

Introduction to Early Childhood Education

CRN 10546 K101

Spring 2006
January 23 - May 8
(Monday's 6:30 - 9:15 p.m.)

Three Rivers Community College
Mohegan Campus
Norwich, CT 06360

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Office Hours by Appointment

Introduction to Early Childhood Education (K101)

Course Description:

This course is a study of the historical, philosophical and social perspectives of early care and education. The importance of child development from birth to age eight years is emphasized and used in observations of children and childcare settings and preschool programs. The course acquaints students with trends in educational settings, curriculum planning based on the knowledge of developmentally appropriate teaching practices, and explores the role of the teacher in an early childhood learning environment.

Learning Objectives:

Students will demonstrate an understanding of:

1. A variety of current and historical approaches to early childhood education.
2. Various program models of early care and education.
3. Developmental ages and stages of children ages 0 – 8 years
4. Children with special needs
5. Developmental learning theories and philosophies
6. The role and professional options available to the early childhood teacher.
7. Ethical concerns and dilemma's related to early care and education.
8. Relationships between children, families, teachers and caregivers.
9. Positive approaches to discipline using child guidance alternatives.
10. Creating developmentally and culturally appropriate physically designed classrooms
11. Curriculum basics that incorporate State Department of Education Benchmarks
12. Issues and Trends in ECE.

Method of Evaluation

- * Class participation and individual contribution.
- * Short essay and matching terminology examinations.
- * Student professional presentations (oral and written).
- * Field Visits and Experiences
- * Observations and Comparative Papers

Requirements:

1. Quizzes / activities on chapters as scheduled on calendar. (220)
2. Observations (2) - completed paperwork and paper. (200)
3. Metamorphosis project (150)
4. Reaction paper(s) (2) (100)
5. Presentation (100)
6. Field Trip or Project (50)
7. Attendance and participation (100)
8. Final Quiz (80)

Requirements and points are subject to change

Introduction to Early Childhood (K101) Class Schedule

Date		Reading	Due
Jan 23	Introduction Syllabus History of ECE Chapter 1	Chap 1 p 5 -35	
Jan 30	Continuation of Chap 1 History & Programs	Chap 2 p. 39 - 84	Programs observation DATES
Feb 6	Chap 2 Types of Programs		Metamorphosis topic due
Feb 13	Chap 3 Word Pictures & the Young Child	Chap 3 p.90 -126	Quiz Chap One & Two
Feb 20	President's Day No Class		
Feb 27	Chap 4 Developmental Learning Theory Cont	Chap 4 p. 129 - 176	Reaction Paper I
Mar 6	Chap 5 Role of Teacher Postings, head teacher, health regulations,	Chap 5 p.187-219	Quiz Chap 3 and 4
Mar 13	Chap 6 Observation policy; assessment tools, video practice	Chap 6 p. 223 - 267	Class to visit TRCC Lab School
Mar 20	Spring Break	No	class
Mar 27	Chapter 7. Discipline and Supervision Policy Chapter 8 Parents and Teachers	Chap 7 & 8 p273 - 299 P. 303 - 326	Metamorphosis Project due
Apr 3	Chap 9 Environments Visit program for direct experience.	Chap. 9 p329 - 375	
Apr 10	Chap 10. Designing Curriculum must meet CT Framework	Chap 10 P 385 - 430	Reaction Paper II
Apr 17	Chapter 11 Physical/ Motor Development	Chap 11 p. 435 - 452	Observations due
Apr 24	Chapter 12 Language Development	Chap 12 P 452 - 480	Class Presentations
May 1	Chapter 12 Language Development		Class Presentations
May 8	Final Quiz / Wrap up		

**** Dates and schedule subject to change based on Instructor.

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Course Evaluation

The evaluation process will be computed based on the points received for the assignments

Grade	Equivalent	Quality Points
A	941 – 1000	4.0
A-	891 – 940	3.7
B+	861 – 890	3.3
B	821 – 860	3.0
B-	791 – 820	2.7
C+	761 – 790	2.3
C	721 – 760	2.0
C-	691 – 720	1.7
D+	661 – 690	1.3
D	621 – 660	1.0
D-	600 - 620	0.7
F		0.0

Attendance

This course is designed in such a way that a student should get more from the in class activities than from the text alone. Therefore, students who are registered for this course are naturally expected to attend class and participate in class.

Disabilities Statement

If you have a hidden or visible disability which may require classroom or test taking modifications, please see me as soon as possible, If you have not already done so, you may choose to notify and consult with John Perch, who is coordinating services to students with disabilities, or Chris Scarborough, Disabilities Student Counselor.

