

# **Introduction to Early Childhood**

**Three Rivers Community College  
Norwich, Connecticut 06360**

**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.**

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

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## **Course Performance Objectives**

### **NAEYC Standard 1: Promoting Child Development & Learning**

- Identify key historical and current influences on development and learning including but not limited to John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget, and Howard Gardner;
- Identify key characteristics of the multiple settings in which children are provided early learning experiences and / or care (including but not limited to, Waldorf Schools, Montessori Schools, Reggio Emilia, Perry Preschool, Head Start, Family Care and Faith-Based);
- Compare and contrast the prevalent theories of human development including but not limited to Behaviorist Theory, Cognitive Theory, Sociocultural Theory, Humanistic Theory, Multiple Intelligence Theory;
- Identify multiple, interrelated areas of children's development and learning – including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning process, and motivation to learn;

### **NAEYC Standard 2: Building Family and Community Relationships**

- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences;
- Compare and contrast family and community characteristics;
- Include families and communities in their children's development and learning;

### **NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

- Define the goals, benefits, and uses of assessment;
- Observe & document student qualities, strengths, and needs appropriately;
- Identify outside agency partnerships available to families based on needs assessments;

### **NAEYC Standard 4: Teaching and Learning**

- Integrate language, literacy, math, science, art, music, social studies, nutrition, health and safety appropriately into a learning unit for a young child;
- Recognize age appropriate and culturally appropriate development expectations for the young child;
- Use positive relationships and supportive interactions;

### **NAEYC Standard 5: Becoming a Professional**

- Use individual reflection as means to understanding contributions made to early childhood education;
- Identify the resources for defining requirements and educational requirements needed to be certified in the State of CT for both child care and elementary ECE teachers;
- Use the NAEYC Code of Ethical Conduct;
- Identify resources for determining state and federal legislation and its' effect on the early childhood system and learning gaps for programs servicing children ages 0-8;
- Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies;

### **Three Rivers Community College Expectations**

- Complete a 3-5 minimum page writing assignment that follows **APA** writing guidelines
- Navigate successfully through Web CT Vista course platform

### **Method of Evaluation**

- Class participation and individual contribution.
- Short Essay assignments
- Weekly Discussion participation
- Optional Objective Assessments
- Student professional presentations (written)
- Video/Audio Observations
- Course Project Assignment

### **Assessment Procedures**

Assessment for this course is designed upon standards based grading practice. In as standards based course, the student has more freedom to demonstrate their understanding in ways that reflect their perceptions of how they learn best. Each assignment is designed to demonstrate student proficiency with each performance standard. However this instructor acknowledges that other possibilities for demonstrating understanding are possible.

For example, I could determine if a student can add two numbers in several ways. I could write a number problem such as answer  $5 + 7$ . Or, I could have a picture of 5 apples and 7 apples and the student correctly answers 12. Or, the student could simply give me an oral explanation of  $5 + 7$ . Either method shows me the student can add two single digit numbers.

Alternative means for demonstrating your understanding will be offered. Additionally you are permitted to suggest your own assignment format that will accomplish the performance standards. Possible learning formats include but are not limited to:

Power Point Presentation  
Concept Map  
Outline  
Timeline  
Essay (Persuasive or Narrative)  
Journal from classroom visit  
Observation Log  
Video Presentation  
Audio Recording  
Course chat room discussion  
Interview

The important point is the learning standards must be clearly demonstrated by the end of the course. It should be clear to the instructor that you have accomplished the learning standard within the given timelines of the course.

### **Grading**

Assignments are graded based on your ability to demonstrate understanding of the key concepts assigned. The expectations for each assignment are clearly defined for you. If you do poorly on an assignment you will have the opportunity to resubmit your ideas. It is far more important that you learn the concepts well and revise your thinking than having one shot at it. You will notice multiple opportunities to address the performance standards. The only exception to this is not doing the assignment at all.

Late assignments are accepted since the goal is to provide opportunities to demonstrate learning. However late assignments do disrupt the flow of the entire class.

There are primarily three key pieces to your grade. The first is the accomplishment of the specific performance standards throughout the course. The second is the weekly discussions. The third is the Course Project. The core of your grade is based on accomplishment of the standards. You will have a variety of opportunities to demonstrate your learning. One learning standard does not hold more weight over another.

### **Final Grade**

80% Performance Standards  
10% Course Project  
10% Discussion Participation

### **Course Project**

The course project is broken down into four parts. Each part is graded individually. A rubric is available in the weekly assignment folder for the specific part that is assigned.

### **Discussion Participation Rubric**

Discussion participation is not optional. Participation is embedded within each rubric for the discussion assignments. Your ability to communicate your learning to other participants is an

important measure of how well you have demonstrated your understanding. In education teachers are expected to communicate their knowledge and understanding to others on a daily basis. The discussion assignments are designed to prepare you for such a critical skill. A discussion grade will be assigned weekly based on the following rubric:

A	B	C	D	F
All required posts are made on time and are at a 250 word minimum. Additional effort is made by learner to follow through conversations or questions. An effort to exchange information with other students is routinely observed.	All required posts are made on time but are less than the 250 word minimum. Student follows through with some conversations or questions.	All required posts are made. At least one is not on time and most are not at the 250 word minimum.	All required posts are not made and/or majority of posts are not on time.  Many reply posts are missing or are too brief to create an opportunity for the students to exchange information.	Few required posts are made. Few reply posts are completed.

**Missed Assignments:** Missed assignments will result in a Zero. All course assignments must be submitted by the course deadline to be considered for a grade.

### 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.

### Withdrawal Policy

A verbal “drop or withdrawal” from course(s) will be accepted through the 10th week of classes in accordance with the academic calendar. Students need to provide the following information: full name, address, date of birth, student identification number and social security number, course reference number (CRN) and descriptor/subject and instructor’s name, and if receiving VA/FA benefits. Verbal drops/withdrawals are processed only through the Registrar’s Office at (860) 892-5756. Confirm that your drop or withdrawal from a course has been processed by checking on-line at [www.online.comnet.edu](http://www.online.comnet.edu).

### Academic Integrity Policy

Academic integrity is essential to a meaningful education. Failure to act with academic integrity severely limits a person’s ability to success in the classroom and beyond. Furthermore, academic

dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

**Required Text:**

Brewer, Jo Ann. (2007). Introduction to Early Childhood Education : Preschool through Primary Grades (6<sup>th</sup> Ed)  
ISBN 0-205-49145-6 With My Lab School student access code.

**Other Resources**

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

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>