

Syllabus

Introduction to Early Childhood Education
3 Credits (CRN 300)

ECE K101 (Days)
Mon. 6:00-9:20pm
Room 104

Three Rivers Community College (TRCC)
Mohegan Campus
Norwich, Ct. 06360

Barbara Barton, Instructor

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& www.webct.ctdlc.org

Office Hours as Posted or by Appointment
Most weekdays and before class & after class I am on campus.

Fall 2006

http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm
www.trcc.commnet.edu

<u>Date</u>	<u>Topic</u>	<u>Assigned Readings</u> <u>Assignments</u>	
Week Aug. 28	Power Point, History of ECE LIBRARY PRESENTATION		
LABOR DAY	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
Week 2 Sept 11	Historical Perspectives Observation Forms	Chap. 1 & pp. 598-601 Date 1st field experience set up Due: Online Quiz One & Discussion Board	
Week 3 Sept 18	Programs	Chap. 2 Date 2 field experience set up Due: Online Quiz 2 & Reaction Paper	
Week 4 Sept 25	Defining Child/Devel. Theory Constructivism/Piaget/ Vygotsky, Sociolinguistic, Modeling	Handouts & Chapter 2 Due:	
Week 5 Oct 2	<u>MEET AT OAK GROVE !!!!!</u>	Handouts & Chap. 3 & 4 (review) <u>DUE Observation 1</u>	
Week 6 Oct 9	Develop Appropriate Practice Gardner, Multiple Intelligences	Handouts Chap 7 & Review Chap. 4 - Gardner	
Week 7 Oct 16	The Environment Montessori Reggio Emilia	Handouts Chap 9 & 14 Due:	
Week 8 Oct 23	Role of the Teacher Observation	Chap 5 & 6 p. 602 Handouts DUE 2 nd Field Experience	
Week 9 Oct 30	Assessment/Evaluation Early Literacy		
Week 10 Nov 6	Curriculum Play	Chap 10, Chap 13 Handouts	
Week 11 Nov 13	Parent Involvement	Chap 11 & 12, Handouts Due: Dialectic	
Week 12 Nov 20	Technology Multiculturalism	Chap 8	
Week 13 Nov 27	Children with special needs Health	Chap. 15 pp 603-4 Handouts Matrix due	
Week 14 Dec 4	<i>Project Presentations</i>	Review Chap 7, Handouts Due: Dialectic	
Week 15 Dec 11	Last Classes Presentations	Final projects Due	

Syllabus
Intro to Childhood Ed. ECEK101
Instructor: Barbara Barton
3 Credits

Method of Evaluation

The following numerical grade system will be used:

<u>Grade</u>	<u>Equivalent</u>	<u>Quality Points</u>
A	96-100	4.0
A-	90-95	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
F		0.0

Required Text:

Gordon & Williams-Brown, Beginnings & Beyond

State of CT, Dept. of Health, Day care Licensing Regulations & Applications

http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm

State of CT, Department of Ed. CT Benchmarks

Required web site: *www.webct.ctdlc.org*

Other Texts & References:

Dinkmeyer, Systematic Training for Effective Teaching

Glenn & Nelson, Raising Self-Reliant Children / Self-Indulgent World

NAEYC, Developmentally Appropriate Practice in E.C. Programs

Paciorek & Munro, Ed. Early Childhood Ed2002

Numerous Articles & Assessment tools & handouts on reserve.

Withdraw Policy:

Students may withdraw in writing through the registrars office for any reason before _____. A student may withdraw from classes with instructors or advisors signature until _____.

Disabilities Statement

If you have hidden or visible disability which may require classroom or test taking modifications, please see me as soon as possible. If you have not already done so, please be sure to register with Student Services Counselors who coordinate services for students with disabilities. (Chris Scarborough is a Disabled Student Counselor).

Syllabus :Intro to ECE K101
Instructor: Barbara Barton

Course Description:

The study of the theory, curriculum, organization of differing child care programs. In addition, legislation, sources of funding, accreditation and licensing requirements will be discussed. Observations of early childhood programs and attendance at one public hearing will be required.

