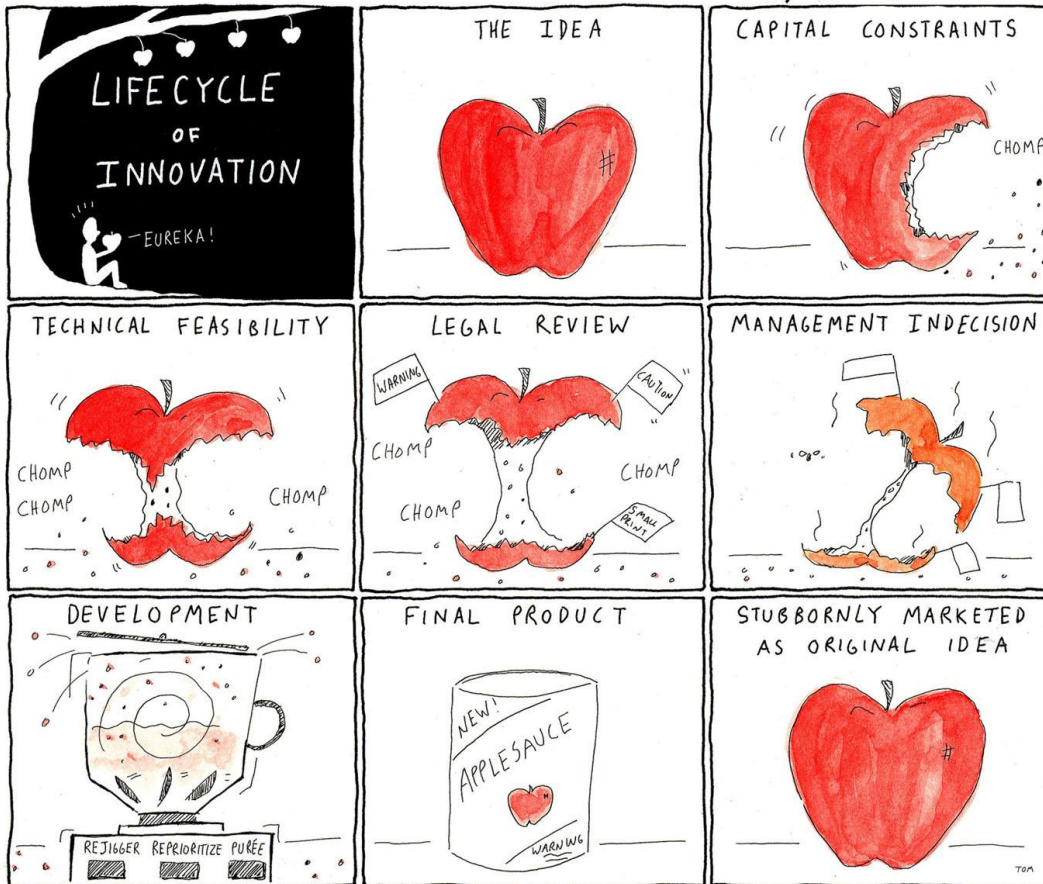


# Introduction to Early Childhood

Three Rivers Community College  
Norwich, Connecticut 06360

BRAND CAMP

by Tom Fishburne



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Fall 2006

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**Course Name: Introduction to Early Childhood Education**

**Common Course Number: ECE\*101 (formerly CDV K111) ; 3 Credit Hours**

**This course introduces students to a study of the historical, anthropological, psychological, philosophical, and social perspectives of early care and education for children ages 0-8. The course acquaints students with trends in educational settings including the organization, history, and governance of American schools. The course includes the study of child development, learning models, and the multiple roles in the early childhood education profession. Field trips and observations of early childhood programs will be required.**

Prerequisites: ENG\* K100 eligibility or permission of instructor.

**Course Outcomes: Upon completion of the course, the students will be able to:**

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1. Demonstrate an understanding of a variety of current and historical approaches to early childhood education including identifying contributions made by Dewey, Froebel, Vygotsky, Piaget and Gardner.
2. Demonstrate through written and verbal assessments the different philosophies and functions of early childhood including Head Start, employer supported and public child care, nursery schools, family child care, Waldorf schools, and Montessori schools, Reggio Emilia, Universal Preschool, High Scope and CT Public School choices.
3. Demonstrate an understanding of the numerous elements involved in the education of young children. Show an understanding of the basic developmental nature of children and the importance of developmentally and culturally appropriate practices.
4. Define differing learning styles and teaching strategies and support how these modalities affect the learning process.
5. Recognize the importance of social-emotional relationships between teacher and child and family including current research and personal experiences.
6. Develop ability to create an inclusive environment that reflects individual needs and DCAP practices.
7. Integrate language, literacy, math, science, art, music and social studies into a successful curriculum and philosophy.
8. Demonstrate the ability to use college resources including the writing center, library, WEBCT VISTA and classroom technology.
9. Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies.
10. Research the resources, requirements and educational requirements needed to be certified in the State of CT for both child care and elementary ECE teachers

11. Explore the role and responsibilities of the early childhood teacher in the 21<sup>st</sup> Century.
12. Examine and follow state and federal legislation and its' effect on the early childhood system and learning gaps for programs servicing children ages 0-8.
13. Discuss the ethical concerns and dilemma's related to early care and education.
14. Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies.
15. Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions.

