ECE 201: Issues and Trends in Early Childhood Education- Spring 2019

Class Times: M & W (and announced Fridays) 8:10 – 9:10 a.m.
Instructor: Diana M. Reed, M.A.T. Early Childhood and Elementary Education
Office: Old Main 313
Office Phone: 724-946-7181
Cell Phone: 724-946-3207
Office Hours: M & W 9:30 – 10:00 a.m., 3:30 – 5:00 p.m. and by appointment on Friday
Email: reedd@westminster.edu

“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 Academic Learning Standards, Pennsylvania Core Standards and NAEYC (National Association for the Education of Young Children) standards will also be examined.

Course Format: A combination of on-line presentation, instructor/student discussions, readings, presentations, research, and field observations 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:

Journal Suggested Readings:
- [http://www.naeyc.org/yc/](http://www.naeyc.org/yc/)
- American Educational Research Journal
- Child Development
- Developmental Psychology
- Early Childhood Research and Practice (on line journal)
- Early Childhood Research Quarterly
- Early Education and Development
- International Journal of Early Childhood Special Education (on line journal)
- Journal of Applied Developmental Psychology
- Journal of Early Childhood Teacher Education
- Journal of Research in Childhood Education
Web Resources:

Pennsylvania Academic Standards and Common Core Standards
http://www.portal.state.pa.us/portal/portal/server.pt/community/state_academic_standards/19721

Standards Aligned System
http://pdesas.org/

NAEYC Program Standards

The Mailbox Magazine
http://www.themailbox.com/

Teachers Pay Teachers
https://www.teacherspayteachers.com/

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 (Pennsylvania Department of 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.
- Students will identify broad developmental and learning outcomes indicative of this age group.
- Students will discuss various models of child development as they influence development and learning.
- 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 conversation. Participation points are awarded at the end of the semester. If you have contributed to class discussion knowledgably and consistently, this will be counted in that portion of grading. After most reading assignments, you will also be required to submit THREE written discussion points. (10 points)

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, students 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 and out of sight during class time, unless used for in-class assignment.
- Final grade will be affected by the discretion of the instructor regarding the tenets of these class requirements.

The School of Education is also committed to learning and teaching mindfulness in the classroom. You will be practicing mindfulness activities in class as well as learning strategies to teach in your future classroom. Here is a summary of benefits particularly relevant to educators:

Attention
Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.

Emotional Regulation
Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.

**Adaptability**
Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.

**Compassion**
Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.

**Calming**
Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

**Resilience**
Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

[http://www.mindfulschools.org/about-mindfulness/research/](http://www.mindfulschools.org/about-mindfulness/research/)

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.

Academic Success Center:

Wondering how to better tackle your reading assignments? Looking for new ways to prepare for your tests? Worried about keeping up in all of your classes? Afraid to ask for help? You’re not the first Westminster College student to have these issues on your mind!

The Academic Success Center can help you with free academic support, including drop-in tutoring hours and individual tutoring for specific subjects, as well as individualized academic consultations to help you with goal setting, time management, note-taking, reading strategies and other skills that will help you reach your academic goals.

Located on the fourth floor of Thompson-Clark Hall, the center also offers rooms for individual or group studying on a first-come, first-serve basis until 10 p.m. every night. For more information, visit www.westminster.edu/academics/learning-center/index.cfm, or contact Coordinator Jessica Shelenberger by visiting TC 412, by emailing shelenjp@westminster.edu or by calling (724) 946-6700.

**Student Assignments:**
1. **Concept Map**  At the beginning of this course you will create a map of concepts related to early childhood education that will symbolize your incoming and outgoing knowledge. Label and address these topics: **educational theorists, important aspects of child development, early childhood program models, curriculum content areas, classroom environment** and finally **personal strengths** that led you to the profession. At the end of the course, you will re-visit the map in order to reflect on concepts learned over the semester.  **(10 Points)**  (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 for each member of our group regarding your topic and include your sources. A full assignment description will be offered. **(100 Points)** **Due:** Jan. 30, Feb. 1 & Feb. 4 (CC I.E.1-4)

