

ECE 201: Issues and Trends in Early Childhood Education- Fall 2013

Class Times: M & W (and announced Fridays) 9:20-10:20 a.m.
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“Those of us who are in this world to educate, to care for young people have a special calling, a calling that has little to do with the collection of expensive possessions, but has a lot to do with the worth inside our hearts and heads. In fact, that is our domain – the heads and hearts of the next generation, the thoughts and feelings of the future.” Fred Rogers

Course Description: The purpose of this course is to provide a foundation of knowledge about the current trends and practices of early childhood education programs serving children from birth to nine years of age. Topics of study include professional development, history and theories, programming, child development and learning, inclusion and developmentally appropriate practice. Pennsylvania Early Learning Standards, Common Core Standards and NAEYC (National Association for the Education of Young Children) standards will also be examined.

Course Format: A combination of lectures, discussions, small group interactions, readings, presentations, research, visiting guest speakers and field trips will be used to interpret and convey the content that accompanies an exploratory ten hour practicum in an early childhood setting.

Credits: 3

Course Text:

Henniger, M.L. (2013). *Teaching young children: An introduction* (5th edition). Upper Saddle River, NJ: Pearson Education, Inc.

Web Resources:

Pennsylvania Early Learning Standards
http://www.pakeys.org/pages/get.aspx?page=Career_Standards

Pennsylvania Department of Education Common Core Standards and Standards Aligned System
<http://pdesas.org/>

NAEYC Program Standards
<http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf>

Instructor posted readings or videos found on my.westminster.edu course site.

Course Outcomes: Based on the Educational Program Guidelines set by the Pennsylvania Department of Education (PDE) students will be able to gain skills, knowledge and understanding in the areas listed

below. The primary student outcomes for this course are to familiarize pre-service education students with the development, cognition and learning approaches discussed and utilized in Early Childhood Education (Candidate Competencies Section I). Due to the overlap of children's learning and development during early childhood, secondary outcomes will also be examined as they relate to early childhood education (Candidate Competencies Sections II - V).

- I. Development, Cognition, and Learning (Primary Outcomes)
 - C.1-12. Students will be able to identify PreK-4 education foundation, theory and policy.
 - D.1-6. Students will be able to effectively understand and apply the principles and theories of child development including developmentally appropriate practice, constructivism, socio-cultural theory, attachment theory, activity theory and play.
 - E.1-4. Students will be able to implement lessons based on early childhood education foundations, theory and policy.
 - F. 1-3. Students will become familiar with the Pennsylvania Early Learning Standards, Common Core and NAEYC Standards (National Association for the Education of Young Children), when developing lesson plans and early childhood curriculum.
 - G. 1-6. Students will be able to demonstrate understanding of the way in which classroom environments influence children's learning.
 - I. 2-8. Students will demonstrate an understanding to plan, implement and adapt, for all children, developmentally, culturally and linguistically appropriate instructional practices and strategies in an early childhood setting.
- II. Subject Matter and Pedagogy (Secondary Outcomes)

A-F. Students will be introduced to the following subject matter: language development, early literacy foundations, early math foundations, science, social studies, arts and humanities, motor development and health.

 - o Students will identify broad developmental and learning outcomes indicative of this age group.
 - o Students will discuss various models of child development as they influence development and learning.
 - o Students will examine current approaches and strategies used in an early learning environment.
- III. Assessment (Secondary Outcomes)

F.1-6. Students will discover ways of observing and assessing young children in the context of ongoing classroom life including an understanding of uses of formal and informal authentic assessment.
- IV. Family and Community Collaboration Partnerships (Secondary Outcomes)

A-D. Students will be made aware of the importance of the role of families and communities in children's development.
- V. Professionalism (Secondary Outcomes)

A-T. Students will understand the value of and strategies for creating a community of learners.

Attendance, Participation, and Professionalism

- **The success of this course strongly relies on student's attendance and participation.** Please punctually arrive to class and be prepared to discuss the scheduled topic of the day and participate in group activities. Participation points are awarded at the end of the semester. If you have contributed to class discussion and are in class consistently this will be counted in that portion of grading. After reading assignments, you will also be required to bring to class FIVE written

discussion points that may be collected. These will also be counted in the participation grading. Five points will be deducted for every class missed unless you have a valid reason of absence (e.g. documentation from medical or student services).

- Students will complete all required assignments, on time and in an honest and comprehensive fashion (see Academic Honesty Guidelines). Five points will be deducted for every day an assignment is late. It is expected that **all assignments** contain correct spelling, sentence structure, composition and grammar.
- Students will leave all personal “crises” at the door. Class discussions are reserved for topics related to course content.
- Professional behavior is always expected. Therefore, a student will be respectful, honest and open with one another: everyone’s participation and efforts will be welcomed, heard and valued. **Cell phones should be turned off during class time and texting prohibited.**
- Final grade will be affected by the discretion of the instructor regarding tenets of these class requirements.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, 209 Thompson-Clark Hall, 724-946-7192.

