Introduction to Early Childhood Fall 08

Tuesday and Thursday 9:00 – 10:15

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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:

- 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 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

Grading System for INTRO TO ECE – Fall 2008

Requirements for Summer Intro to ECE:		Your GRADE	Confirmed
1. Observations of TWO SITES	250		
2. Midterm – take Home	200		
3. Notebook Chapter Summaries Chapters	100		
4. Group Curriculum Project for Child Care	150		
5. Reaction Papers (add all three; divide by three; multiply by 2).	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.. Bring in educational artifacts.	Extra credit		
7. Attendance and participation All missed classes, late arrivals and LATE ASSIGNMENTS work against your grade. 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 UTILIZ**E this service; it is an investment of time that will help you tremendously.

FALL 2008

Aug. 28	Professional Day
	Orientation for New Students
Aug. 29	Last Day for Full Tuition Refund
Sept. 1	Labor Day - **College Closed**
Sept. 2	**Classes Begin**/Late Registration Begins
	Add/Drop Period Begins
	First 7-Week Mods Begin
Sept. 8	Instructor Signature Required to Add Classes
Sept. 15	Last Day of Add/Drop and Partial Tuition Refund
	Constitution Day – **Classes In Session**
Sept. 29	Last Day to Select Audit Option
Oct. 13	Columbus Day Observed – **College Closed**
Oct. 21	Second 7 Week Mods Begin
Oct. 22	First 7-Week Mods End
Nov. 10	Last Day to Select Pass/Fail Option
	Last Day to Submit Incomplete Work from Spring '08 and Summer '08 Semesters
Nov. 11	Veteran's Day Observed - **Classes In Session**
Nov. 15	Last day to apply for Spring Graduation (May '09 and for Summer (August '09) completers who wish to attend the May '09 ceremony
Nov. 25-26	**Classes Not in Session, but Make-up/Supplemental sessions may be scheduled**
Nov. 27-30	Thanksgiving Recess - **College Closed**
Dec. 15	Last Day to Withdraw from classes
Dec. 22	Last Day of Classes
	Second 7-Week Mods End
Dec. 23	Class/lab, makeup/supplemental session
Dec. 25	Holiday Recess - **College Closed**
Dec. 26	Final Grades Due Registrar's Office
Dec. 31	Grades available on web

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.

This class has incorporated the following NAEYC standards into its' goals. Throughout your studies toward your ECE degree you will meet all of these requirements.

E-mails
Please make sure you have a current email address on file with the Registrar's office. Please make sure that you have a professional email not one that reads like a Nickoelodean special <"Ilovebobby@aol" or an R-rated version. Your emails should be professionally presented.

Through out the course, our goal is to meet the following National Association of Young Children Standards

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 08

Week #	Dates	Chapters	Assignments	Objective	NAEYC/NCATE Standards for Professional Preparation Programs
1	September 2,4	One History of ECE	Begin to Read Chapter One REACTION PAPER – Huck's Raft	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 9t,11	September 9th GO TO AUDITORIUM For Convocation at 11:15 One History of ECE	Reaction Paper One Due Read Reaction Paper Two – Preschool Pays	-Identify the evolution and history of childhood for the past 400 years	Standard 4: Teaching and learning Standard 5: Becoming a professional
3	September 16, 18	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 23, 25	Chapter Two	Get Caught up on Your reading Artifacts for ECE ON-LINE viewing of the GAP and information on Waldorf's Schools	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; Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs;	Standard 4: Teaching and learning Standard 5: Becoming a professional

5	September 30th, October 1	Chapter Three Young Children	Reaction Paper Three Due Use Autism Article of found your own PROFESSIONAL Journal Article Book YOUR OBSERVATIONS	-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 7, 9	Chapter Four Developmental Theories	Read Chapter Four – begin to build cards and research for your take home exam.. (Chapters 1-4)	-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;	-Know and understand the multiple influences on development and learning
7	**October 14,16**	Chapter Four Developmental Theories	Take Home Exam	-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 21, 28	Chapter Four Developmental Theories	Take Home EXAM DUE	-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
10	**No campus class – FIELD TRIPS November 11,13**	Observing Two Sites in the Community	Chapter Summary Due	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 18,20	Chapter 7 Guidance Chapter 8	2nd Observation Due Chapter Summary Due	Define the importance of social-emotional relationships between teacher and child and	Standard 3: Building family and community relationships

		Families and Teachers		family including current research and personal experiences;	
12	November 18th		Catch UP! Happy Thanksgiving		
13	December 2,4	Chapter 9 and 10 Creating Environments; Begin Curriculum	Chapter Summary Due Prepare curriculum materials for Lab School	Evaluate early childhood learning 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;	Standard 4: Teaching and learning Standard 5: Becoming a professional
14	December 8,10	Chapter 10 Curriculum Essentials		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
15	December 15th	Final Work due			

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