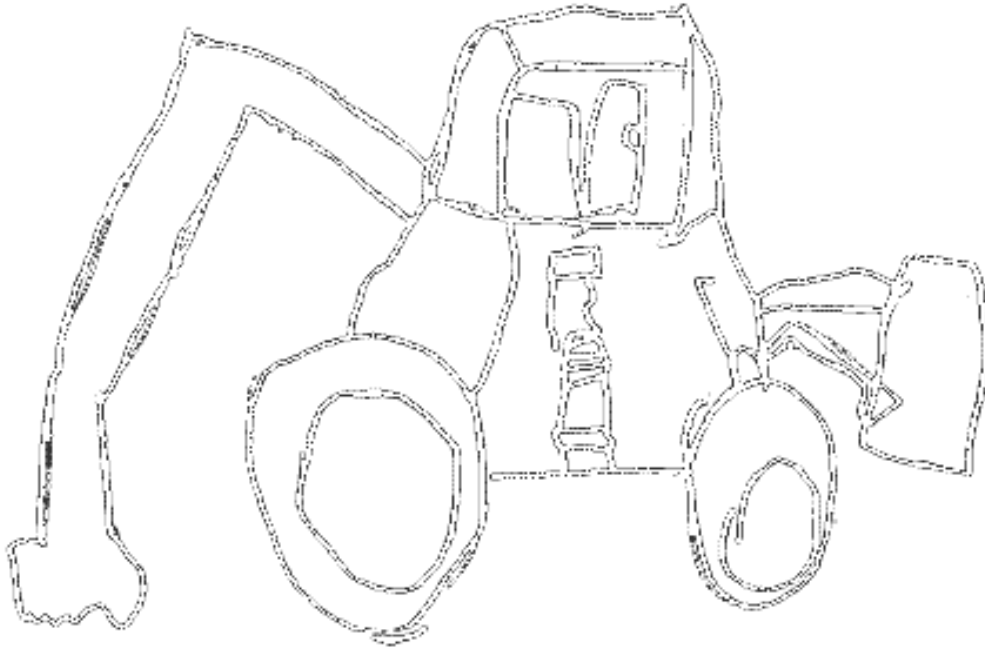


Introduction to Early Childhood Fall 07



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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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- Identify the evolution and history of childhood for the past 400 years
 - Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner.
 - Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs;
 - Identify key characteristics of the multiple settings in which children are provided early learning experiences and / or care;
 - Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Sociocultural Theory, Humanistic Theory, and Multiple Intelligence Theory;
 - Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;
 - Recognize age appropriate and culturally appropriate development expectations for the young child;
 - Define differing learning styles and teaching strategies of the learning process;

- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences;
- Identify how observations help you assess young children and what methodologies of assessment are best practice
- Integrate language, literacy, math, science, art, music and social studies into a learning unit for a young child;
- Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies;
- Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions;
- 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;
- Recognize the ethical concerns and dilemma's related to early care and education;
- 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;
- Define the current issues associated with Universal Preschool;
- Use writing center, Norwich Adult Education and library as needed to complete writing requirement

Method of Evaluation

- Class participation and individual contribution.
- Short essay and matching terminology examinations.
- Student group professional presentations (oral and written).
- Field Visits and Experiences
- Notebook Reading Summaries
- Responsive Classroom Participation
- Reaction Papers
- Professional Teaching Dispositions
- Technology through media and WebCT
- Portfolio Requirements

Requirements for Summer Intro to ECE:		
1. Observations of 2 Schools		200
2. Midterm – take Home		200
3. Notebook Chapter Summaries Chapters		100
4. Group Research Project – World wide child rearing practices		200
5. Reaction Papers		200
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. Social Sciences Sit In also qualify.. see TRCC Home page.		Extra credit
7. 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 points
Ask QUESTIONS!!!!	Total	1,000 % 10= grade

Grading System

The following numerical grade system will be used:

Grade	Equivalent	Quality Points
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. 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 have the privilege of working with The Norwich Adult Education who will 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.