3. **Design a Philosophy of Education:** You will begin to develop a research-based philosophy that reflects your own thought about education, teaching and learning in general education environments. In our class you will be completing an organizational template and then summarizing relevant research articles from peer reviewed journals that support your philosophy. You will be provided a detailed assignment description, examples and research articles to begin your journey. A philosophy of education is required in your future Sophomore Portfolio - due in the spring semester of your sophomore year. The documents will be written in APA style. **(100 points)** **Due:** Feb. 20 (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 presentation. The assignment will require you to write a full lesson plan using the School of Education’s template. You will include a text set and website list in addition to presenting the lesson to our group. You are encouraged to use materials and manipulatives for your lesson presentation to offer to your peers. Lesson plan template is provided. **(100 points)** **Due:** begins April 23, 26, 29 (CC I.F.1-3, I.2-8, II.A-F) Students may choose from the following areas when designing their lesson:
   a. developmentally appropriate social/emotional activity for a kindergarten class,
   b. developmentally appropriate math activity for a third grade class,
   c. developmentally appropriate language/literacy activity for a four year old class,
   d. developmentally appropriate science activity for a fourth grade class,
   e. developmentally appropriate physical motor activity for second grade class,
   f. developmentally appropriate social studies activity for first graders,
   g. developmentally appropriate health and wellness activity for preschoolers.

5. **Quizzes:** Multiple choice and short answer questions will be the format of two quizzes. **Jan. 28 & March 25 (10 points each)** (CC I-IV)

6. **Mid-term and Final Exams:** Both the exams will be a combination of multiple choice, fill-in the blank and short and long essay questions. **February 27 Mid-term/Final TBA (50 points each)** (CC I, II, III, IV, V)

7. **Exploratory Practicum and Journal Assignment:** 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 School of Education Office. Students will maintain a log sheet that records the dates and times of the participation and the teacher’s signature for the data entry. Each entry should be written on the day you participate in the classroom. The log sheet should be attached to the journal assignment.
The purpose of the written journal is for you 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 of children, classroom environments and teacher strategies. Without naming the children or teachers observed (for privacy and confidentiality) take detailed notes regarding your classroom experience. You will then interpret those findings making specific application to theorists, educational practices or program models you have learned about in class. Final journal assignments should be typed, double-spaced and not less than seven pages. The log sheet and a separate evaluation from your cooperating teacher will be included in this assignment. **(50 points for journal and 5 points for log sheet. The teacher evaluation = 5 points)**. Journal and log sheet due: April 17 (CC I C3, 9, 12)

Below are some excellent early childhood programs in the immediate area. Contact information is provided. It is up to you to initiate contact and to make plans to accrue your 10 hours. Many preschool programs would like to have you commit to the entire semester to volunteer.

**Options:** Walker House (van provided from college 3:30 PM)-Mrs. Diane Gabriel gabrieldl@westminster.edu  
Westminster College Preschool Lab – Mrs. Missy Moore mooreml@westminster.edu  
New Wilmington Presbyterian Church Preschool-Mrs. Angela Toscano toscano@yahoo.com  
Wilmington Elementary School – contact Mrs. Reed - reedd@westminster.edu

8. **Participation and Professionalism:** Through **active** class participation, students will demonstrate an understanding of material covered (e.g. required reading, professional knowledge) and synthesize their knowledge in weekly coursework, class activities, written discussion points and discussions. **(10 points participation and 5 points for teacher evaluation)** (CC V, A-T)

**Grading:**
Based on the above assignments, your participation and professionalism, a possible **500 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 unless an alternative plan has been discussed with the instructor. 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: (500 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%**
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.

