

## Introduction to Early Childhood Fall 2010



**Thursdays 1:00 – 2:15 pm**

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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.**

**Course Outcomes:**

**Upon completion of the course, the students will be able to:**

- **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.**

**Key Learning Goals**


- Identify the evolution and history of childhood for the past 400 years . (NAEYC, 5a)
- Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner. (NAEYC , 5a)
- Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs; (NAEYC , 6c)
- Identify key characteristics of the multiple settings in which children are provided early learning experiences and / or care; (NAEYC, 6a, 6c)
- Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Socio-Cultural Theory, Humanistic Theory, and Multiple Intelligence Theory; (6d, 5b)
- Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive; (1a)
- Recognize age appropriate and culturally appropriate development expectations for the young child; (NAEYC, 1a, 2b, 3b)
- Define differing learning styles and teaching strategies of the learning process; (4b)
- Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences; (4a, 2a, 2c)
- Identify how observations help you assess young children and what methodologies of assessment are best practice (NAEYC, 3a)
- Integrate language, literacy, math, science, art, music and social studies into a learning unit for a young child; (NAEYC, 5b)

- Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies; (1b, 4b)
  - Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions; (4d, 2a, 6d)
  - 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; (NAEYC 6b)
  - Recognize the ethical concerns and dilemma's related to early care and education; (6b)
  - 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; (6c)
  - Demonstrate writing and literacy skills aligned with the State of Connecticut Teaching Competencies; (Supportive Skills, 2, 3, 4, 5)
- Define the current issues associated with Universal Preschool; (6c)
  - Use Writing Center and library as needed to complete writing requirement (Supportive Skills 1, 2, 3, 4, 5)

### **Method of Evaluation**

- Class participation and individual contribution.
- Final Comparison Model Paper
- Short essay and matching terminology examinations.
- Chapter Summaries
- Student group professional presentations (oral and written).
- Field Visits and Experiences
- Notebook Reading Summaries
- Responsive Classroom Participation
- Reaction Papers
- Professional Teaching Dispositions
- Technology through media and WebCT

## Grading System for INTRO TO ECE – Fall 2010

| Requirements for Fall Intro to ECE:  |                      | Your<br>GRADE | Confirmed |
|--|----------------------|---------------|-----------|
|   |                      |               |           |
| 1. Observations of TWO SITES   | 250                  |               |           |
| 2. Midterm   | 150                  |               |           |
| 3. Notebook Chapter Summaries Chapters   | 100                  |               |           |
| 4. Group Curriculum Project  | 150                  |               |           |
| 5. Reaction Papers (add all three; divide by three; multiply by 2).  | 150                  |               |           |
| 6. VOCABULARY TESTS  | 100                  |               |           |
| 6 Advocacy & Professionalism: Attend public hearing on legislation relative to early childhood issues, or an AEYC meeting or Readiness Council meeting in Norwich, Groton or New London or attend meeting at local FRIENDSHIP School or charter school to Public School Choice. Social Sciences Sit In also qualify.. Bring in educational artifacts.  | Extra credit         |               |           |
| 7. Attendance and participation<br><u>All missed classes, late arrivals and LATE ASSIGNMENTS work against your grade.</u> 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. | 100 points           |               |           |
| Ask QUESTIONS!!!! <span style="float: right;">Total</span>   | 1,000 %<br>10= grade |               |           |

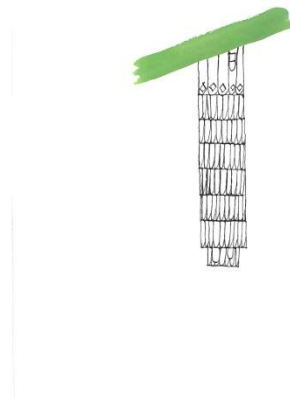
### Grading System

The following numerical grade system will be used

| Grade | Equivalent | Quality Points |
|-------|------------|----------------|
| A     | 96-100     | 4.0            |
| A-    | 90-95      | 3.7            |
| B+    | 86-89      | 3.3            |
| B     | 83-85      | 3.0            |
| B-    | 80-82      | 2.7            |
| C+    | 77-79      | 2.3            |
| C     | 73-76      | 2.0            |
| C-    | 70-72      | 1.7            |
| D+    | 67-69      | 1.3            |
| D     | 63-66      | 1.0            |
| F     |            | 0.0            |

**Missed Classes:** For full credits, assignments must be submitted at class time, unless otherwise approved

### Cellular Phones and Beepers



Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

This class has incorporated the following NAEYC standards into its' goals. Throughout your studies toward your ECE degree you will meet all of these requirements.

by the instructor. NO CREDIT will be given for late assignments past the grace period with the exception of extreme circumstances.

### 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 have the privilege of working with The Norwich Adult Education who will 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.

