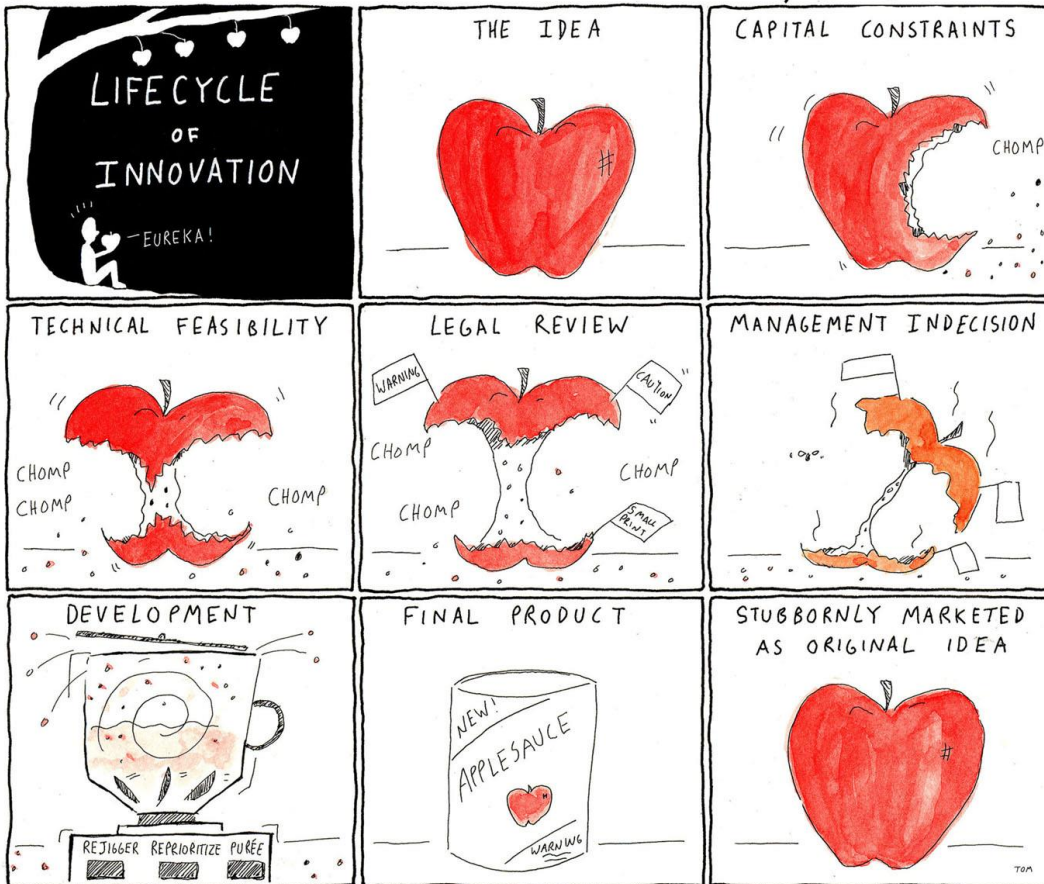


Introduction to Early Childhood Spring 07

Three Rivers Community College
Norwich, Connecticut 06360

BRAND CAMP

by Tom Fishburne



SKYDECKCARTOONS.COM

Spring 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, he students will be able to:

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. Define current events - political, social and economic that affect the direction of education.
6. Recognize and define the importance of social-emotional relationships between teacher and child and family including current research on home school relationships.
7. Develop ability to create an inclusive environment that reflects individual needs and DCAP practices.
8. Integrate language, literacy, math, science, art, music and social studies into a successful curriculum and philosophy.
9. Demonstrate the ability to use college resources including the writing center, library, WEBCT VISTA and classroom technology.
10. Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies.

11. Participate in weekly "Flick and Click" video experiences. Document through reflection and journaling critical thinking skills.
12. Research the resources, requirements and educational requirements needed to be certified in the State of CT for both child care and elementary ECE teachers
13. Explore the role and responsibilities of the early childhood teacher in the 21st Century.
14. 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.
15. Discuss the ethical concerns and dilemma's related to early care and education.
16. Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies.
17. 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 Dispositions
- Technology through media and WebCT

Requirements for Fall Intro to ECE:		
1.	Midterm Lab and Final Exam	200
2.	Observations I and Observation II or Job Shadow - complete paperwork and reaction.	200
3.	Research Paper (3-5 pages; APA format) related to hypothesis or current trends.	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. Social Sciences Sit In also qualify.. see TRCC Home page.	Extra credit
7.	"Flick and Click" movie and reflection journal	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.	200

Ask QUESTIONS!!!!	Total 1,000 % 10=

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 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.