NAEYC STANDARDS....

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Teaching and learning

Standard 5: Becoming a professional

The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources

Course Outline: Fall 07

Week #	Dates	Chapters	Assignments	Objective	NAEYC/NCAE Standards for Professional Preparation Programs
1	August 28, 30	One History of ECE		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;	Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 5: Becoming a professional
2	September 4,6	One History of ECE	Reaction Paper One Due	-Identify the evolution and history of childhood for the past 400 years	Standard 4: Teaching and learning Standard 5: Becoming a professional
3	September 11,13 Convocation On the 11th	One History of ECE	Reaction Paper Two Due	Identify the evolution and history of childhood for the past 400 years	Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 5: Becoming a professional
4	September 18.20	Chapter Two		Identify resources for determining state and federal legislation and its' effect on the early childhood system and	Standard 4: Teaching and learning Standard 5: Becoming a

				learning gaps for programs servicing children ages 0-8;	professional
5	September 25, 27	Chapter Three Young Children	Reaction Paper Three Due	-Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive; -Recognize age appropriate and culturally appropriate development expectations for the young child	Standard 1: Promoting Child Development and Learning: -Knowing and understanding young children's characteristics and needs
6	October 2 nd and 4 th	Chapter Four Developmental Theories		-Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner.	-Know and understand the multiple influences on development and learning
7	October 9 th and 11 th October 11 th Social Sciences Class shared	Chapter Four Developmental Theories		-Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner.	Standard 4: Teaching and learning Standard 5: Becoming a professional

8	October 16 th and 18 th Guest Speaker	Chapter Four Developmental Theories	Take Home Midterm	-Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Maturationists, Sociocultural Theory, Humanistic Theory, and Multiple Intelligence Theory.	Standard 4: Teaching and learning Standard 5: Becoming a professional
9	October 23 and 25 th Class Field Trip October 25 th	Chapters 6 Observation	Chapter Summary Due	Identify how observations help you assess young children and what methodologies of assessment are best practice	Standard 3: Observing, documenting, and assessing to support young children and families Standard 4: Teaching and learning Standard 5: Becoming a professional
10	October 30, November 1 – observation class	Chapter 7 Guidance	Chapter Summary Due Draft of Final Project	Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies;	Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments
11	November 6, 8 November 8 th Observation Day: No formal Class	Chapter 8 Families and Teachers	1st Observation Due Chapter Summary Due	Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences;	Standard 3: Building family and community relationships
12	November 13, 15	Chapter 9 Creating Environments;	2 nd Observation :due	Evaluate early childhood learning	Standard 4: Teaching and

	November 15 th Class Field Trip	Begin Curriculum	Chapter Summary Due	environments with particular attention with respect for diversity, learning climates, and quality interactions; Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;	learning Standard 5: Becoming a professional
13	November 20 NO CLASS on NOVEMBER 22 nd Thanksgiving	Chapter 10 Curriculum Essentials	Chapter Summary Due	Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive; Recognize age appropriate and culturally appropriate development expectations for the young child;	Standard 1: Promoting child development and learning Standard 4: Teaching and learning
14	November 27, 29	27 th Curriculum 29 th Final Presentations		Define differing learning styles and teaching strategies of the learning process;	Standard 4: Teaching and learning Standard 5: Becoming a professional
15	December 4 th , 6h	Final Presentations		Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies;	Standard 4: Teaching and learning Standard 5: Becoming a professional
FINALS	December 11 th	Hand in Final Work		Demonstrate writing and literacy skills aligned with the State	Standard 4: Teaching and learning Standard 5:

				of Connecticut Teaching Competencies;	Becoming a professional
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Required Text:

Gordon, Ann Miles: Brown, Kathryn, Beginning Essentials in ECE Albany, NY: Delmar, 2007.

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

Bibliography:

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

Bredekamp, 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, 2nd 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

State of CT, Department of Ed. CT Benchmarks
http://www.state.ct.us/sde/deps/Early/Preschool_Assessment_Framework.pdf

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