ECE 201: Issues and Trends in Early Childhood Education  SPRING 2019 Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Introduction to Course &amp; Syllabus</td>
<td>Rd. Ch. 1 ((CC I. C-I))</td>
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<tr>
<td>1/16</td>
<td>Overview of the Profession</td>
<td>Discuss Ch. 1&lt;br&gt;Rd. Ch. 2 ((CC I. C 1,4, D. 1,2))</td>
</tr>
<tr>
<td>1/23</td>
<td>Historical Contexts</td>
<td>Discuss Ch. 2&lt;br&gt;Rd. Ch. 3 (Learning Theorists Rubric and Overview (CC I. E1-4))</td>
</tr>
<tr>
<td>1/25</td>
<td>Early Childhood Program Models</td>
<td>Discuss Ch. 3&lt;br&gt;Rd. Ch. 4 (Learning Theorists Presentation Sign-ups, Q &amp; A Practicum and Teacher Evaluation Overview)</td>
</tr>
<tr>
<td>1/28</td>
<td>Understanding How a Child Develops and Learns</td>
<td>Discuss Ch. 4&lt;br&gt;<strong>QUIZ #1</strong> ((Ch. 3 &amp; 4) (CC I. C1-6))</td>
</tr>
<tr>
<td>1/30</td>
<td>LEARNING THEORISTS PRESENTATIONS</td>
<td><strong>PRESENTATIONS DUE</strong> ((CC I. E1-4))</td>
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<tr>
<td>2/1</td>
<td>LEARNING THEORISTS PRESENTATIONS</td>
<td><strong>PRESENTATIONS DUE</strong> ((CC I. E1-4))</td>
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<tr>
<td>2/4</td>
<td>LEARNING THEORISTS PRESENTATIONS</td>
<td><strong>PRESENTATIONS DUE</strong> ((CC I. E1-4))</td>
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<tr>
<td>2/6</td>
<td>Research-Based Philosophy of Education</td>
<td>Philosophy of Education Assignment Overview&lt;br&gt;Q &amp; A and look at examples</td>
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<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>2/8</td>
<td>Research Seminar</td>
<td>Ms. Eloise Stevens Meet at McGill Library Rd. Ch. 5</td>
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<tr>
<td>2/11</td>
<td>Play in Childhood</td>
<td>Discuss Ch. 5 (CC I. D6) Watch video on D2L Kathy Hirsh-Pasek</td>
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<td>2/13</td>
<td>Practicum Experience</td>
<td>Discuss Practicum Experiences. Be prepared for open reflection (CC I. C3,4) &amp; Philosophy of Education Q &amp; A Rd. Ch. 6</td>
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<tr>
<td>2/18</td>
<td>Guiding Young Children</td>
<td>Discuss Ch. 6 (OMIT Ch. 7&amp;8) (CC I. D) Rd. Ch. 9</td>
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<tr>
<td>2/20</td>
<td>Planning the Physical Environment - Indoor</td>
<td>Discuss Ch. 9 (CC I. I 2-8) PHILOSOPHY OF EDUCATION DUE (CC IV. A1-2:B1-2: C1-8)</td>
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<td>2/25</td>
<td>Mid-term review</td>
<td>Review for mid-term Journal Assignment Rubric and Overview (CC I.C3)</td>
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<td>2/27</td>
<td>Mid-Term Exam</td>
<td>MID-TERM EXAM – Rd. Ch. 10 (CC I. C-I) Take home portion – develop a 1-2 page Philosophy of Education statement over break</td>
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<tr>
<td>3/4</td>
<td>Planning the Physical Environment - Outdoor</td>
<td>CLASS AT Westminster College Preschool Lab (make observations and be prepared to follow up with notes) (CC I. C2,3 F1-3 G1-6) Discuss Ch.10 Rd. Ch. 12</td>
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<tr>
<td>3/6</td>
<td>Compare and Contrast Early Childhood program environments Health and Wellness</td>
<td>CLASS AT New Wilmington Presbyterian Church Preschool (make observations and be prepared to follow up with notes) (CC I. C.2,3 F1-3 G1-6) Discuss Ch. 12 Rd. Ch. 11</td>
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<tr>
<td>3/11-3/15</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/18</td>
<td>Developmentally Appropriate Practice</td>
<td>Discuss Ch. 11 Article reading on D2L &amp; explore SAS website Discuss Preschool Lab opportunity for Friday</td>
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<tr>
<td>3/20</td>
<td>Implementing DAP in the classroom</td>
<td>Developing an integrated unit web Rd. Ch. 13</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>3/22</td>
<td>Present gross motor activities at the PRESCHOOL LAB</td>
<td>Preschool Lab 12:15 – 1:45 – extra practicum 2 HOURS</td>
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<tr>
<td>3/25</td>
<td>Social and Emotional Development</td>
<td>Discuss Ch. 13</td>
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<td><strong>QUIZ #2</strong></td>
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<td>3/27</td>
<td>Journal Connections in your Practicum</td>
<td>PRACITICUM DISCUSSION &amp; Introduction to Lesson Plan Presentations</td>
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<td><em>CC I. C3,4</em></td>
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<tr>
<td>4/1</td>
<td>Lesson Plan/Standards Align System</td>
<td>Introduction to Lesson Plan and SAS website Rd. Ch. 14</td>
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<td><em>Rubric for Lesson Plan Presentation</em></td>
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<tr>
<td>4/3</td>
<td>Mathematics, Science and Social Studies Learning</td>
<td>Discuss Ch. 14 <em>(CC II. A, B)</em></td>
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<td>Guest Speaker – Dr. Sararose Lynch – Mathematics Instructor</td>
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<td>Rd. Ch. 15</td>
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<tr>
<td>4/8</td>
<td>Language and Literacy Learning</td>
<td>Discuss Ch. 15 <em>(CC II. C)</em></td>
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<td>Rd. Ch. 16</td>
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<tr>
<td>4/10</td>
<td>The Creative Arts</td>
<td>Discuss Ch. 16</td>
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<td></td>
<td>Rd. Ch. 17 and video for next class</td>
<td>In-class Art Museum</td>
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<tr>
<td>4/15</td>
<td>Technology in the Classroom Review Lesson Plan Assignment</td>
<td>Discuss Ch. 17</td>
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<tr>
<td>4/17</td>
<td>Early Childhood Professionals</td>
<td>Guest Visit: District Primary Teacher</td>
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<td><strong>PRACTICUM JOURNAL DUE</strong> <em>(CC I. A C3, 9, 12)</em></td>
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<tr>
<td>4/18-22</td>
<td><strong>EASTER BREAK</strong></td>
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<tr>
<td>4/23</td>
<td>LESSON PLAN PRESENTATIONS</td>
<td>Lesson Plan Presentations <em>(CC I.F.1-3, I.2-8, II.A-F)</em></td>
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<tr>
<td>4/24</td>
<td>URAC – Undergraduate Research and Arts Celebration</td>
<td>Required Attendance: Take a selfie at one of the education-themed</td>
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<td>presentations and upload it and a 2-3 sentence summary to D2L by 11:30 PM</td>
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<tr>
<td>4/26</td>
<td>LESSON PLAN PRESENTATIONS</td>
<td>Lesson Plan Presentations <em>(CC I.F.1-3, I.2-8, II.A-F)</em></td>
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<td>4/29</td>
<td>LESSON PLAN PRESENTATIONS</td>
<td>Lesson Plan Presentations <em>(CC I.F.1-3, I.2-8, II.A-F)</em></td>
</tr>
<tr>
<td>5/1</td>
<td>Concept Maps and Lesson Plan Review</td>
<td>Lesson Plan Presentation De-brief <em>(CC I.F.1-3, I.2-8, II.A-F)</em></td>
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<td><em>DE-BRIEF</em></td>
<td>Re-visit Concept Maps <em>(CC I. C.1-2, C8)</em></td>
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All practicum log sheets and evaluations must be in on this day.

