

Introduction to Early Childhood

<http://mycommnet.blackboard.com/webct/logon/2013061868071>

**Three Rivers Community College
Norwich, Connecticut 06360**

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.

Prerequisites: ENG* K100 eligibility or permission of instructor.

Course Text Information

The suggested text is list below. Please note, nearly any recent publication of an Introduction to Early Childhood text will be acceptable. However to access the course you must have the **WebAccess Code**. Directions for how to purchase the code is listed below.

Beginnings & Beyond: Foundations in Early Childhood Education, 8th Edition

Ann Miles Gordon & Kathryn Williams Browne, MA, BA

ISBN-13: 9780495808176 ©2011 Published

NEW:\$162.50

USED:\$122.00

RENTAL:\$79.22

WebAccess Code (\$19.99)

<http://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=9780495808176>

Edmodo Course Code: k71jqe

Spring 2011

Jennifer Sim, M.S., ABD

Adjunct Faculty

Office Hours: Online or by appointment

jim@trcc.commnet.edu.net

Cell: 1.860.460-7378; jsim@ssddc.com Home e-mail

Skype: Jennifer.sim1

Course Performance Objectives

NAEYC Standard 1: Promoting Child Development & Learning

- Identify key historical and current influences on development and learning including but not limited to John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget, and Howard Gardner;
- Identify key characteristics of the multiple settings in which children are provided early learning experiences and / or care (including but not limited to, Waldorf Schools, Montessori Schools, Reggio Emilia, Perry Preschool, Head Start, Family Care and Faith-Based);
- Compare and contrast the prevalent theories of human development including but not limited to Behaviorist Theory, Cognitive Theory, Sociocultural Theory, Humanistic Theory, Multiple Intelligence Theory;
- Identify multiple, interrelated areas of children's development and learning – including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning process, and motivation to learn;

NAEYC Standard 2: Building Family and Community Relationships

- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences;
- Compare and contrast family and community characteristics;
- Include families and communities in their children's development and learning;

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- Define the goals, benefits, and uses of assessment;
- Observe & document student qualities, strengths, and needs appropriately;
- Identify outside agency partnerships available to families based on needs assessments;

NAEYC Standard 4: Teaching and Learning

- Integrate language, literacy, math, science, art, music, social studies, nutrition, health and safety appropriately into a learning unit for a young child;
- Recognize age appropriate and culturally appropriate development expectations for the young child;
- Use positive relationships and supportive interactions;

NAEYC Standard 5: Becoming a Professional

- Use individual reflection as means to understanding contributions made to early childhood education;
- 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;
- Use the NAEYC Code of Ethical Conduct;
- 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;

Three Rivers Community College Expectations

- Complete a 3-5 minimum page writing assignment that follows **APA** writing guidelines
- Navigate successfully through Web CT Vista course platform

Method of Evaluation

- Class participation and individual contribution.
- Short Essay assignments
- Weekly Discussion participation
- Optional Objective Assessments
- Student professional presentations (written)
- Video/Audio Observations
- Course Project Assignment

Grading

Assignments are graded based on your ability to demonstrate understanding of the key concepts assigned. The expectations for each assignment are clearly defined for you. If you do poorly on an assignment you will have the opportunity to resubmit your ideas. It is far more important that you learn the concepts well and revise your thinking than having one shot at it. You will notice multiple opportunities to address the performance standards. The only exception to this is not doing the assignment at all.

Late assignments are accepted since the goal is to provide opportunities to demonstrate learning. However late assignments do disrupt the flow of the entire class.

There are primarily three key pieces to your grade. The first is the accomplishment of the specific performance standards throughout the course. The second is the weekly discussions. The third is the Writing Requirement. The core of your grade is based on accomplishment of the standards. You will have a variety of opportunities to demonstrate your learning. One learning standard does not hold more weight over another.

Final Grade

70% Performance Standards

10% Writing Requirement

20% Discussion Participation

Writing Requirement

The written assignment is designed to meet the Three Rivers Community College expectations for quality writing. Students are expected to select from a variety of writing assignment options to meet this requirement. APA formatting is expected and the writing requirement will be evaluated on a writing style rubric.

Plagiarism and SafeAssign

This course may require students to use the **SafeAssign** plagiarism-checking tool that is built into Blackboard. This tool can help both instructors and students to ensure that -- intentionally or inadvertently -- students have not plagiarized the original work of others.

SafeAssign works by having students (or instructors) submit papers in electronic form (i.e. as a file in formats available from any word-processing or text-editing program, such as .doc, .txt, or .rtf). SafeAssign then checks the text in the paper for matches against sources in several different databases, and produces an “originality report” for each submitted paper. Depending upon how your instructor has decided to use SafeAssign in this course, students may or may not be given the opportunity to review the originality reports for their own papers. The instructor can review the originality report generated for each student’s paper to determine if any text that is shown to match with some other original source has been correctly cited in the paper. Your instructor will provide you with specific instructions on how you will use SafeAssign to submit papers in this course.

Blackboard's privacy policies affirm that intellectual property rights reside with the student who authors the paper, and that Blackboard does not claim any ownership rights on the content submitted to SafeAssign.

As a general rule, students should not include personally identifying information (i.e., name, address, telephone) in the body of their paper, to ensure that this information is not inadvertently disclosed.

Grading

This course uses a point assignment scale. Learners earn points as defined in the Course Outline.

Discussion Participation Rubric

Discussion participation is not optional. Participation is embedded within each rubric for the discussion assignments. Your ability to communicate your learning to other participants is an important measure of how well you have demonstrated your understanding. In education teachers are expected to communicate their knowledge and understanding to others on a daily basis. The discussion assignments are designed to prepare you for such a critical skill. A discussion grade for each discussion assignment.

Above Expectations	Meets Expectations	Near Expectations	Below Expectations
200 Word Minimum Learner summarizes the post they read. Compare and/or contrasts own response to the post read. Asks follow up questions for clarity. Provides follow up* to other discussions and other posts.	200 Word Minimum Learner compares and/or contrasts own response to the post read and or provides useful information to the posted response. Provides follow-up to other discussions and other posts.	Below 200 Word Minimum Learner responds to post but does not compare to own post. Some effort to follow up with others may or may not be present.	Learner provides brief feedback without effort to analyze posting. No effort to follow up on other posts.

*Follow ups do not follow the same expectations as the main discussion response. You are working to keep the flow of conversation continuing while adding to the value of the initial posting.

Missed Assignments: Missed assignments will result in a Zero. All course assignments must be submitted by the course deadline to be considered for a grade.

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 will have the writing center tutorial staff and English faculty 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.

Withdrawal Policy

A verbal “drop or withdrawal” from course(s) will be accepted through the 10th week of classes in accordance with the academic calendar. Students need to provide the following information: full name, address, date of birth, student identification number and social security number, course reference number (CRN) and descriptor/subject and instructor’s name, and if receiving VA/FA benefits. Verbal drops/withdrawals are processed only through the Registrar’s Office at (860) 892-5756. Confirm that your drop or withdrawal from a course has been processed by checking on-line at www.online.commnet.edu.

Academic Integrity Policy

Academic integrity is essential to a meaningful education. Failure to act with academic integrity severely limits a person’s ability to success in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

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>