### E-mails

Please make sure you have a current email address on file with the Registrar's office. Please make sure that you have a professional email not one that reads like a Nickelodeon special <"Ilovebobby@aol" or an R-rated version. Your emails should be professionally **Through out the course, our goal is to meet the following National Association of Young Children Standards**

### NAEYC STANDARDS....

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Teaching and learning

Standard 5: Becoming a professional

### The Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources presented.

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**NAEYC STANDARDS....**

Standard 1: Promoting child development and learning

Standard 2: Building family and community relationships

Standard 3: Observing, documenting, and assessing to support young children and families

Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

Standard 6: Becoming a professional

**The Supportive Skills**

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal communications skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources

**Academic Calendar 2010 – 2011**

**Revised 8/20/10**

**FALL 2010**

**Aug. 24** Orientation for New Students

**Aug. 25** Professional Day

Last Day for Full Tuition Refund

**Sept. 2** Instructor Signature Required to Add Classes

**Sept. 6** Labor Day – **College Closed**

**Sept. 8** Last Day of Add/Drop and Partial Tuition Refund

**Sept. 15** Constitution Day – **Classes In Session**

**Oct. 11** Columbus Day Observed – **Classes In Session**

Last Day to Submit Incomplete Work from Spring '10 and Summer '10 Semesters

**Nov. 11** Veteran's Day Observed – **Classes Not In Session**

**Nov. 15** Last day to apply for Spring Graduation (May '11 and for Summer (August '11) completers who wish to attend the May '11 ceremony

**Nov. 23-24** Make-up/Supplemental sessions – **Instructor Discretion**

**Nov. 25-28** Thanksgiving Recess – **College Closed**

**Dec. 9** Last Day to Withdraw from classes

**Dec. 16** Last Day of 15 Week Session

**Dec. 17-20** Makeup/Supplemental sessions – **Instructor Discretion**

**Dec. 21** Final Grades Due Registrar's Office

**Dec. 24-25** Holiday Recess – **College Closed**

**Dec. 29** Grades available on web

**Course Outline: Fall 2010**

| <b>Week #</b> | <b>Dates</b>             | <b>Chapters</b>                         | <b>Assignments</b>   | <b>Objective</b>   | <b>NAEYC/NCATE Standards for Professional Preparation Programs</b>   |
|---------------|--------------------------|---|--|--|--|
| <b>1</b>      | August 26th              | One History of ECE                      | Begin to Read Chapter One<br><br>REACTION PAPER – Huck’s Raft                      | 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<br>Standard 4: Teaching and learning<br>Standard 6: Becoming a professional   |
| <b>2</b>      | August 31<br>September 2 | Major Milestones of History – and Myths | Reaction Paper One Due<br>Read Reaction Paper Two – Preschool Pays                 | -Identify the evolution and history of childhood for the past 400 years  | Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches<br>Standard 6: Becoming a professional   |
| <b>3</b>      | September 7, 9           | One History of ECE                      | Reaction Paper Two Due   | Identify the evolution and history of childhood for the past 400 years   | Standard 1: Promoting child development and learning<br>Standard 4: Approaches to Connect with children and Families Using Developmentally Effective Approaches<br>Standard 6: Becoming a professional |
| <b>4</b>      | September 14, 16         | Chapter Two                             | Get Caught up on Your reading<br><br>On line VIEWING<br><br>Book YOUR OBSERVATIONS | 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;<br><br>Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs; | Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches<br>Standard 6: Becoming a Professional   |

|   |                               |                                      |   |  |  |
|---|-------------------------------|--------------------------------------|---|--|--|
| 5 | September 21, 23              | Chapter Three Young Children         | Reaction Paper Three Due Children and Socioeconomic Class or find your own PROFESSIONAL Journal Article | -Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;<br>-Recognize age appropriate and culturally appropriate development expectations for the young child          | Standard 1: Promoting Child Development and Learning:  |
| 6 | September 28, September 30    | Chapter Four Developmental Theories  | Read Chapter Four – begin to build cards and research for Midterm.(Chapters 1-4)                        | -Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner.<br><br>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:  |
| 7 | <b>October 5, October 7</b>   | Chapter Four Developmental Theories  |   | -Define the philosophies of John Dewey, Friedrich Froebel, Lev Vygotsky, Jean Piaget and Howard Gardner.   | Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches<br><br>Standard 6: Becoming a professional |
| 8 | October 12, October 14th      | Chapter Four Developmental Theories  | EXAM  | -Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Maturationists, Sociocultural Theory, Humanistic Theory, and Multiple Intelligence Theory.                                       | Standard 4: Approaches to Connect with Children and Families Using Developmentally Effective Approaches<br><br>Standard 6: Becoming a professional |
| 9 | <b>October 19, October 21</b> | Observing Two Sites in the Community | Chapter Summary Due   | Identify positive approaches to discipline using child guidance alternatives and behavioral assessment strategies;   | Standard 6: Becoming a professional  |