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<th>5/3</th>
<th>Semester Overview and Center Time</th>
<th>Semester Review CENTER TIME</th>
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<tr>
<td>FRIDAY</td>
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<tr>
<td>5/6 – 5/9</td>
<td>FINALS WEEK</td>
<td>FINAL EXAM - TBA (CC I.-V.)</td>
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### Charlotte Danielson’s Domains for Teaching

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<thead>
<tr>
<th>Domain #1: Planning and Preparation</th>
<th>Activity</th>
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<tr>
<td>Exams, readings, quizzes, both presentations</td>
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<tr>
<th>Domain #2 &amp; 3: The Classroom Environment and Instruction</th>
<th>Activity</th>
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<tr>
<td>Lesson plan development, Practicum experiences, Journal assignment,</td>
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<tr>
<th>Domain #4: Professional Responsibilities</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Exams, readings, quizzes, theorists presentations Philosophy of Education, Practicum participation</td>
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### ACADEMIC HONESTY GUIDELINES

Derived from Baldwin-Wallace Department of Psychology Academic Honesty Guidelines and the “Social Science Guide to Plagiarism and Referencing: What Every Student Should Know about Plagiarism and Referencing”, prepared by social science departments at the University of Maine.

Academic dishonesty can be defined as, but not limited to the following:

- Claiming someone else’s work as our own.
- Turning in a paper for which someone else did the original research and writing.
- Quoting from another person without acknowledging that you re-quoting and without giving the source for the quotation.
- Plagiarism: using someone else’s written or recorded works exactly, or paraphrasing them (rewording them yourself) without identifying the source from which they came.

** Plagiarism does not necessarily imply intent; it is the act itself which defines plagiarism. In other words, ignorance or sloppiness is not an excuse for plagiarism. Plagiarism is a form of theft (taking of ideas) or fraud (misrepresentation).

** Footnotes, references, and citations are ways of recognizing the contributions of the authors of the source documents you are using to compile your paper. Students should not be afraid that there is a negative connotation associated with reliance on footnotes or citations. To the contrary, you would avoid pretending that you do not draw heavily on the thoughts ideas or knowledge of others. The rule is to give credit where credit is due.

** Direct quotations – When you repeat a passage or statement, word for words, you must include the quotation marks, the relevant page number (s), and the citation for the passage.
** Paraphrasing –** When you restate a passage, keeping the essence or central idea of the original passage intact but altering its form or substituting other works, you should directly cite the original source (e.g., According to Skinner (1965)…).

** Idea –** When you use ideas fully or partially derived from an identifiable source or set of sources you must acknowledge the origin of those ideas.

** Rules about plagiarism pertain to all work, not just papers.** This includes debates, group project assignments, oral reports, homework assignments, etc., even though the rules and forms for citation may not be as stringent.