Student Assignments:

1. **Bio-book** - Create a biography about one of your peers. This book should include a cover, **four** pages each representing a characteristic of your peer, and an “about the author” (you) page. Be prepared to share this in class. (Supplies will provided) **(10 Points) Due: 8/30/13 (CC I. C.1-2, C8)**
2. **Learning Theorists Presentations:** You will choose one influential person in the field of early childhood development. Become an expert on the views of one theorist and prepare a 15 minute multi-media presentation in which you share your expertise. It is suggested that your presentation be creative and interactive. Students are encouraged to use multiple forms of technology as the classroom allows. Use your text and at least **three** additional resources. Please include an informational handout to each member of our group regarding your topic and include your sources. Possible topics could include these theorists: Bowlby, Maslow, Gardner, Montessori, Vygotsky, Erikson, Piaget or Bronfenbrenner. **(50 Points) Due: 9/16/13 (CC I.E.1-4)**
3. **Design a Philosophy of Education:** You will develop a research-based philosophy that reflects your own thought about schools, teaching and learning in general and special education environments. This document will be written in APA style and in its final form will include a cover page, abstract, body and reference page. In our class you will be writing the introduction page, a reference page (finding five relevant research articles from peer reviewed journals) and craft an outline of the areas you want to include in the body of the document. Dr. Dubois will continue to work on this document in its final stages in Foundations of Special Education. You will be provided examples and three research articles to begin your journey. (Philosophy of Education is required in your Sophomore Portfolio - due in the spring semester). **(50 points) Due 9/30/13 (CC I. C.1-12, D1-6, E1-4, II. F 1-6, V. A-T)**
4. **Lesson Plan/Class Activity:** You will create a 15-20 minute lesson/activity. Provide a written form of the activity, in addition to presenting the lesson to our group. You are encouraged to use

materials and manipulatives to share with your peers. Students may choose from the following areas when designing their lesson: (Lesson Plan format is provided- **50 points**) **Due – begins 11/18/13** (CC I.F.1-3, I.2-8, II.A-F)

- a. developmentally appropriate activity for the social/emotional development for a kindergarten class,
 - b. developmentally appropriate math activity for a third grade class,
 - c. developmentally appropriate fine motor activity for a group of four toddlers,
 - d. developmentally appropriate language/literacy activity for a four year old class,
 - e. developmentally appropriate science activity for a fourth grade class,
 - f. developmentally appropriate gross motor activity for second grade class,
 - g. developmentally appropriate social studies activity for first graders.
5. **Quizzes:** Multiple choice and short answer questions will be the format of two quizzes. **(10 points each)** (CC I-IV)
6. **Mid-term and Final Exams:** Both the exams will be a combination of multiple choice, matching, fill-in the blank and short and long essay questions. **(50 Points each)** (CC I, II, III, IV, V)
7. **Exploratory Practicum:** This course requires a **10 hour practicum component** in an early childhood setting. Locations and ideas will be presented to you at the onset of class, but it is up to you to find a program or classroom and spend 10 hours in observation and exploration. **Please make sure your clearances are up to date and filed in the Education Office.** Students will maintain a log sheet that records the dates and times of the participation and the teacher's signature for each data entry. Each entry should be written on the day you participate in the classroom. The log sheet will be attached to the journal assignment. *The purpose of this activity is for the student to observe and then reflect on information that is presented and discussed in class, and then observed within an actual early childhood setting. Within the framework of your setting, observe general developmental abilities. Without naming the children observed (for privacy and confidentiality) take detailed notes about what children do and say. You will include only what you see and hear, then interpret those findings in specific reflection and application, making specific application to theorists or program models you have learned about in class. Final journal assignments should be typed, double-spaced and not less than **seven** pages. An evaluation from your cooperating teacher will be included in the grade for this assignment. **(55 points for journal and 5 points for teacher evaluation = 60)** **Due Final draft and signed log sheet: 11/11/13** (CC I C3, 9, 12)*
8. **Participation:** Through active class participation, students will demonstrate an understanding of material (e.g. required reading, professional knowledge) covered and synthesize their knowledge in weekly coursework, class activities, written discussion points and discussions. **(10 points)** (CC V, A-T)

Grading:

Based on the above assignments, your participation and professionalism, a possible **350 points** may be earned in class. For our primary learning experiences, you will receive an evaluation rubric for response and grading of your work. The grade distribution listed in the undergraduate catalog will

be utilized. All projects are due during class on the day stated on the syllabus. Grading of late projects will result in a five point deduction per day.