|    |  |  |   |  |   |
|----|--|--|---|--|---|
| 10 | October 26, 28   | CHAPTER 8<br>FAMILIES                      | 2nd Observation Due<br>Chapter Summary Due                          | Define the importance of social-emotional relationships between teacher and child and family including current research and personal experiences;  | Standard 3:<br>Observing,<br>Documenting and<br>Assessing to<br>Support Young<br>Children and<br>Families   |
| 11 | November 2,4   | Guest Speaker<br>Chapter 9<br>Environments | Chapter Summary Due   | Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.   | Standard 1:<br>Promoting Child<br>Development and<br>Learning:  |
| 12 | November 9<br>November 11 <sup>th</sup><br>NO CLASS –<br>Veteran’s Day | Chapter 10<br>Creating<br>Environments;    | Chapter Summary Due   | Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions;  | Standard 4:<br>Approaches to<br>Connect with<br>Children and<br>Families Using<br>Developmentally<br>Effective<br>Approaches<br><br>Standard 6:<br>Becoming a<br>professional                     |
| 13 | November 16,<br>November 18  | Chapter 10<br>Curriculum<br>Essentials     | Prepare curriculum materials for Lab School in GROUPS – study Group | Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;<br><br>Recognize age appropriate and culturally appropriate development expectations for the young child; | Standard 1:<br>Promoting child<br>development and<br>learning<br><br>Standard 4:<br>Approaches to<br>Connect with<br>Children and<br>Families Using<br>Developmentally<br>Effective<br>Approaches |
| 14 | November 29 <sup>th</sup><br>December 2                                | Children with<br>Special Needs             | Special Needs Speaker<br>Julie Leis , Birth to Three                | Knowing and understanding young children’s characteristics and needs<br><br>Using a broad repertoire of developmentally appropriate teaching learning approaches   | Standard 1:<br>Promoting child<br>development and<br>learning<br><br>Standard 6:<br>Becoming a<br>professional  |
| 15 | December 7,<br>9 <sup>th</sup>   | FINAL – FINAL-                             | FINAL-FINAL- FINAL<br>MANDATORY CAPSTONE<br>VOCABULARY;             | Engaging in continuous, collaborative learning to inform practice.   | Standard 6  |

**Required Text:**

Gordon, Ann Miles: Brown, Kathryn, Beginnings abde Beyond, Albany, NY: Delmar, 2011.

The Connecticut Framework, State of CT, State Board of Education, 1999.

**Bibliography:**

Bredenkamp, S. (1997). Developmentally appropriate practice: The early childhood educator as decision maker. In S. Bredenkamp & C. Copple (Eds.), Developmentally appropriate practice in early childhood programs. Washington, DC: NAEYC.

Bredenkamp, Sue, and Copple, Carol. (Eds.). (1997) Developmentally Appropriate Practice in Early Childhood Programs. \_ Revised edition. NAEYC: Washington, D.C.

Chatfield, Mimi Brodsky. (1993) Teaching is the Key of Life. NAEYC: Washington, D.C.

City of Reggio Emilia (1985). The Hundred Languages of Children. Reggio Emilia, Italy: Author.

Curtis, D and Carter, M. (2003). Creative Activities for Young Children Eighth Edition. Albany, N.Y. Delmar Learning.

Dodge, Diane Trister and Colker, Laura. (2002) The Creative Curriculum for Preschool. Fourth Edition. Teaching Strategies Inc.: Washington, D.C.

Dodge, Diane Trister, Dombro, Koralek, Derry Gosselin, Pizzolongo, P. (2004) Caring for Preschool Children. Third Edition. Teaching Strategies Inc.: Washington, D.C.

Gardner, H. (1995). Frames of Mind: Multiple Intelligence. New York: Basic Books.

Jones, Elizabeth, and Nimmo, John. (1994) Emergent Curriculum. NAEYC: Washington, D.C.

Herr, Judy. (2005) Working with Young Children. The Goodheart-Wilcox Company, Inc.: Illinois.

Landy, S. Pathways To Competence: Promoting Healthy Social And Emotional Development In Young Children. Paul H. Brooks, 2002.

Levin, Diane. Teaching Young Children In Violent Times, 2<sup>nd</sup> Edition. NAEYC, 2003

Mitchell, Anne, and David, Judy (Editors). (1992) Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education. Gryphon House: Maryland.

**WEBSITES**

State of CT, Dept. of Health, Day care Licensing Regulations & Applications  
[http://www.dph.state.ct.us/BRS/Day\\_Care/day\\_care.htm](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](http://www.state.ct.us/sde/deps/Early/Preschool_Assessment_Framework.pdf)

National Association for the Education Of Young Children <http://www.naeyc.org>