Method of Evaluation

- Class participation and individual contribution.
- Short essay and matching terminology examinations.
- Student professional presentations (oral and written).
- Field Visits and Experiences
- Responsive Classroom Participation
- Observations and Research Papers
- Professional Teaching Disposition

<b>Requirements for Fall Intro to ECE:</b>		
1. Quizzes /Midterm Lab activities on chapters as scheduled on calendar.		200
2. Observations I all - Observation II or Job Shadow(2) - completed paperwork and reaction.		200
3. Research Paper (3-5 pages; APA format) related to college theme of "Making Connections."		200
4. Field Trips -There will be at least two during class time		50
5. WebCT Vista orientation and access		50
6. Advocacy & Professionalism: Attend public hearing on legislation relative to early childhood issues, or an AEYC meeting or Readiness Council meeting in Norwich, Groton or New London or attend meeting at local FRIENDSHIP School or charter school to Public School Choice.		100
7. Reaction Papers: (2 papers) Reflect through a written summary a professional journal article related to ECE. Include your own analytical and critical thinking skills as well as literacy proficiency		100
8. Attendance and participation: Class Attendance and Participation <u>All missed classes, late arrivals and LATE ASSIGNMENTS work against your grade.</u> This is an intense course - participation and attendance are critical to your success. Each class missed will count against your grade. Off tasks behaviors, negative attitudes and unprofessional class time conversations will be taken from this point average. Outside research, assisting others outside of class, positive leadership and taking extra steps to read, study and investigate the observation process will warrant extra points. Each student will have a voice so please allow them this freedom by LISTENING - thanks.		100
Ask QUESTIONS!!!!	Total	1,000

	% 10= grade
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## Grading System

### 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

**Missed Classes:** For full credits, assignments must be submitted at class time, unless otherwise approved by the instructor. A grace period of one week is permitted for late work with 20% automatic point reduction and NO CREDIT will be given for late assignments past the grace period with the exception of extreme circumstances.

### **Special Needs/Disabilities Statement**

If you have a hidden or visible disability or special circumstance, which may require my attention or classroom or test taking modifications, please see me as soon as possible. If you have not already done so, please consult with Chris Scarborough, Disabilities Student Counselor or speak to me during the FIRST WEEK OF CLASS.

### **College Resources**

In order to pursue a career in teaching, you MUST be literate. To help you with your writing skills, we will have the writing center tutorial staff and English faculty visit our classroom to give you the resources to improve your writing. Please UTILIZE this service; it is an investment of time that will help you tremendously.

### **Cellular Phones and Beepers**

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

### **Withdrawal Policy**

Students may withdraw in writing at the Registrar's Office, for any reason until the end of the 10<sup>th</sup> week of classes. From the 11<sup>th</sup> week through the end of the 13<sup>th</sup> week, a student may withdraw with the signature of the instructor or advisor.

# College Fall 2006 Calendar

Fall 2006

Aug. 28

**Classes Begin** / Late Registration Begins

Add/Drop Period Begins

Sept. 4

Labor Day - **College Closed**

Instructor's Signature Required to Add Classes

Sept. 10

Last Day of Add/Drop and Partial Tuition Refund

Sept 18

Constitution Day - **Classes In Session**

Sept 22

System Professional Day / **Classes In Session**

Oct. 9

Columbus Day Observed - **Classes NOT in Session**

Nov. 4

Last Day to Withdraw from classes *without* Instructor's Signature

Last Day to Submit Incomplete Work from Spring '06 and Summer '06 Semesters

Nov. 11

Veteran's Day Observed - **Classes in Session**

Nov. 15

Last day to apply for Spring (May '07 graduation) and for Summer (August '07) completers who wish to attend the May '07 ceremony

**Classes Not in Session**, but Make-up/Supplemental sessions may be scheduled

Nov. 21-22

Nov. 23-26

Thanksgiving Recess - **College Closed**

Nov. 28

Last Day to Withdraw from Classes *with* Instructor or Advisor Signature

Dec. 11

**Last Day of Classes**

Dec. 12-20

Class/lab, makeup/supplemental sessions or final exam week

Dec. 22

Final Grades Due Registrar's Office

Dec. 25

Holiday Recess - **College Closed**

Jan. 2, 2007

Grades available on web

### **Required Text:**

Gordon, Ann Miles: Brown, Kathryn, Beginnings and Beyond, 6<sup>th</sup> Editions. Albany, NY: Delmar, 2004.