Learning Outcomes:

- 1) Students understand an overview of the numerous elements involved in the education of young children and prepare them for the specific course work to follow.
- 2) Students have a basic understanding and awareness of the different philosophies and functions of programs for young children. Example: Comparing the differences between Head Start, nursery schools, day care, Waldorf schools, and Montessori schools.
- 3) Basic understanding of differing learning styles and teaching strategies, which might include how the program is structured and/or curriculum used.
- 4) Students have awareness of and are able to follow state & federal legislative procedures and are aware of the role they could play.
- 5) Examine the Accreditation Program of National Association for the Education of Young Children, its goals & benefits.
- 6) Students have core understanding of the licensing procedures/regulations of the State of Ct. for childcare programs and are able to access information and guidance as needed..

**Notice: Find 2 Hand Out/Note Buddies TODAY,
PLEASE!**

(It is very distracting & time consuming when I have to catch students up on missed work or find missed handouts. Remember, even if you only miss one class, there are at least 2 students out daily and often twice in a row. So use this buddy system please!!! Thanks.)

BUDDY 1: _____ Phone # _____

BUDDY 2: _____ Phone # _____

Course Requirements:

- 1) 1 reaction paper : 1 1/2-2pgs. Typed. **10 pts**
- 2) ONLINE ASSIGNMENTS: 5 Discussion Board Entries & Reactions in which the student reacts to an article or posting assigned by instructor. & 5 Quizzes. **100 pts**
- 3) A research paper comparing differing child care programs, their philosophies & goals. The student will develop & defend preferences. **6 PGS. Typed. 200 pts**
- 3) Create a policy for discipline & supervision in a child care setting.
See Criteria sheet attached **50 pts**
- 4) Prepare program goals & objectives as well as plans & a schedule.
Paragraph or 2 on goals & list of specific objectives. **50 pts**
- 5) Political Awareness assignment: Attend a public hearing on legislation relative to ECE, issues or Local AEYC or Board of Education meeting with Summary **100 Pts**
- 6) Binder/Portfolio which includes completing some of CT State Licensing required forms & attachments for licensing in the State of CT **100 pts**
http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm
- 7) Matrix of Theorists and Theory **100 pts**
- 8) Two observations of child care programs will be required (one must be Montessori) with completion of questionnaire provided by instructor. **each 100 pts 200 pts**
- 9) Project presenting your **model philosophy** & how philosophy is implemented thro. curriculum & environment. **100 pts**
- 10) Attendance is required & participation is expected. 2 late arrivals &/or early departures constitutes 1 absence. Having read the text assignments also required to receive these points. **50 pts deducted if Oak Grove Visit or final class is missed.** (Instructors also reserve the right to give a non passing grade for non or limited attendance even if all assignments are turned in. We believe that attendance & participation are critical in E/C classes; much is covered which is not from text or on exams.) **100 pts**

Total 1000 pts

Key Experiences:

1. Field Experiences/Observations Forms:

Every student must complete 2 field observations. One observation will be made in a public school or Childcare setting (N-2) for a 3 hour time period. The other observation must be in a Montessori, Waldorf or other Model approved by instructor. Student will request a copy of parent and or staff handbook from observation site and fill observation form. **200 Points**

2. Child Development Theories Matrix:

Students will construct a matrix that list key developmental theorists and philosophers in the field including-Piaget, Vygotsky, Dewey and Locke and - and their key beliefs in the following areas: views of the child, the role of the teachers, the environment, the curriculum, views on assessment, beliefs about family/community involvement. Students will include themselves as one of the theorists on the matrix, representing their own views in these areas. This matrix will be completed on a spreadsheet and will be handed in on a floppy disc or via email. Child Development Theories Matrix:

Purpose: The matrix will allow you to summarize, compare and contrast, the key developmental theorists or philosophers in the early childhood field. You should focus on not only their contributions but also their limitations. The matrix should help you to contrast and compare differences and similarities in a way that is most useful to you as an early childhood professional. An equally important aspect of the matrix is the inclusion of your philosophy on the matrix. This allows you to summarize your own views in these areas and synthesize class readings/discussions. Your **matrix is a graphic organizer**, a visual comparison of various people and policies. You will use technology to complete this assignment as your matrix will be handed in on a disc in the form of a spreadsheet. On the day the matrix is due you will also need a printed version of your spreadsheet to share with the class in small group discussions.

