

**Fall 2010**

**SYLLABUS**

**METHODS AND TECHNIQUES  
IN EARLY CHILDHOOD EDUCATION**

**30500  
ECE K222 T01**

**THURSDAY  
6:30 - 9:15**

**ROOM E202**

**Three Rivers Community College**

**Norwich, Connecticut 04340**

**Mark E. Frizzell, PhD.**

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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, 2009

## **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 at the Mohegan Campus.

## **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.

