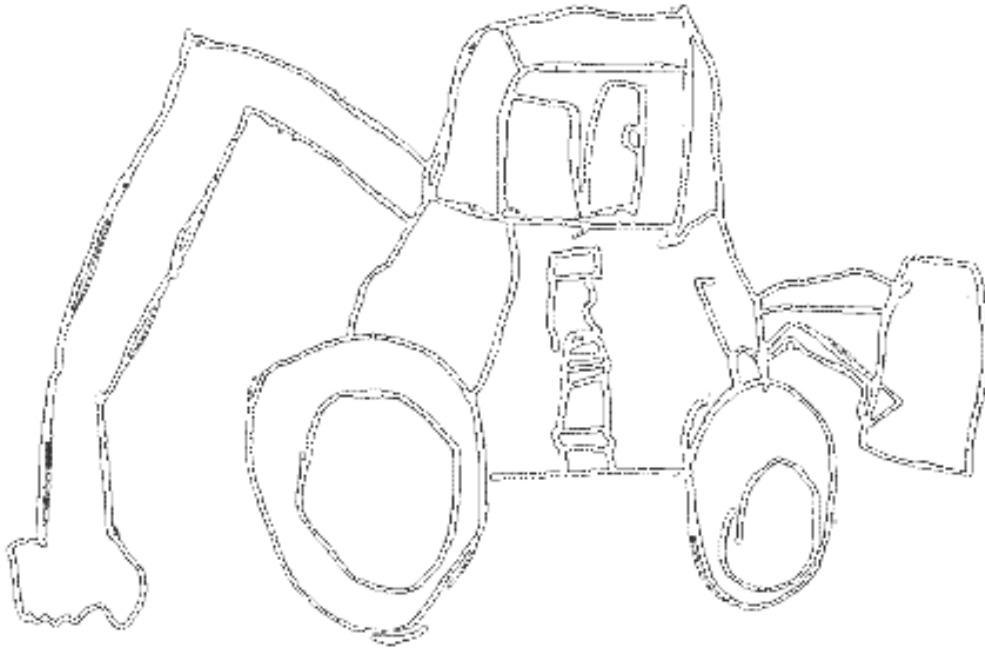


Introduction to Early Childhood Summer 07

Sponsored by TVCCA and EWIB
Three Rivers Community College
Norwich, Connecticut 06360



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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 professional presentations (oral and written).
- Field Visits and Experiences
- Responsive Classroom Participation
- Reaction Papers
- Professional Teaching Dispositions
- Technology through media and WebCT

Requirements for Summer Intro to ECE:		
1. Midterm		200
2. Notebook Summaries Chapters		2
2. Group Research Project		200
3. Reaction Papers		200
4 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
5. 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 EACH 3 HOUR CLASS MISSED... -20 EACH 8 HOUR Class Missed -40 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.

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: Spring 07

Class #	Dates	Chapters	Assignments	Objective
1	May 14 th 3:15	One History of ECE	Read	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;
2	May 16 3:15 -6	One History of ECE	Read Reaction Paper #1	-Identify the evolution and history of childhood for the past 400 years
3	May 23rd 8-4	Chapter Two Types of Program	Read Reaction Paper #2	-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;
4	May 30th Observation Week 8-12	Mitchell College Friendship	Complete Observation of Child Care Read Reaction Paper #3	
5	June 4 3:15 -6	Chapter Three Young Children	Read Assign Group Projects and Groups	-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
6	June 6 th Advising	Schedule on your OWN	Read	Meet with your advisor
7	June 11 th 3:15 -6	Chapter Four Developmental Theories	Read Midterm Chapters 1-3	-Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner.
8	June 13 th 3:15 -6	Chapter Four Developmental Theories	Read	-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.
9	June 20 th 8-4	Chapters 6 and 7 Observation and Guidance	Read Group Projects break outs	-Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies;
10	June 27 8-4	Chapters 9 and 10	Collect Final Notebooks on Chapters 4, 6, 7,9,10 Group Projects Due	-Integrate language, literacy, math, science, art, music and social studies into a learning unit for a young child; -Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions;

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>