Format

The **name of each philosopher** should be written **along the top** and in chronological sequence. The following individuals will be covered: Locke, Rousseau, Pestalozzi, Froebel, Dewey, Skinner, Erikson, Montessori, Piaget Vygotsky, High/Scope, Gardner, Reggio Emilia, and YOURSELF(Total: 14 theories/philosophies)

Along the side you will develop the **following categories:**

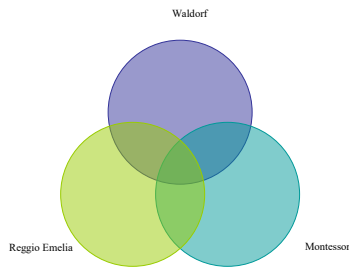
- 1) Philosophy (Key Points):** Highlight the key points of the philosophy/viewpoint.
- 2) View of Children:** The way you view a child will govern how you treat them.
- 3) Role of the Teacher:** How do you see yourself: instructor, model, facilitator, guide????
- 4) The curriculum:** What do they think should be taught and how?
- 5) Environment:** How is the classroom structured? Desks or tables? Carpets and open area? Outdoor use?
- 6) Beliefs about Family/Community:** How do they view parent/community involvement in school and the overall role of families in learning?
- 7) Views on Assessment:** How should students learning be assessed?

100 Points

3. Comparative Venn Diagram and Paper:

Students will create a 3 part Venn diagram on 14 x 18 inch paper. The 3 will be chosen from Waldorf, Reggio Emilia, Montessori, Head Start or Brudelhauf. The areas addressed: history, philosophy, environment and curriculum. **50 of the papers 200 Points**

Purpose: The diagram will allow the student to summarize, compare and contrast, the key models or theories of education. The diagram will be an analyzes of the specific curriculums and environments and how this affects the classroom and academic experience. This assignment will be shared in class and will prepare you for you comparison paper.



Comparison Paper: A research paper comparing 2 differing child care programs: their philosophies, methodology, environments & curriculum. The student will develop & defend preferences.

Purpose: The paper will allow the student to go into depth comparing and contrasting the key models or theories of education. The student will be an analyzes of the specific curriculums and environments and how this affects the classroom and academic experience. This will expand the knowledge base for developing personal educational philosophy or pedagogy.

6 pages

200 Points

4. Group Projects and Presentations:

Students will develop and present their philosophy on early childhood teaching and learning. This assignment essentially involves two parts; 1) students will present their project to a the class at the end of the semester and; 2) students will hand in a one to two page philosophy statement stating what they have learned/believe about early childhood teaching and learning. Their philosophy statement must include a multicultural component and other key themes in the course.

Purpose: This assignment will allow you to begin reflecting on and writing your philosophy of early childhood education. The main purpose of this project is to give you the opportunity to synthesize what we have read/discussed; the current research on early childhood teaching and learning. This assignment will also allow you to hear the experiences/perspectives of your classmates. In addition, the autonomy you have to present your philosophy will allow you to focus on your learning style and interests.

Description:

You are just beginning to develop your philosophy of education and learning. This philosophy is evolutionary and will always be changing. Use your text and articles. Review discussion boards. Using a highlighter, identify themes that emerge. Engage in a quick-write: write down everything that comes to mind with respect to your philosophy of education, teaching, and learning (This will be an integration of what you learned this semester and what you believe). Do this in one sitting. Use quotes and make reference to the experts. Now, how would you like to present your evolving philosophy. You may create a song, poems, story, poster, a computer presentation, class lesson or activity, etc. Be creative. In what concrete way do you feel you'd like to present your philosophy??

We will discuss this more in class. It essentially involves two parts; 1) You will present your project to the class at the end of the semester and; 2) You will hand in a one to two page philosophy statement stating what you have learned/believe about early childhood teaching and learning. You will be asked to self-evaluate using the attached rubric and I will also use this rubric to evaluate your presentation. Be prepared to answer very specific questions regarding constructivism and Developmentally Appropriate Practice. Make sure your philosophy reflects the latest research and key issues we have discussed; multiculturalism, etc.