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.

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Withdraw 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.

SPRING 2006

- Jan. 20 **Classes Begin** / Late Registration Begins
 Add/Drop Period Begins
- Jan. 27 Instructor Signature Required to Add Classes
- Feb. 2 Last Day of Add/Drop and Partial Tuition Refund
- Feb. 17 Last Day to Select Audit Option
- Feb. 20 President's Day Observed - **Classes Not In Session**
- Mar. 19-26 Spring Break - **Classes Not in Session**
- Apr. 7 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 '05 Semester
- Apr. 14-16 Spring Recess – **College Closed/Classes Not In Session**
- Apr. 15 Last Day to apply for Summer (August '06) Graduation
- Apr. 28 Last Day to Withdraw from Classes *with* Instructor or Advisor
 Signature
- May 8 Last Day of Classes
- May 19 Final Grades Due
- May 21 **Commencement**
- May 24 Student grades available on Web
- May 29 Memorial Day - **College Closed**

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Metamorphosis Project

Each year the TRCC faculty and staff select a theme for the year. This year's theme is "*Metamorphosis*". The first thing most people think of as an example of Metamorphosis is the life cycle of the butterfly. You will select a topic in early childhood education and write a paper and prepare a short presentation on how this topic has been through a metamorphosis in the past.

The procedure will be as follows:

1. **Select** a topic
2. **Research** the topic (use library and **one** internet source)
3. **Submit** topic for approval February 6
4. Prepare a **paper** to submit complete with footnotes in the APA (Go to www.trcc.commnet.edu/library click on Citation Styles, then Click on APA Citation Style guide)

Paper will be three to five pages in length, spacing will be 1.5 to 2, font will be no smaller than 12. If you choose to email it me be sure the font size is correct.

5. **Submit paper** in class on March 27 and be prepared to make a short **presentation in class** on paper. (5 to 10 minutes, pick the 5 most interesting things you have found on your topic and present to class)

We will work on a sample in class.

Grade will be based on 125 points for the paper and 25 points for the presentation.

Name: _____

Introduction to Early Childhood Observation Form

Name of School: _____

Location: _____

Date of Observation: _____ Time of Observation: _____

Number of Children: _____ Number of Adults: _____

Brochure, Parent Handbook, or Philosophy of Program: available: yes no

Program Emphasis (brief description):

Head Start	
Child Care Full Day	
Before / After School	
Nursery School	
Montessori	
Lab School	
Special Education	
School Readiness	
On Site Child Care	
State Funded	
Family Resource Center	
Public School (list grade)	
Magnet / Charter	
Other	

Please sit quietly and observe the children's environment for a few minutes. Then note the following areas and what interactions are occurring. If the area was in the classroom and children were not working in the area, please describe.

Blocks	Manipulative
Dramatic Play	Life Skills (carpentry, cooking, sewing)
Library area	Math Activities
Writing Activities	Science Activities
Art, Creative Expression	Music / Movement

Please comment on the following:

Emotional Development	Social Development
Large Motor Development	Small Motor Development
Social Interpersonal Skills	General Comments

General Comments on Site
Rate on a scale from 1 to 5; 1 minimal to 5 excellent

Environment	Rate
Windows	
Lighting	
Color	
Visual	
Noise level	
Air Quality	
Temperature	

Layout	Rate
Functional / Flow	
Safety	
Neat/uncluttered	
Work areas	
Floor covering	
Tables/chairs	

Materials	Rate
Safety / cleanliness	
Presentation	
DCAP	
Aesthetics	
Variety	

Supervision	Rate
Ratios / regulations	
Attentiveness	
Indoors	
Outdoors	

Health	Rate
Materials Clean	
Tissues available	
Hand Washing Adult	
Hand Washing Child	
Clean up	

Please briefly answer the following questions:

Techniques used by teachers to encourage desirable behavior. (use specific example)

Techniques used by teachers to discourage undesirable behavior. (use specific example)

Describe the type of interactions you observed occurring between the teachers.

Do you have any concerns after visiting this location?

How would you best summarize your experience at this program?

Comments:

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Observation Paper

Upon completion of each observation, review your notes and write a brief paper (one to two pages) describing what you saw. Use the following questions as a good starting point.

What did you like?

What do you dislike?

What are the children working with?

Are there patterns with children and the materials?

Is there a "separation" of the younger children and the older children?

Does the design of the classroom work?

