

Three Rivers Community College
ECE K101 Introduction to Early Childhood Education
Course Syllabus

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Monday and Wednesdays or by appointment

Course Description:

Prerequisite: ENG* K101 eligibility or permission of the Program Coordinator based on ECE work experience.

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.

Required Texts:

Gordon, Ann and Kathryn Browne. Beginnings and Beyond: Foundations in Early Childhood Education. 8th Edition. Wadsworth. 2011. ISBN 10:0-495-80817-2

Additional readings will be assigned throughout the semester.

Course Objectives:

Understand the history, social perspective and theoretical foundations for early childhood education learning models, environments and programming.

Demonstrate familiarity with a broad spectrum of roles, responsibilities and expectations of the early childhood professional.

Understand the core principles of child development, home - school - community partnerships and strategies that guide quality early childhood education programming.

Course Outcomes:

Students will apply the historical foundations of early childhood education and recognize how different program philosophies developed. (NAEYC Standard 5)

Students will be able to analyze the role and responsibilities of the teacher in an early childhood program, and the differences in philosophies based on the type of program. (NAEYC Standard 1 and 4)

Students will discuss the ethical implications programs have on children and their families. (NAEYC Standard 2)

Policies:

Class participation is required. Throughout the course you will be required to answer questions, either in the Article or Discussion sections. These questions are to be answered as thoroughly as possible, using the multitude of resources available to you, textbook, online resources, professional settings and other individuals in the field. You are to reflect on these questions using your prior experience and new knowledge. You must share personal information, specific to the topic, and only at the level you are comfortable with. You will also need to reflect on other student's responses as well.

If you are having difficulty with any of the material, please contact the instructor immediately. I am available to you, even when you don't have a regularly scheduled time frame with me. You should also use all of the resources available at TRCC, whether in the computer lab or via Black Board Vista, tutorials are available for you. You can also ask other students as well, as some of you may have the same questions.

Active participation in class discussions and activities is required. Students are expected to complete assigned readings and share these experiences with the other students. Students **must utilize the Blackboard Learning System**, to review course materials, correspond with the Instructor and other Students, and view articles and other materials for the course. Throughout the course there will be other assignments to help guide your studies which will be handed in and counted as part of your participation grade. *Yes - grades are important. They allow you to advance to other classes, graduate, and eventually get a great job. However, the value of learning itself is so important. Acquiring knowledge, especially about a subject you are passionate about, is very empowering. Learning for the sake of learning increases your confidence and in fact makes you want to learn more. Thus it's important to participate, get involved in class discussions and ask questions.*

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important.

Extra credit projects will not be accepted. Students are urged to devote their time and energy to fulfilling stated class requirements. With prior permission, there may be an opportunity to redo and resubmit an assignment, and this will be decided on a one-on-one basis.

Tests will **not be accepted** beyond the scheduled due date so please plan appropriately.

It is assumed that all assignments will be completed and turned in on time. Fifteen points will be deducted from a late assignment. Assignments will not be accepted beyond a one week extension.

As part of the course, students may be required to spend additional time observing and/or working with children in actual or simulated child development settings.

If you have problems with the course or material, please contact me, and we can make arrangements to find a way to work together, or call to schedule an appointment. Students who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Students with disabilities who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Student Services Counselors (Disabled Student Counselor). Appropriate accommodations will be provided to students who have completed this procedure.

This syllabus is subject to change. Any changes will be announced in class. *Please refer to the Institutional Policies available in the Office of the Dean of Student Development and Services as well as on line, which include regulations regarding student conduct and the disciplinary code.*

Points given for requirements are as follows:

Early Childhood Program Assignment	100 points
Observation Assignment	100 points
First Test (Chapters 1 - 4)	50 points
Second Test (Chapters 5 - 9)	75 points
Third Test (Chapters 10 - 14)	75 points
Article Review Questions*	50 points
Discussion Topics*	50 points
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Total:	500 points

***Article Review Questions and Discussion Topics** are graded at the end of the semester. As this process is about building relationships with other students as well as showing that you have read and understand how to apply the information I use the first few weeks as part of the learning process. During the first weeks I will respond to each of you guiding you in this process, after that my input is only when relevant to an important point to be considered. Look for my responses to your and other student's postings to guide you.

Final Grade:

To determine your final grade take the total number of points and divide by five.

	A	94 - 100	A-	90 - 93
B+	B	83 - 86	B-	80 - 82
C+	C	73 - 76	C-	70 - 72
D+	D	63 - 66	D-	60 - 62
F		under 59		

*A teacher's enthusiasm is the most contagious thing in the world.
Taken from Teachers Touch Tomorrow*