100 Points

5. Online Assignments:

5 online quizzes and 5 discussion board postings. Instructions on webCTvista. **100 Points**

****NOTE: All assignments unless otherwise noted should be typed, double-spaced and handed in on due dates.**

Criteria for Discipline Policy

Include the following in your discipline policy:

Environment: How you would set up and revise environment & routine in such a way that most problems would be prevented or eliminated without incident. Therefore the children would begin with success and believe that they were capable. Two examples:

1) Have out only the materials you have demonstrated to the children and that they are therefore free to use. Remove, relocate or redesign materials which are being misused on a regular basis.

2) Group time is initially very short and interesting yet not overly stimulating, and the children are dismissed while they are having great success. Once again the children learn they are capable. **8 pts**

Limits & Consequences: List the guidelines or limits you would expect of the children. How would you clearly let the children know these, of course always presenting them from the positive. Would you have a structure which included the children in creating these guidelines or rules. How would you follow through when rules are broken. ie redirection, relocation, natural & logical consequences, discussion which engages child in the problem solving process and therefore eliminates shame, power struggles etc. **8 pts**

Conflict Resolution Model: Describe the conflict resolution model you would use when two or more children are in conflict with each other. **8 pts**

State Licensing requirements. Include the requirements listed in State Regulations, (p 7) **6 pts**
http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm

Total 30 pts

Child Development Theories Matrix Rubric

ECE 101

Content	5 Student has provided very specific information for all philosophers; information is accurate and detailed.	4	3 Student has provided adequate information for most philosophers that is mostly accurate and with adequate detail.	2	1 Student has provided limited information for most philosophers and/or some of the information is inaccurate
Your Column	5 Your column reflects readings/class discussions; You accurately synthesized a great deal of the recent research on teaching and learning	4	3 Your column somewhat reflects readings and class discussions; You accurately synthesized some of the recent research on teaching and learning	2	1 Your column does not reflect readings and class discussions; You either fail to or inaccurately synthesize the recent research on teaching and learning
Overall Presentation	5 Your Matrix shows great effort; is well organized and aesthetically pleasing and; is proofread for grammatical/spelling errors	4	3 Your Matrix shows adequate effort; is somewhat organized and aesthetically pleasing and/or; has some grammatical/spelling errors	2	1 Your Matrix shows little effort; is not well organized or aesthetically pleasing and/or; has many grammatical/spelling errors

Group Project and Presentation Rubric

ECE 101

Content	5 Student provided very specific information & his/her philosophy reflects a solid understanding of constructivism and DAP	4	3 Student provided adequate information & his/her philosophy reflects an adequate understanding of constructivism and DAP	2
Your Philosophy Statement	5 Your philosophy statement reflects readings/class discussions; You accurately synthesized a great deal of the recent research on teaching and learning	4	3 Your philosophy statement somewhat reflects readings and class discussions; You accurately synthesized some of the recent research on teaching and learning	2
Overall Presentation	5 Presentation is clear, concise and thorough (You have informative presentation notes including key points of your philosophy of teaching and learning)	4	3 Presentation is somewhat clear, concise and thorough (You have informative presentation notes including key points of your philosophy of teaching and learning)	2
Effort	5 Your project illustrates that you have put a significant amount of time and effort into your work	4	3 Your project illustrates that you have put an adequate amount of time and effort into your work	2