A = Outstanding quality and quantity

B = Good quality

C = Satisfactory quality

D = Passing but inferior

Grading Scale: (350 point total)

A = 93 to 100% of all possible points

A- = 90 to 92.99%

B+ = 87 to 89.99%

B = 83 to 86.99%

B- = 80 to 82.99%

C+ = 77 to 79.99%

C = 73 to 76.99%

C- = 70 to 72.99%

D+ = 67 to 69.99%

D = 63 to 66.99%

D- = 60 to 62.99%

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

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Date	Theme	Readings, Assignments, Assessments
Aug. 28 WED	Introduction to Course & Syllabus	Rd. Ch. 1 (CC I. C-1)
Aug. 30 FRI	Overview of the Profession	Discuss Ch. 1 Rd. Ch. 2 (CC I. C 1,4, D. 1,2) <u>Bio-books to share in class</u> (CC I. C.1-2, C8)
Sept. 2 MON	Historical Contexts	Discuss Ch. 2 Rd. Ch. 3 <i>Learning Theorists Rubric and Overview (CC I. E1-4)</i>
Sept. 4 WED	Early Childhood Program Models	Discuss Ch. 3 Rd. Ch. 4 <i>Journal Assignment Rubric and Overview (CC I.C3)</i>

Sept. 9 MON	Understanding How a Child Develops and Learns	Discuss Ch. 4 Quiz #1 (Ch 3 & 4) (CC I. C1-6)
Sept. 11 WED	Learning Theorists	Discuss Teaching Philosophy & APA research Librarian presenter <i>Philosophy of Education Overview</i>
Sept. 16 MON	LEARNING THEORISTS PRESENTATIONS	<u>PRESENTATIONS DUE</u> (CC I. E1-4)
Sept. 18 WED	LEARNING THEORISTS PRESENTATIONS	<u>PRESENTATIONS DUE</u> (CC I. E1-4) Rd. Ch. 5 & article on play
Sept. 23 MON	Play in Childhood	Discuss Ch. 5 (CC I. D6)
Sept. 25 WED	Practicum Experiences	Discuss Practicum Experiences. Be prepared for open reflection and to bring in and discuss articles for Philosophy of Education assignment. (CC I. C3,4) Rd. Ch. 6
Sept. 30 MON	Guiding Young Children	Discuss Ch. 6 (OMIT Ch. 7&8) (CC I. D) Rd. Ch. 9
Oct. 2 WED	Planning the Physical Environment	Discuss Ch. 9 (CC I. I2-8) <u>PHILOSOPHY OF EDUCATION DUE</u> (CC IV. A1-2:B1-2: C1-8) PRACTICUM SMALL GROUP DISCUSSION
Oct. 7 MON	Mid-term review	Review for mid-term
Oct. 9 WED	Mid-Term Exam	<u>MID-TERM EXAM</u> – Rd. Ch. 10 (CC I. C-1)
Oct. 14 MON 11	Developmentally Appropriate Curriculum	Discuss Ch. 10 (CC I. D 1-6) Rd. Ch. 11
Oct. 16 WED	Compare and Contrast Early Childhood programs	Visit New Wilmington Presbyterian Church Preschool (make observations and be prepared to follow up with notes) (CC I. C2,3 F1-3 G1-6) Discuss Ch.11 Rd. Ch. 12
Oct. 21 MON	Health and Wellness	Discuss Ch. 12 (CC I. F2) Rd. Ch. 13 Visit Westminster College Preschool Lab (make observations and be prepared to follow up with notes) (CC I. C.2,3 F1-3 G1-6)

Oct. 23 WED	Reggio Emilia Guest speaker	Guest Speaker– Cyert Center speaker- Reggio Emilia Program (CC.I. G1-6) (take notes)
Oct. 28	FALL BREAK	
Oct. 29 TUES is a MON	Practicum Discussion	PRACTICUM SMALL GROUP DISCUSSION (CC I. C3,4)
Oct. 30 WED	Quiz/Lesson Plan/SAS	Quiz #2 (Ch 10) <i>Introduction to Lesson Plan and SAS website</i>
Nov. 4 MON	Mathematics, Science and Social Studies Learning <i>Rubric for Lesson Plan Presentation</i>	Discuss Ch. 14 (CC II. C) Rd. Ch. 15
Nov. 6 WED	Language and Literacy Learning	Discuss Ch. 15 (CC II. A, B) Rd. Ch. 16 & 17
Nov. 11 MON	The Creative Arts & Technology	<u>PRACTICUM JOURNAL DUE</u> (CC I. A C3, 9, 12) Discuss Ch. 16 & 17 – Guest presenter
Nov. 13 WED	Early Childhood Professionals	Guest Speaker: School District primary teacher
Nov. 18 MON	<u>LESSON PLAN PRESENTATIONS</u>	Lesson Plan Presentations (CC I.F.1-3, 1.2-8, II.A-F)
Nov. 20 WED	<u>LESSON PLAN PRESENTATIONS</u>	Lesson Plan Presentations (CC I.F.1-3, 1.2-8, II.A-F)
Nov. 25 MON	<u>LESSON PLAN PRESENTATIONS</u>	Lesson Plan Presentations (CC I.F.1-3, 1.2-8, II.A-F)
Nov., 27- Dec. 1	<u>No class – Thanksgiving Break</u>	
Dec. 2 MON	Presentation returns, Study Guide and overview	Semester Review
Dec. 4 WED	Last Day of Class	Center Time and evaluations
Dec. 9-13	FINALS WEEK	FINAL EXAM (CC I.-V.)