

Introduction to Early Childhood



Fall 2010

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Office Hours by Appointment**

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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.

ECE K101 Introduction to Early Childhood Education **Course Objectives and Outcomes**

Students will:

- **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 Education professional.**
- **Understand the core principles of child development, home-school-community partnerships, and strategies that guide quality Early Childhood Education programming.**

Goals:

- **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.
- 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 dilemmas 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 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 and library as needed.**

Grading System for Intro to ECE - Fall 2010

Requirements for Intro to ECE	Grade %	<u>Your Grade</u>	Confirmed
1. Observations of Two Sites	25		
2. Midterm – Take Home	20		
3. Chapter Summaries (1 pg. double spaced)	10		
4. Curriculum Project	15		
5. Reaction Papers (3 total)	20		
6. Advocacy and Professionalism: Attend public hearing on legislation relative to early childhood issues, or an AEYC meeting, or a Readiness Council meeting in Norwich, Groton or New London, or attend meeting at the local Friendship School or Charter School or Public School Choice. Bring in an educational artifact.	Extra Credit		
7. Attendance and Participation. All missed classes, late arrivals and Late Assignments work against your grade. 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.	10		
Ask Questions !!!!!!!!!!!	Total 100%		

Course Outline: Fall 2010

Week #	Date	Chapters	Assignments	Objective	NAEYC /
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					NCATE Standards
1	Aug 30, 2010	Chapter1 History of ECE	Begin to Read Chapter 1 Reaction Paper 1	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	Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 5: Becoming a professional
2	September 6	No class			
3	September 13	Chapter 1 History of ECE	Reaction paper 1 due Reaction paper 2	Identify the evolution and history of childhood for the past 400 years	Standard 4: Teaching and learning Standard 5: Becoming a professional
4	September 20	Chapter1 History of ECE	Reaction Paper 2 Due Class presentation on views	Identify the evolution and history of childhood for the past 400 years	Standard 1: Promoting child development and learning Standard 4: Teaching and learning Standard 5: Becoming a professional
5	September 27	Chapter 2	Complete reading assignments / chapter 1 summary due / schedule observations Reaction paper 3 Find an article in a PROFESSIONAL journal and react. Chapter 2 summary due	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 Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs	Standard 4: Teaching and learning Standard 5: Becoming a professional
6	October 4	Chapter 3 Young Children	Reaction paper 3 due.	Identify the key learning domains commonly associated to child	Standard 1: Promoting Child Development and Learning:

				development such as Social-Emotional, Language, Motor Skills, Creative and Cognitive Recognize age appropriate and culturally appropriate development expectations for the young child	Knowing and understanding young children's characteristics and needs
7	October 11 Columbus Day	Chapter 4 Developmental Theories	Read Chapter Four – Begin to build cards and research for you take home exam Chapters 1-4 Chapter 3 Summary due	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	Standard 1: Promoting Child Development and Learning: Knowing and understanding young children's characteristics and needs
8	October 18	Chapter 4 Developmental Theories	Continue working on card file for exam	Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner	Standard 4: Teaching and learning Standard 5: Becoming a professional
9	October 25	Chapter 4 Developmental Theories	Take Home Exam Chapter 4 summary due	Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Maturationists, Sociocultural Theory, Humanistic Theory, and Multiple Intelligence Theory	Standard 4: Teaching and learning Standard 5: Becoming a professional
10	November 1	Observations of two sites 1. Child 2. Environment	Take Home Exam Due.	Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies	Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments
11	November 8	Chapter 8	Observation one due	Define the importance of social-emotional	Standard 3: Building family and community

		Families		relationships between teacher, child and families; including current research and personal experiences	relationships
12	November 15	Chapter 9 Environments	Chapter 8 Summary due	Identify developmentally appropriate practice for an ECE learning environment	Know and understand the multiple influences on development and learning
13	November 22	Chapter 10	2 nd Observation due Class group work Lesson Plan Chapter 9 summary due	Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates and quality interactions	Standard 4: Teaching and learning Standard 5: Becoming a professional
14	November 29	Chapter 10 Environments / Curriculum	Lesson Plan work time	Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor Skills, Creative and Cognitive Recognize age appropriate and culturally appropriate development expectations for the young child	Standard 1: Promoting child development and learning Standard 4: Teaching and learning
15	December 6		Present in groups, hand in lesson plans Chapter 10 summary due		
16	December 13	Final Exam			