

SPRING 2011

SYLLABUS

**METHODS AND TECHNIQUES
IN EARLY CHILDHOOD EDUCATION**

**10730
ECE K222 T1**

**THURSDAY
4:00 - 6:45**

ROOM E202

Three Rivers Community College

Norwich, Connecticut 06360

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COURSE DESCRIPTION

This course is designed for those students who have an understanding and knowledge of *child development* and *children*. All students will experience a variety of instructional methods including open discussion, group participation, hands on activities, and select readings. The course will review the philosophical, sociological and pedagogical foundations of education and their applications in early childhood education settings. Students will apply actual principles of learning to the analysis of instructional approaches and curriculum development. This course will expose students to the fundamentals of classroom strategies, effective teaching tools and techniques for children ages 0-8.

Course Outcomes

Students will:

Understand the philosophical, sociological and pedagogical foundations of education and their applications to Early Childhood Education settings.

Be able to utilize learning principles to analyze instructional approaches and curriculum development.

Understand the fundamentals of classroom management strategies and tools and techniques for curriculum implementation.

KEY LEARNING GOALS

Upon completion of this course, the student will be able to:

1. Examine the philosophical, sociological and pedagogical foundations for teaching children ages 0-8.
2. Communicate instructional methods and theories in education for all children.
3. Design a learning environment that promotes effective organization and is conducive to learning.
4. Develop an awareness of the current roles and responsibilities of the teacher and paraprofessional in relation to appropriate instruction.
5. Develop and put into action programs and strategies associated with and responsible for student success using CT State Department of Education benchmarks, standards, assessments and goals.
6. Examine What, How and Why we do as we teach in the early childhood field.
7. Examine the curriculum from the perspective of the child, teacher and parent.

PROCEDURE

The course is designed for the student to participate in the educational process by using a variety of learning techniques and activities. Students will be involved in lecture, individual or group presentations, research assignments and evaluation. All students are highly encouraged to participate and become a contributing factor to the success of this course.

MAKEUPS

Students are required to take exams and participate in all formal presentations, activities and assignments. However, if possible, students who have a legitimate reason for missing an exam or assignment will be expected to show mastery of content through special arrangements with the instructor. Students who have a legitimate reason for missing an assignment deadline will need to make special arrangements prior to submission.

ATTENDANCE

This course is designed in such a way that the student will get most out of the in-class activities and lectures.

Therefore, students who are registered for this course are naturally expected to attend class regularly. Over the course of the semester, I will become familiar with the attendance habits of individual students. These habits will factor into my evaluation of class participation and student contribution. (10% of grade)

REQUIRED TEXT:

Wong, Harry K., Rosemary T. Wong,
The
First Days of School: How To Be An
Effective Teacher, Massachusetts: Allyn
and Bacon, 2010

COURSE CONTENT:

The following topics will be covered:

1. The Teaching Process
2. Planning for Diversity
3. Establishing a Supportive Environment
4. Writing Objectives
5. Instructional strategies
6. Communication Techniques
7. Reinforcements
8. Questioning
9. Classroom Management
10. Planning and Evaluation
11. Making Systemic observations
12. Instructional Media and Technology
13. Designing a Well-planned lesson and Unit

DISABILITIES AND LEARNING DIFFERENCE STATEMENT

If you have a hidden or visible disability or learning difference which may require classroom or test-taking modifications, ***please see me as soon as possible.*** If you have not already done so, please be sure to register with the Student Development Office.

COURSE REQUIREMENTS AND EVALUATION WEIGHT

1. PEER INSTRUCTION (GROUP)..... 30%
2. FIELD OBSERVATION SUMMARY REPORT (IND).....20%
3. LESSON PLAN (IND)20%
4. FORMAL EVALUATION/FINAL EXAM (IND) 10%
5. CLASS ATTENDANCE AND PARTICIPATION..... 10%
8. RESOURCE NOTEBOOK... 10%

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TOTAL !00%

GRADING SCALE

Grade	Equivalent	Quality Points
4.0	A	96-100
3.7	A-	90-95
3.3	B+	86-89
3.0	B	83-85
2.7	B-	80-82
2.3	C+	77-79
2.0	C	73-76
1.7	C-	70-72
1.3	D+	67-69
1.0	D	63-66
0	F	

ATTENDANCE GRADING SCALE

The following scale will be used to calculate your attendance/participation grade. **All** absences will be factored in!

NO ABSENCES = 100
 ONE ABSENCE = 96
 TWO ABSENCES = 86
 THREE ABSENCES = 76
 FOUR ABSENCES = 66
 FIVE OR MORE = 00



Withdrawal Policy

Students have the option of withdrawing from a course prior to the 11th week of class without instructor signature and prior to the 14th week of class with instructor signature. A student must initiate the withdrawal by calling (892-5758) or submitting a withdrawal form to the registrar's office.

Withdrawal forms are available online. In order to verbally withdraw you must know your student identification number or social security number and the course reference number (CRN) or course number and section for identification purposes. A grade of W will appear on the student's transcript after withdrawing from a course. Students who have financial aid or veteran's benefits should contact those offices before withdrawing.

Failure to withdraw may place the student on academic probation and may result in a grade or "F" being assigned. Confirm that your withdrawal from a course has been processed by checking on-line at

<http://my.comment.edu>

EARLY WARNING POLICY

Each student will receive a personal grade sheet and related instructions at the start of the semester. Students will be encouraged to maintain their grade sheets throughout the semester. In addition, I will communicate both verbally and in writing with any student who is in danger of failing due to academic difficulty or poor attendance.

ACADEMIC INTEGRITY POLICY

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College Definitions of Academic Dishonesty

General Definition
(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased borrowed or otherwise obtained) as one's own (d) stealing or having unauthorized access to examination of course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