Does the design of the environment allow the children to move freely and be independent with the materials?

Does the design of the classroom allow the teachers to move freely or are they hampered by the floor plan?

How would you redesign the space?

Attach your written comments to the worksheets and submit.

Paper will be one to two pages in length, spacing will be 1.5 to 2, font will be no smaller than 12.

Reaction Paper

Reaction paper Guidelines

Please read the following directions completely before going forward:

1. Read the complete article
2. In the first paragraph summarize: the title of the article, author, source, and what the article is discussing.
3. In the next paragraph explain to me what **YOU** think about the article. Do you agree or disagree? Would you use the article as a reference in a conversation or discussion in class?
4. Conclusion paragraph “In summary or In conclusion”
5. For support in writing your paper go to the TRCC homepage and go to Student Resources then to the Writing Center. Or go to room 106!

The Topics for Presentation for Introduction to Early Childhood Education

Topic	Group / Person
Physical / Motor Development	
Gender / Cultural Differences	
Motor Development	
Types of Movement	
Role of Teacher - Physical / Motor Development	
Play ground	
Curriculum Planning for P/MD	
Cognitive Development	
Piagetian Perspective	
Gardner Multiple Intelligence	
Vygotsky	
Brain – Based Research	
Cognitive Skills in Early Childhood	
Environment	
Computers	
Your Choice	

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 Windsor Montessori School
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 assessment 	Experiment with DIAL-3	Documenting through observations of ece programs 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
<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	View and Discuss reaction to video tape on language /cognitive development.
<ul style="list-style-type: none"> Drawing from a continuum of teaching strategies 	Program Models and Philosophy	Informal written response to Windsor visit.
<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. Interview teachers.
<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	Identify and define behavioral issues and strategies to address behaviors. View tapes and write response.
<ul style="list-style-type: none"> Supporting learning through technology 	DCAP Software and Usage	Review and critique children's software.

<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.
<p>4c. Understanding content knowledge in early education: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas of academic disciplines</p> <ul style="list-style-type: none"> Language and literacy 	<p>Interacting in all developmental domains</p> <p>Emergent Literacy Language Milestones</p>	Reaction Paper on Curriculum Domain. Hands on curriculum development in small groups.
<ul style="list-style-type: none"> The arts: Music, relative movement, dance, drama, and art 	Creative Process Howard Gardner	Multiple Intelligence lab performed.
<ul style="list-style-type: none"> Mathematics 	Inquiry Skills and Symbols	Review and discuss milestones.
<ul style="list-style-type: none"> Physical action and physical education 	Gross, Fine and Perceptual Motor Development	Review and discuss milestones.
<ul style="list-style-type: none"> Science 	Inferences and Hypothesis	Review and discuss milestones.
<ul style="list-style-type: none"> Social Studies Geography History Economics Social Relations/Civics 	<p>Pluralism</p> <p>Self and Others to Community</p>	Integrate with curriculum themes in writing and practice.
<p>4d. Building meaningful curriculum Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes</p> <ul style="list-style-type: none"> Security and self-regulation Problem-solving and thinking skills Academic and social competence 	<p>Foundations of Curriculum and a diverse Society</p> <p>Curriculum Models</p> <p>Development Theorists</p> <p>Psychosocial Stages of ECE</p> <p>Maturation</p> <p>Benchmarks</p>	<p>Review and Discuss weekly chapters;</p> <p>Written Quizzes</p> <p>Demonstrate through discussions applied knowledge.</p>
<p>5. Becoming a Professional</p> <ul style="list-style-type: none"> Identifying and involving oneself with the early childhood field 	<p>Professional Attitudes and behavior</p> <p>NAEYC's Code of Ethical</p>	Introduce Code of Ethics and Teaching Dispositions.

<ul style="list-style-type: none"> • Knowing about and upholding ethical standards and other professional guidelines • Engaging in continuous collaborative learning to inform practice • Integrating knowledgeable, reflective, and critical perspectives on early education • Engaging in informed advocacy for children and the profession 	<p>Conduct</p> <p>State Department of Education Teaching Dispositions</p> <p>Ethical Consideration and Dilemma's</p>	<p>Demonstrate understanding of ethics and purpose.</p>
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	Points	Actual
Quizzes	220	
Observations	200	
Metamorphosis	150	
Reaction Papers	100	
Presentation	100	
Field Trip / Project	50	
Attendance	100	
Subtotal	920	
Final Quiz	80	
Total	1000	

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A	941 – 1000	4.0
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B+	861 – 890	3.3
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