The Connecticut Framework, State of CT, State Board of Education, 1999.

### **Bibliography:**

Bredenkamp, S. (1997). Developmentally appropriate practice: The early childhood educator as decision maker. In S. Bredenkamp & C. Copple (Eds.), Developmentally appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredenkamp, Sue, and Copple, Carol. (Eds.). (1997) Developmentally Appropriate Practice in Early Childhood Programs. - Revised edition. NAEYC: Washington, D.C.

Chatfield, Mimi Brodsky. (1993) Teaching is the Key of Life. NAEYC: Washington, D.C.

City of Reggio Emilia (1985). The Hundred Languages of Children. Reggio Emilia, Italy: Author.

Curtis, D and Carter, M. (2003). Creative Activities for Young Children Eighth Edition. Albany, N.Y. Delmar Learning.

Dodge, Diane Trister and Colker, Laura. (2002) The Creative Curriculum for Preschool. Fourth Edition. Teaching Strategies Inc.: Washington, D.C.

Dodge, Diane Trister, Dombro, Koralek, Derry Gosselin, Pizzolongo, P. (2004) Caring for Preschool Children. Third Edition. Teaching Strategies Inc.: Washington, D.C.

Gardner, H. (1995). Frames of Mind: Multiple Intelligence. New York: Basic Books.

Jones, Elizabeth, and Nimmo, John. (1994) Emergent Curriculum. NAEYC: Washington, D.C.

Herr, Judy. (2005) Working with Young Children. The Goodheart-Wilcox Company, Inc.: Illinois.

Landy, S. Pathways To Competence: Promoting Healthy Social And Emotional Development In Young Children. Paul H. Brooks, 2002.

Levin, Diane. Teaching Young Children In Violent Times, 2<sup>nd</sup> Edition. NAEYC, 2003

Mitchell, Anne, and David, Judy (Editors). (1992) Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education. Gryphon House: Maryland.

### **WEBSITES**

State of CT, Dept. of Health, Day care Licensing Regulations & Applications  
[http://www.dph.state.ct.us/BRS/Day\\_Care/day\\_care.htm](http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm)

State of CT, Department of Ed. CT Benchmarks  
[http://www.state.ct.us/sde/deps/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.state.ct.us/sde/deps/Early/Preschool_Assessment_Framework.pdf)

National Association for the Education Of Young Children <http://www.naeyc.org>

**Course Outline: Changes will occur  
Fall 2006**

<b>Week #</b>	<b>Dates</b>	<b>Topics</b>	<b>Assignment</b>
<b>1</b>	<b>August 29, 31</b>	<b>Syllabus, Reaction Paper</b>	
<b>2</b>	<b>September 5,7</b>	<b>Chapter One –Observation Plans</b>	<b>First Reaction Paper</b>
<b>3</b>	<b>September 12, 14</b>	<b>Chapter One- Beginning Chapter Two</b>	<b>Vista Check</b>
<b>4</b>	<b>September 19,21</b>	<b>Chapter Two</b>	<b>Second Reaction Paper Short Quiz Chapters One and Two</b>
<b>5</b>	<b>September 26, 28</b>	<b>Chapter Three – Beginning Chapter Four</b>	
<b>6</b>	<b>October 3,5</b>	<b>Chapter Four</b>	<b>Midterm</b>
<b>7</b>	<b>October 10,12</b>	<b>Chapter Five; Chapter Six</b>	<b>First Observation Due</b>
<b>8</b>	<b>October 17,19</b>	<b>Chapter Seven; Chapter Eight</b>	
<b>9</b>	<b>October 24, 26</b>	<b>Field Trip</b>	
<b>10</b>	<b>October 31, Nov 2</b>	<b>Chapter Nine; Chapter 10</b>	<b>Legislative Paper Due</b>
<b>11</b>	<b>November 7,9</b>	<b>Study Groups Meet in Library</b>	
<b>12</b>	<b>November 14, 16</b>	<b>Chapter 11; Chapter 12</b>	
	<b>November 21, 23</b>	<b>CLASSES NOT IN SESSIONS</b>	
<b>13</b>	<b>November 28,30</b>	<b>Review Chapter 13, 14</b>	<b>Final Projects Due Second Observation or Work Shadow DUE</b>
<b>14</b>	<b>December 5, 7</b>	<b>Catch Up Week; Overflow</b>	
<b>15</b>	<b>December 12</b>	<b>Final Exam- TBA</b>	