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.

Spring 2007
Jennifer Sim, M.S., ABD

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Course Performance Objectives

- Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget, and Howard Gardner;

- Identify the various periods of early childhood education by their characteristics during the past 400 years;

- Use individual reflection as means to understanding contributions made to early childhood education;

- Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, 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 prevalent theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Sociocultural Theory, Humanistic Theory, Multiple Intelligence Theory;

- Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;

- Identify the knowledge & skills required of an early childhood education teacher.

- Recognize age appropriate and culturally appropriate development expectations for the young child;

- Define differing learning styles and teaching strategies and support how these modalities affect the learning process;

- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences;

- 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;

- Respond to discussion questions weekly using the WEBCT VISTA course platform;

- ▪ Communicate understanding of course objectives using WEBCT VISTA course platform; and

- ▪ Use writing center and library as needed to complete writing requirement

<u>Method of Evaluation</u>

- Class participation and individual contribution.
- Short Essay assignments
- Weekly Discussion participation
- Mid term & Final exam
- Student professional presentations (written).
- Video Observations
- Professional Teaching Disposition
- Course Project Assignment

<u>Assessment Procedures</u>

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. The performance standards for the course are listed at the end. 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 use a word problem. 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 $5 + 7$.

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. It should be clear to the instructor that <u>you</u> have accomplished the learning standard within the given timelines of the course.

<u>Grading</u>

Weekly 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 only through prior arrangement with the instructor.

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 does not hold more weight over another. For example, the mid term is not worth more or less than the discussion assignments. You are simply taking another avenue in your attempt to show you have been able to accomplish the performance standards.

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

Course Project
The course project is broken down into five 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	B	C	D	F
All required posts are made on time. 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. Student follows through with some conversations or questions. Or Full exchanges are made but may not always be in a timely manner.	All required posts are made. Some may not be on time or some may not be the 250 word minimum. Discussions with other students are limited or sometimes missing when required.	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: 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.

Withdrawal Policy

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

2007 Course Outline

Week #	Dates	Topics	Assignment
1	January 19	Syllabus Course Expectations Course Goals & Objectives	Discussion Assignment Email Assignment Student Profile
2	January 22	History &Philosophers of Early Childhood Education	Read Chapter 1 Philosophers Identification Weekly Discussions
3	January 29	Models of Early Childhood Education	Read Chapter 2 Watch Video Field Trips Weekly Discussions PROJECT: Philosophy Draft
4	February 5	Child Development Stages	Read Chapter 3 Name That Toy Partner Assignment Weekly Discussions
5	February 12	Child Development Theory - Classics	Read Chapter 4 up to 157 Name That Theory Weekly Discussions
6	February 19	Child Development Theory - Moderns	Finish reading Chapter 4 Teach Me Assignment Weekly Discussions PROJECT: Philosophy edits due
7	February 26	Role of Teacher	Read Chapter 5 & Chapter 8 Mid Term Exam PROJECT: Development Draft Due
8	March 5	Curriculum	Read Chapter 10 Framework Assignment Weekly Discussions
Week #	Dates	Topics	Assignment
9	March 12	Creating Learning Environments	Read Chapter 9 ITERS/ECERS Checklist & SCORE card assignment Weekly Discussions
	March 18-25	Spring Break	
11	March 26	Child Observation	Read Chapter 6 Child Observation Assignment Weekly Discussions PROJECT: Development edit due

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Note: Course Outline subject to change due to more time required for learning objectives.
Instructor will notify all students of any course outline change via email.

Academic Integrity Policy
Academic integrity is essential to a meaningful education. Failure to act with academic integrity severly limits a person's ability to success in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree warded 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:

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

<u>The Connecticut Framework</u>, State of CT, State Board of Education, 1999.

WEBSITES

State of CT, Dept. of Health, <u>Day care Licensing Regulations & Applications</u>
http://www.dph.state.ct.us/BRS/Day_Care/day_care.htm

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

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