** Secondary sources -** When another author is cited within the text you used, you need to include a reference to where you found the quote. For example, if you were citing B.F. Skinner out of an introductory psychology text, you would cite the psychology text.

** Citations or references should provide clear, accurate, and complete information as to the origin of the source.** In general, students in education courses should use the citation format contained in the most recent edition of the Publication Manual of the American Psychological Association.

- Copying from another students’ paper or otherwise communicating with him/her during an examination.
- Allowing another student to copy from your exam paper.
- Having another student take an exam under your name, or doing likewise for him/her.
- Copying notes secretly brought into an exam.
- Copying another student’s homework, take home test, or allowing another student to copy yours.
- Securing a copy of an examination when other students who take it do not have, or are not allowed access to it. NO copies of examinations are to be taken from the classroom at any time UNLESS permission is given by the course instructor.
- Claiming for someone else what is, in fact, your own.
- Signing the name of an academic advisor or any faculty member or administrator to an official form or document.
LETTER FOR PRACTICUM TEACHER

To whom it may concern:

Westminster College is renowned for the high level of clinical and field-based experiences that undergraduate teacher candidates acquire prior to their certification. Experiences include a range of formal, school and community activities and give students invaluable first-hand exposure to the classroom and a unique opportunity to apply their learned skills and evaluation techniques to practice.

Please consider this request for this ECE201 (Foundations of Early Childhood Education) student to take part in your classroom as a part of the requirements for this course. This student will shortly have all three clearances (Child Abuse, PA Criminal History and FBI Criminal History) and the PPD tine test in the offices of the Westminster School of Education. If you wish to have copies of these clearances, please request them of the student. Your accommodations are very much appreciated.

The practicum component of this course is a 10 hour requirement. This course is considered an introductory course (or Stage 1) in education, therefore the expectations for the practicum are these:

Stage I: Observation

Students are expected to observe actively and to assist classroom teachers wherever needed, whether that involves helping to coordinate classroom activities or to support and individual learner. Students maintain an observation log, complete written reflections, and meet with their course instructor to discuss their experiences that are linked to their current courses and practices.

Here are my goals for the students:

1. To observe the environment, children and teachers in a quality, age appropriate early learning environment. (For the first 4 hours of the practicum, the student may be allowed to simply observe and take notes)
2. To work with a small group of students with the teacher’s permission, in an activity that offers some exploratory experience with the age of the group they are serving. (remaining 6 hours)

Here are just a few examples of practicum students may carry out their required hours:

   a. Read an age appropriate story, keep listeners engaged and ask meaningful questions.
   b. Facilitate in group play with a group of children. Initiate a game and help the children to follow the directions and maintain attention.
   c. Sit with a small group of students and ask them about themselves and their families. Learn how to converse in an age appropriate way to the target age group.
   d. Participate with individual students in cognitive tasks, per teacher request. (Teachers may need to be explicit with the direction for the pre-service teacher. College students are learning the developmental milestones of each age group).
   e. Supervising teachers, please feel free to suggest or implement an idea for the student.

Please contact me with any questions or concerns you may have and I thank you for offering your expertise to a future teacher.

Sincerely,

Diana M. Reed
Westminster College Department of Education +724-946-3207 reedd@westminster.edu
Practicum Field Work

“PROFESSIONAL REMINDERS”

1. Check in and sign in at the beginning of your slated time.

2. Get your teacher’s phone number and/or email.

3. **YOU MUST CALL WHEN YOU WILL NOT BE ABLE TO ATTEND!!!**

4. Be prompt or early.

5. If you must miss a slated time-frame, make it up.

6. Take initiative to help the teacher (do not sit back and wait to be asked). Find a good book to share with students and ask the teacher if you may do so. Practice reading it first and plan follow up questions.

7. **DRESS PROFESSIONALLY**
   - **Men:** No piercings, hats or low riding pants.
   - **Women:** NO bare midriffs, low rise pants or short skirts, plunging necklines. (If in doubt....don’t wear it). No “extra” piercings other than ears.

8. If you are volunteering as part of an ECE class, you will have a log-in sheet to maintain. This can be given to your instructor at the end of the semester to sign.

9. **Respect confidentiality.** You are a guest in the school. Please **do not discuss any information about your students outside of class.**

10. You represent Westminster College whenever you go into a classroom. Those who have preceded you have built an excellent reputation. Continue this tradition.
## Practicum Hours Log Sheet – 10 hour requirement

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Signature of pre-service teacher (student) ________________________________

Signature of supervisor ______________________________________________

Email address of supervisor _____________________________________________

Best phone number of supervisor ________________________________________