Construction

As you are aware, TRCC is relocating to the Thames Campus and our current college will become Norwich Tech. The good news is that in 2 years, we will have an awesome new campus. The bad news is that there will be some chaos (parking problems, noise, heat issues, visual disorder) as a result of the construction. Please be patient during this period and know that we are all in this together. Some distractions will occur so please keep the communication open during this process.

SNOW

The Dean of the College, Ann Branchini has asked that you all pay special attention to announcements regarding snow cancellations this winter. The college has two campuses: Mohegan and Thames. Due to the construction at Mohegan, there be times when our campuses opens and/or closes differently than Thames. Because of the construction, all snow will need to be removed in trucks from the parking lot. Listen carefully to announcements and check the TRCC home page. Please do not be expecting a personal phone call from the faculty regarding closings.

SPRING 2007

Jan. 15, 2007	Martin Luther King Day - College Closed
Jan. 18	Professional Day New Student Orientation Last Day for Full Tuition Refund
Jan. 19	Classes Begin/Late Registration Begins Add/Drop Period Begins First 5-Week Mods Begin
Jan. 22	First 7-Week Mods Begin
Jan. 26	Instructor Signature Required to Add Classes
Feb. 2	Last Day of Add/Drop and Partial Tuition Refund
Feb. 16	Last Day to Select Audit Option
Feb. 19	President's Day Observed - Classes Not In Session
Feb. 23	Second 5-Week Mods Begin
Feb. 26	First 5-Week Mods End
Mar. 12	First 7-Week Mods End
Mar. 13	Second 7-Week Mods Begin
Mar. 18 - 25	Spring Break - Classes Not in Session
Mar. 30	Last Day to Withdraw from Classes without Instructor's signature Last Day to Select Pass/Fail Option Last Day to Submit Incomplete Work from Fall '07 Semester
Apr. 6-8	Spring Recess - College Closed / Classes Not in Session
Apr. 9	Second 5-Week Mods End
Apr. 10	Third 5-Week Mods Begin
Apr. 15	Last Day to apply for Summer (August '07) Graduation
Apr. 23	Last Day to Withdraw from Classes with Instructor or Advisor signature
May 7	Last Day of Classes Second 7-Week Mods End
May 8-16	Class/lab, makeup/supplemental sessions or Final Exam week
May 14	Third 5-Week Mods End
May 18	Final Grades Due
May 20	Commencement
May 25	Student grades available on Web
May 28	Memorial Day - College Closed
June 15	Last day to apply for Fall Graduation (December '07)

Required Text:

Gordon, Ann Miles: Brown, Kathryn, Beginnings and Beyond, 6th 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, 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>

Course Outline: Spring 07

Week #	Dates	Topics	Assignments	Long Term Assignmen assigned W class
1	January 22,24	Syllabus, Introduce Observation		
2	January 29,31	Chapter One – History Of ECE Observation Plans	Read Chapter One Flick and Click #1	
3	February 5,7	Chapter One- Continued	Flick and Click #2	
4	February 12,14	Chapter Two- Types of Programs Guest Speaker: MONTESSORI OVERVIEW	Read Chapter Two Flick and Click #3	
5	February 19th No Class February 21	Chapter Three- Child Dev Overview TRCC Classroom Observations	Read Chapter Three	
6	February 26, 28	Chapter Four –Development and Learning Theories	Read Chapter Four Flick and Click #4	
7	March 5,7	Chapter Four – Development and Learning Theories	Flick and Click #5	
8	March 12, 14	TRCC Preschool Students Model	Midterm	
	March 19, 21	SPRING BREAK	CHECK WEBCT	
9	March 26, 28	Chapter 9 Environments	Chapter 9	
10	April 2,4	Field Trips e.g. Eagleview and Norwich Family Resource Center		
11	April 9,11	Group Video -reflection Guest Speaker DCF		
12	April 16,18	Chapter 10 Curriculum	Chapter 10	
13	April 23,25	Physical/Motor Development Birth to Three LEARN	Chapter 11	
14	April 30/May 1	Licensing Overview	Download Licensing Regs	
15	May 7,9	Chapter 14th- Social/Emotional Bingham Study	Chapter 14, overview	
16	May 14th	Final Exam	Chapters 9,10,11,14 and Licensing	

