

Introduction to Early Childhood Spring 2010



Thursdays 8 to 11
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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


- 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;
- Compare and contrast the theories of human development including but not limited to; Behaviorist Theory, Cognitive Theory, Sociocultural Theory, Humanistic Theory, and Multiple Intelligence Theory;
- Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;
- 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 dilemma's 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 ages 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 to complete writing requirement

Method of Evaluation

- Class participation and individual contribution.
- Short essay and matching terminology examinations.
- 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 2009

Requirements for Fall Intro to ECE:		Your GRADE	Confirmed
	250		
1. Observations of TWO SITES			
2. Midterm	200		
3. Notebook Chapter Summaries Chapters	100		
4. Group Curriculum Project for Child Care	150		
5. Reaction Papers (add all three; divide by three; multiply by 2).	150		
6. VOCABULARY TESTS			
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 <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!!!!	Total	1,000 % 10= grade		
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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

Beeper

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

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. toward your ECE degree you will meet all of these requirements.

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....

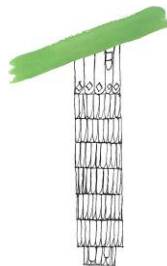
Standard 1: Promoting child development and learning

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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Supportive Skill 5: Identifying and using professional resources

SPRING 2010

- Jan. 18 Martin Luther King Day - College Closed
- Jan. 19 New Student Orientation
- Jan. 20 Professional Day
- Last Day for Full Tuition Refund
- Jan. 21 Classes Begin/Late Registration Begins
- Add/Drop Period Begins
- Jan. 28 Instructor Signature Required to Add Classes
- Feb. 3 Last Day of Add/Drop and Partial Tuition Refund
- Feb. 4 College Professional Day – Classes Not in Session
- Feb. 15 President's Day Observed – Classes Not in Session
- Mar. 7 - 13 Spring Break - Classes Not in Session
- Apr. 8 Last Day to Select Pass/Fail Option
- Last Day to Submit Incomplete Work from Fall '09 semester and Intersession '10.
- Apr. 2 - 4 Spring Recess – College Closed
- Apr. 15 Last Day to apply for Summer (August '10) Graduation
- Apr. 16 Faculty System Professional Day – Classes In Session
- May 10 Last Day to Withdraw from Classes
- May 18 - 19 Makeup/Supplemental sessions – Instructor Discretion
- May 21 Final Grades Due
- May 27 Student grades available on Web
- May 22 Commencement
- May 31 Memorial Day - College Closed = June 15 Last day to apply for Fall Graduation (December '10)

Course Outline: Spring 2010

Week #	Dates	Chapters	Assignments	Objective	NAEYC/NCATE Standards for Professional Preparation Programs
1	January 26th	One History of ECE	Begin to Read Chapter One 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 Standard 4: Teaching and learning Standard 5: Becoming a professional
2	February 2nd	Major Milestones of History – and Myths	Reaction Paper One Due Read Reaction Paper Two – Preschool Pays	-Identify the evolution and history of childhood for the past 400 years	Standard 4: Teaching and learning Standard 5: Becoming a professional
3	February 9th	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 Standard 4: Teaching and learning Standard 5: Becoming a professional
4	February 16th	Chapter Two	Get Caught up on Your reading On line VIEWING 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; 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

5	February 23 rd	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; -Recognize age appropriate and culturally appropriate development expectations for the young child	Standard 1: Promoting Child Development and Learning: -Knowing and understanding young children's characteristics and needs
6	March 2 nd	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. Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool programs;	-Know and understand the multiple influences on development and learning
7	March 16th	Chapter Four Developmental Theories		-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
8	March 23 rd	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: Teaching and learning Standard 5: Becoming a professional
10	March 30th	Observing Two Sites in the Community	Chapter Summary 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	April 6	CHAPTER 8 FAMILIES	2nd Observation Due Chapter Summary Due	Define the importance of social-emotional relationships between teacher and child and	Standard 3: Building family and community relationships

				family including current research and personal experiences;	
12	April 13th	Guest Speaker Chapter 9 Environments			-Know and understand the multiple influences on development and learning
13	April 20th	Chapter 10 Creating Environments; Begin Curriculum	Chapter Summary Due Prepare curriculum materials for Lab School in GROUPS – study Group	Evaluate early childhood learning environments with particular attention with respect for diversity, learning climates, and quality interactions; Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & Cognitive;	Standard 4: Teaching and learning Standard 5: Becoming a professional
14	April 27th	Chapter 10 Curriculum Essentials	Present in Groups hands on lesson plans in child care center	Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative, & 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	May 4	Children with Special Needs	Special Needs Speaker Julie Leis , Birth to Three		
16	May 11	FINAL – FINAL-	FINAL-FINAL- FINAL	MANDATORY CAPSTONE VOCABULARY	

Required Text:

Gordon, Ann Miles: Brown, Kathryn, Beginning Essentials in ECE Albany, NY: Delmar, 2007.

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, 2nd 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

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>