In Class Key Experiences

1. **Getting Acquainted:** Icebreaker experiences to build early childhood in class learning community. Students will be presented with information about joining NAEYC, professionalism, and to keep their minds open to the vast number of possibilities they will be introduced to.
2. **Cultural Diversity:** Students will view a video on cultural diversity (Starting Small) and will discuss issues of respect and acceptance. The students will be given a multicultural classroom checklist and rating scale to use during their ECE observations and included in the resource section or their Professional Portfolios.
3. **Methods & Strategies:** Students will watch the F.A.T. City video, reflect on their own experiences, and discuss the importance of strategies and technique in the classroom with both typical and atypical children.
4. **Internal Locus of Control:** Students see a demonstration of the research article to Think or not to Think, will also see video on Montessori and Waldorf Education and look at methods of classroom management and the connection to the principle of an internal locus of control.
5. **Early Childhood Programs** Students will observe 2 ECE models. They will answer observational questions related to their readings & guided by the in depth details of the form. They will participate in study groups looking at specific models & see various videos.
6. **Integrated Curriculum:** Students will form groups to create developmentally appropriate curriculum plans for hypothetical ECE program. They will learn how to plan for a balance of various kinds of preschool activities that begins with the child's experiences and interests or otherwise addresses DCAP.
7. **Value Exercises:** Throughout the semester students will be given a chance to voice their opinions, which have no right or wrong answers. They will be given an opportunity to form interest groups around a number of changing and sometimes controversial preschool topics. They class experiences will model celebration of diversity beyond race or religion. We will often agree to disagree with respect. We will practice challenging communication skills with each other and relate them to situations with parents, teachers and administrators.
8. **Positive Guidance:** Students view a video on managing challenging behaviors in ECE classrooms. Focus of the video will be assisting children in solving conflicts. Students work together to develop their own discipline policy meeting the requirements of the State of CT.
9. **Child Abuse:** A professional from Department of Family & Children will address the class, answer questions and emphasize the role and importance of being a mandated reporter.
10. **Fieldtrip:** One required and one optional field trip to exceptional model of ECE beyond their required observations.

Bibliography:

- Bodrova, E and D. Leong. 1996. Tools Of The Mind. The Vygotskian Approach To Early Childhood Education. Merrill/ Prentice Hall: Englewood Cliffs, NJ.
- Bowman, Barbara T., and Frances M. Stott. "Understanding Development in a Cultural Context: The Challenge for Teachers." In Diversity and Developmentally Appropriate Practice: Challenges for Early Childhood Education, edited by Bruce L. Mallory and Rebecca S. New. New York: Teachers College Press, 1994, 119-133
- Bredenkamp, Sue, ed. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Washington ,D.C. NAEYC, 1997.
- Cambourne, B. (2002). "The conditions of learning: Is learning natural?" *Reading Teacher*, 55(8), 758-762.
- Chard, S.C. (1998) The Project Approach: Making curriculum Come Alive. NY:Scholastic
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- Derman-Sparks, Louise, and Carol Brunson Philips. Teaching/Learning Anti-racism. New York: Teacher's College Press, 1997.
- Derman-Sparks Louise and the ABC Task Force. Anti-Bias Curriculum Tools for Empowering Young Children. Washington, DC. NAEYC, 1989.
- Dewey, John. EXPERIENCE AND EDUCATION. New York: Macmillan, 1938.
- Duckworth, E. "THE HAVING OF WONDERFUL IDEAS" AND OTHER ESSAYS ON TEACHING AND LEARNING. New York: Teachers College Press, 1987.
- Dinkmeyer, Systematic Training for Effective Teaching
- Elkind, David. 1981. The Hurried Child: Growing Up Too Fast Too Soon. Addison-Wesley Publishing: Menlo Park, CA.
- Glenn & Nelson, Raising Self-Reliant Children /Self-Indulgent World
- Gonzalez-Mena J. Foundations of Early Childhood Education: Teaching in a Diverse Society. McGraw Hill Publishing. 2004.
- Gonzalez-Mena J. Multicultural Issues in Child Care. Mountain View, California, 2001.
- Jones, Elizabeth, and Louise Derman-Sparks. "Meeting the Challenge of Diversity." *Young Children* 47, no.2 (January 1992): 12-18.
- Jones, Elizabeth and John Nimo. Emergent Curriculum, Washington, D.C NAEYC, 1994.
- Levin, Diane. Teaching Young Children In Violent Times, 2nd Edition. NAEYC,2003.
- Lillard, Paula Polk. The Montessori Method: A Modern Approach, Schocken Books Inc., New York. 1967. ISBN: 0805209204
- NAEYC, Developmentally Appropriate Practice in E.C. Programs
- Paciorek & Munro, Ed. Early Childhood Ed2002
- Trawick-Smith, Jeffrey. Early Childhood Development: A Multicultural Perspective. Columbus, Ohio: Merrill, 1997.

Videos: Listed Separately

Websites: Listed separately and on Vista web site.

Numerous articles, assessment tools & handouts from class or on reserve or online.