for this class, get one through **iMAIL**. This is a free email account through City College. To get an account, go to the following: HYPERLINK <https://imail.losrios.edu/> click on “**Activating iMail is easy**” and follow directions.
- Go to the Los Rios Online site: HYPERLINK <http://blackboard.losrios.edu> (notice there is no www.)
- Click the “Login” button and follow the directions given, then “log in.”
- If you do not know your student identification number, look in the “Login Information” box and click on “Click here to get it” and follow the directions.
- A screen will come up that will have your name at the top and the courses that you are taking listed. Click on the appropriate course.
- Once you make it to the site, **UPDATE YOUR PERSONAL INFORMATION TO INCLUDE YOUR EMAIL ADDRESS!** To do this, click on the “Welcome” tab link that is toward the top left of the page. When you get to the Personal Information page, click on “Personal Information” in the “Tools” box and then on “edit personal information.” Fill in the requested information. This is important: My communications will be sent to you at this address so make sure to correctly enter your email address.
- If you would like to change your password, click on “Change Password” inside the “Personal Information” link. If you do this, be advised to **WRITE YOUR PASSWORD DOWN** somewhere as there is no assistance available for lost passwords! A good suggestion is to keep the one that you are assigned as this is a matter of school record. You may change your password, but do so at your own risk!
- After having updated your email address, go back to the opening page by clicking on the “Courses” tab at the top of the page, and then selecting the appropriate course.
- Explore the course by clicking on the various buttons on the left (Announcements, Chapters, etc.). Don’t fear getting lost!

Please be sure you have completed and understand the online demonstrations at:

<http://web.scc.losrios.edu/foleyj/orientation>