DRAFT – Left Column Consistent; Middle and Right Columns will Vary

NAEYC/NCATE Standards for Professional Preparation Programs	Topics	Assessment
1. Promoting Child Development and Learning: Knowing and understanding young children's characteristics and needs	Developmental and Learning Theories Defining the Young Child	Review and Discuss weekly chapters; Written Quizzes
<ul style="list-style-type: none"> Know and understand the multiple influences on development and learning 	Influences on child development Environment and genetics Brain Research	Reaction Papers focused on Topic
<ul style="list-style-type: none"> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 	Creating Environments to promote social, emotional, cognitive and physical environments. Curriculum Overview	Observed on Class Field Trip to Bright Horizons and School Readiness Site
2. Building Family and Community Relationships <ul style="list-style-type: none"> Knowing about and understanding family and community characteristics 	Increase Awareness of cultural and family diversity Anti-bias; DCAP	Review and Discuss weekly chapters; Written Quizzes
<ul style="list-style-type: none"> Supporting and empowering families and communities through respectful, reciprocal relationships 	Parents and Teachers: Partners in Education Communication; active listening	Review of current models in place within local programs; class visitor.
<ul style="list-style-type: none"> Involving families and communities in their children's development and learning 	Home-School Connection	Resources shared from community agencies.
3. Observing, documenting, and assessing to support young children and families <ul style="list-style-type: none"> Understanding the goals, benefits and uses of assessment 	Observing, Recording and Assessment	Review and Discuss weekly chapters; Written Quizzes
<ul style="list-style-type: none"> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 	Introduce: DIAL-3 Benchmarks K-12 standards SDE	In class hands on experience
<ul style="list-style-type: none"> Understanding and practicing responsible 	Experiment with DIAL-3	Documenting through observations of ece programs

assessment

in written submission

<ul style="list-style-type: none"> Knowing about assessment partnerships with families and other professionals 	Community Resources	In class dialogue in small groups; actual case studies explored
<p>4. Teaching and Learning</p> <p>4a. Connecting with children and families. Knowing, understanding, and using positive relationships and supportive interactions</p>	Development and Culturally Appropriate Practice	Review and Discuss weekly chapters; Written Quizzes and authentic life experiences.
<p>4b. Using developmentally effective approaches. Knowing, understanding, and using effective approaches, strategies, and tools for early education</p> <ul style="list-style-type: none"> Fostering oral language and communication 	Stages of Language Development Supporting and Extending Language	Review Banner videos on language samplings in cross cultures and developmental ages and stages.
<ul style="list-style-type: none"> Drawing from a continuum of teaching strategies 	Program Models and Philosophy	Video created in small groups from Bright Horizon's and Readiness visits.
<ul style="list-style-type: none"> Making the most of the environment and routines 	Designing Physical Environments	Written feedback from observation forms
<ul style="list-style-type: none"> Capitalizing on incidental teaching 	Emerging Curriculum	View and discuss Bank Street video and philosophy.
<ul style="list-style-type: none"> Focusing on children's characteristics, needs, and interests 	Child centered planning and programming	Brainstorming in small classes a weekly plan for preschool and toddler children.
<ul style="list-style-type: none"> Linking children's language and culture to the early childhood program 	Cultural Linguistics	Review and discuss K-12 Benchmarks for Grades K-3. Observations in Norwich Public Schools and site visits.

<ul style="list-style-type: none"> Teaching through social interactions 	Pro-social Skills and Behaviors	Observe social interactions in TRCC child care program.
<ul style="list-style-type: none"> Creating support for play 	Benefits and Types of Play	Observe social interactions in TRCC child care program.
<ul style="list-style-type: none"> Addressing children's challenging behaviors 	Behavior Pathologies Guidance Strategies	Observation skills and exercises with TRCC preschool. View tapes and write response.
<ul style="list-style-type: none"> Supporting learning through technology 	DCAP Software and Usage	WebCT and media experiences.
<ul style="list-style-type: none"> Using integrative approaches to curriculum 	Project Approach, M.I., Montessori, High Scope, Emerging Curriculum, Play Based...etc.	Review and Discuss weekly chapters; Hands on Lab.

